

**MURRAY STATE UNIVERSITY****DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 746****CREDIT HOURS: 3****I. TITLE: Wellness and Prevention Approaches****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

Course integrates the preventive origins of counseling with other models of prevention. This teaching and learning approach will balance between understanding wellness and prevention conceptually and studying some illustrations of wellness and preventive practices and hold promise for enhancing the counseling field. It is anticipated that students will gain a better understanding of how evolving theories of prevention can be utilized to help individuals and groups avert specific psychological, educational, and health problems via "before-the-fact" preventive actions. As a hands-on learning tool, students will identify an area of interest as a focal point for their development of a prevention model that is of special interest to them. The course will also address ethical and professional issues and multicultural issues related to prevention work.

**Prerequisite(s):** none**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. become aware of the scope and extent of problems and issues that is the focus of prevention programming (CACREP Section II: G2a, G5a, G5g);
- B. become familiar with the theoretical and empirical bases for wellness and prevention work, including the counselor's role (CACREP Section II: G1d, G1h, G2c, G2f, G3a, G3b, G3d, G3h);
- C. become familiar with wellness concepts, strategies, and practices and how to apply them on a personal and professional level (CACREP Section II: G1d, G3h, G3e, G3f, G5a, G5e);
- D. develop a critical knowledge of direct and indirect counseling strategies for prevention that relate to specific problems such as eating disorders, marital problems, conflict resolution, relationships, and other social and personal problems (CACREP Section II: G2a, G2b, G3d, G3h, G5b, G5c, G5f);
- E. develop the ability to conduct a needs assessment for use in prevention program planning (CACREP Section II: G1b, G1i, G2d, G5c, G7f, G8d);
- F. acquire a hands on experience by developing and presenting a prevention program appropriate for a specific population around a specific issue and presenting it as a professional proposal that advocates for a specific population (CACREP Section II: G1b, G1h, G2a, G2d, G2e, G3e, G6b, G6e, G8a, G8e)
- G. acquire an ability to develop an evaluation plan appropriate for a prevention program (CACREP Section II: G7b, G8d, G8f);
- H. obtain an understanding of a variety of cultural factors that may influence successful wellness and prevention programming (CACREP Section II: G3c, G8f); and
- I. develop an understanding of ethical and professional guidelines related to prevention work (CACREP Section II: G1j).

The CAEP/EPBSB theme of diversity is addressed via reading assignments and experiential activities that designed to increase multicultural awareness and increase multicultural competency in the counseling profession. With regards to the CAEP/EPBSB theme of literacy/reading is addressed through extensive reading materials (i.e. textbooks, workbooks, and journal articles). Students write several papers in class as part of an assignment that helps students learn how to write mental health prevention proposals. CAEP/EPBSB theme of assessment is addressed by students' actively assessing their own self-care, wellness, and prevention needs and applying this knowledge to creating a personal wellness plan to address wellness needs. Students will also actively assess the needs of a particular population through analyzing the literature. Students use the needs assessments to wellness and prevention program planning. Furthermore, various informal and formal wellness assessments will be utilized in class to assist students in further understanding their own self-care and wellness needs. The CAEP/EPBSB theme of technology is addressed in the instructional delivery method of the class. This class is an ITV class and utilizes technology in a way that offers students in remote locations the ability to attend class without traveling great distances to do so. Students also utilize technology in class in order to speak with others at the remote class to help students engage in class discussions at a distance.

**IV. CONTENT OUTLINE:**

- A. Understanding Prevention
- B. Risk and Protective Factors
- C. Theories of Prevention
- D. Cultural Issues in Prevention
- E. Conducting a Needs Assessment
- F. Prevention Strategies
- G. Prevention Programming
- H. Evaluation of Prevention Programs
- I. Ethical and Professional Issues
- J. Wellness Strategies
- K. Future Trends

**V. INSTRUCTIONAL ACTIVITIES:**

This course will be primarily run as a seminar. Thus, emphasis will be on reading and discussion, with supplemental information provided by the instructor in class. Students will be expected to come to class prepared to discuss information and ideas presented in the assigned readings and to integrate supplemental information offered by the instructor into that discussion. An attempt will be made in these discussions to translate theories, ideas, and empirical research into practical application in prevention work. Discussions will occasionally be stimulated by experiential activities designed to increase awareness and thought around various issues related to prevention. This will include demonstration by students of at least one example of prevention programming. In addition, a number of out-of-class activities will be assigned to give students further opportunity to gain insight into and experience with prevention work.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

None

**VII. TEXT(S) AND RESOURCES:**

A. Required Text:

- Karren, K. J., Smith, N. L., & Gordon, K. J. (2014). *Mind body health: The effects of attitudes, emotions, and Relationships* (5<sup>th</sup> ed.). Boston, MA: Pearson.
- Seaward, B. L. (2005). *Achieving the mind-body-spirit connection: A stress management perspective*. Sudbury, MA: Jones and Bartlett.
- Tummers, N. E. (2011). *Teaching stress management: Activities for children and young adults*. Champaign, IL: Human Kinetics.

B. Other Required Selections:

Instructor assigned readings (i.e. journal articles, etc.) will be posted in Canvas.

C. Additional References:

- Myers, J. E., & Sweeney, T. J. (2005). *Counseling for wellness: Theory, research and practice*. American Counseling Association.
- American Counseling Association (ACA): <http://www.counseling.org/>
- ACA Counselor Wellness Resources: <http://www.counseling.org/knowledge-center/counselor-wellness>

D. Counseling Websites:

- Association for Multicultural Counseling & Development (AMCD): [www.multiculturalcounseling.org](http://www.multiculturalcounseling.org)
- American Counseling Association (ACA): [www.counseling.org](http://www.counseling.org)
- American Mental Health Counselors Association (AMHCA): [www.amhca.org](http://www.amhca.org)
- American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)
- Kentucky Counseling Association (KCA): [www.kyca.org](http://www.kyca.org)

E. Counseling Journals:

- Journal of Multicultural Counseling & Development*
- Multicultural Perspectives*
- Journal of Counseling & Development*
- Journal of Mental Health Counseling*
- Professional School Counseling Journal*

F. Library Resources:

MSU Library: [www.murraystate.edu/MSML](http://www.murraystate.edu/MSML)MSU College of Education Librarian: Katherine Farmer – (270) 809-6180 [kfarmer10@murraystate.edu](mailto:kfarmer10@murraystate.edu)**VIII. EVALUATION AND GRADING PROCEDURES:****A. Course Requirements:**

Stress Management and Relaxation Wellness Semester Project	50 points
Wellness and Prevention Program Interview	15 points
Wellness and Prevention Projects	
1) Professional and Community Wellness Prevention Proposal	
<i>Problem Statement, Risk and Protective Factors List, and Needs Statement</i>	30 points
<i>Wellness and Prevention Program Plan and Evaluation Process</i>	20 points
<i>Wellness and Prevention Program Proposal</i>	20 points
<i>Wellness and Prevention Program Proposal Presentation and Activity</i>	15 points
2) Personal Wellness and Prevention Project	
<i>Evaluation/Needs Assessment, Paper, and Presentation</i>	30 points
Leadership Assignment: Guided Discussions, Presentations, and Activities	50 points
Class Participation	50 points
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TOTAL	280 points

**B. Grading Scale:**

- A = 90 – 100%  
 B = 80 – 89%  
 C = 71 – 79%  
 E = Below 71%

**C. Assignment Descriptions:**

1. Stress Management and Relaxation Wellness Semester Project (50 points) (Due Aug. 3rd at 10 pm) (CACREP G1d)

This assignment is designed to further customize class to meet your individual needs pertaining particularly to stress management and wellness. Choose a project of your choice to work on the entire course but it ideally something you do not normally do right now. Pick two things (three things when adding your project findings from the assignment below) you want to work on that you feel would really help improve your ability to manage stress and/or improve mental health wellness, and two things (three things when adding your project findings from the assignment below) that will really be helpful for increasing your ability to relax. The sky is the limit with this assignment but I encourage you to pick something new, practical, small, and meaningful.

Write a 3-5 page summary of your experiences due August 3rd at 10 am. This summary should include what the concerns were, what you worked on and why, what progress did you make and how did it make a difference (or not) in your ability to relax better and manage your stress better. Share what you are comfortable sharing about your experiences with your project and your ups and downs. See rubric for grading scale.

Note: No need to write your summary in APA (unless you cite sources). Feel free to write your paper more like a journal or essay. It should be personal and show depth and insight.

2. Wellness and Prevention Program Interview (15 points) (July 23rd at 10 am) (CACREP Section II: G2e, G5a, G5c)

Interview a professional who does prevention programming/prevention work (preferably someone in the mental health/helping professions field).

- a. Find someone to interview.
- b. Create a list of 5-10 questions to ask them about prevention programming, the steps involved with planning and implementing a program, the challenges to the work they do and challenges with prevention programming, the benefits, and wisdom they would like to share with you, how to get funding for projects, what can you do without funding or with little funding, and the role of the counselor/mental health professional in prevention programming work, etc.
- c. Conduct an interview with this person.
- d. Write a 2-3 page summary of your experiences interviewing this person and what you learned from the process and from the questions you asked. Include the list of questions you asked this person - either weave them into the written summary or attach them at the end of the summary.

Note: This assignment does not have to be written in APA (unless you cite sources). See attached rubric for grading criteria.

3. Wellness and Prevention Projects (See attached rubrics for grading scale)
  - a. Professional and Community Wellness Prevention Proposal (85 points) (Due dates below)

This assignment involves two separate projects to it. One is personal wellness and prevention project and the other is a professional and community wellness and prevention project. Each project will have the same assignments to it. Individuals are to select a problem(s) to explore in depth and create a wellness and prevention proposal that includes interviews, researching problem areas and identifying needs, creating risk and protective factor lists, creating a wellness and prevention plan, an evaluation plan, a proposal, as well as presenting their proposal to class. The professional and community wellness and prevention proposal will be described first. (Note that the personal and wellness proposal will be due before the professional and community wellness and prevention proposal). See rubric in Canvas for grading criteria.

    1. Problem Statement, Risk and Protective Factors List, and Needs Assessment (30 points) (Due July 16th at 10 am) (CACREP Section II: G1b, G1d, G1i, G2a, G3f, G3h, G5a, G5g, G7b, G8a, G8d, G8f)

Select a problem (or problems) that interests you (e.g. information overload, stress management, substance abuse, school violence, HIV/AIDS, eating disorders, child abuse and neglect, sexual assault, domestic violence, racial or cultural discrimination, suicide awareness and intervention, couples and families relationship stress, LGBTIQ discrimination, at risk youth, work place bullying, access to mental health counseling and psychological care in rural settings, access to mental health care in low income settings, technology or other addictions, disenfranchised grief, etc.) and a population that interests you (e.g. African American women, gay teens, elderly men, incarcerated youth, college student population, returning combat veterans, elementary aged children in public school, etc.).

      - a. Research the problem area that you will be addressing in your prevention proposal. Find four recent scholarly sources (preferably <5 years, but will take <10years) from accredited sources (i.e., scholarly books and journals, as opposed to the popular press) that explain the challenges and the needs of the population as well as addresses the risk and protective factors specifically related to this problem area. (No more than one source can come from the internet and even that – please have it be a professional or scholarly reference, or a highly reputable source. Please find one source that reports on original qualitative or quantitative research on the topic. Also, preferably find one journal article that is a theoretical article about the topic and/or the population that help identify the changes and needs of the population).
      - b. Write two-three short paragraphs (1-2 pages) that describe the problem and challenges, the needs, risk factors, and protective factors. Cite your sources using APA for the scholarly sources used.
    2. Wellness and Prevention Program Plan and Evaluation Process (20 points) (Due July 23rd at 10 am) (CACREP Section II: G2d, G2e, G3h, G5a, G5b, G7f, G8a, G8d, G8f)

Develop a 2-3 page wellness and prevention programming plan that would target the problem and population you have been addressing in the previous assignment. Note that this is likely to be ongoing and/or multifaceted programming rather than a one-time lecture or presentation (although this might be part of the overall program).

      - a. Write a narrative description of the prevention programming you plan to do, along with justification for why you have selected the programming you did. This means that your plan must be drawn from literature that suggests that a particular approach is effective with specific populations.
      - b. As part of this process be sure to include goals, objectives, and anticipated outcomes. Again, this is to be a narrative description written in some detail, not simply an outline. The reader should be able to have a thorough understanding of what you plan to do and your rationale for doing it.
      - c. You may draw from existing programs that are described in the literature or that you are personally aware of, but if/when you do this, be sure to properly cite the source.

As part of your plan, also write up a plan for how you will evaluate the prevention programming described in the previous above. The essential question here is to describe how you will know whether or not you have accomplished your goals and objectives and the extent to which you have achieved anticipated outcomes.
    3. Wellness and Prevention Program Proposal (20 points) (Due July 30th at 10 am) (CACREP Section II: G1b, G1h, G1i, G1j G3d, G3h, G5a, G5b)

Write a formal 4-8 page proposal for prevention programming that combines the most important aspects of the two previous assignments that addresses a specific problem targeted to a specific population. As part of this proposal address aspects such as: who is the audience the proposal is for, what is the issue, who are the key players, what is to be addressed and why (including wellness and prevention needs), what is the program and are you giving it a name, how can it help, what kind of funding is needed, what are the benefits, what are the draw backs, how will it work, when will the program start, how market the program, what is needed for program success, wellness and prevention activities involved, goals of the program, what are the steps for implementing the prevention program plan, and how will the program be evaluated for success. Be sensitive to cultural needs and difference. Prepare proposal for a specific audience. In other words, pull together the previous assignments into a comprehensive package that could be presented to an administrator, board of directors, agency, or a funding source. Just make sure the proposal is thorough enough to address the following items above while incorporating the two previous aspects to his assignment.

4. Wellness and Prevention Proposal Presentation and Activity (15 points) (Due July 30th – Class Time) (CACREP Section II: G1b, G1h, G1i, G2a, G2f, G5a, G5b)

In class you will present an overview of your proposal as if we were your target audience who the proposal is written for. Each student will have 40-50 minutes of class time in which to do a presentation. Each presentation should begin with an overview of the problem, a very general description of the overall programming, goals of the program, and a description of the evaluation plan (approx. 5-10 min). As part of this process, select one or two activities related to your wellness and prevention program to present to the class. This can be any activity of your choosing (although you are encouraged to do something that would be at least partially interactive). Then, demonstrate the activity in class (again, although not required, something interactive is strongly encouraged), which should run about 20-30 minutes. Leave a few minutes for classmates to ask questions and/or offer feedback.

b. Personal Wellness and Prevention Plan (30 points) (Due July 9th)

The above project will be adapted to create your own Personal Wellness and Prevention Plan to identify and address a personal wellness need on a deeper level. This involves evaluating your own needs and identifying issues or concerns that if you really took time to address and work on, they would really help you cope better with stress, wellness, or the challenges you face in life right now. You have two options for this assignment:

- Option 1: Complete each step used in the Professional and Community Wellness and Prevention Plan Proposal – just at smaller scale. Instead of turning in separate individual assignments, just turn in one paper - your prevention plan proposal (which will naturally have aspects of the other previously described assignments). You may use one source for your citation, versus four. You do not need to write in APA (but make sure you properly cite your source in APA format). For your presentation in class, focus on summarizing your project (i.e. identify what your needs, goals, and plan to make improvements are) and then guide the class in a hands-on activity that might illustrate one of your tools in your personal wellness and prevention proposal. Your personal wellness and prevention plan proposal should be 2-3 pages total, and your presentation including your wellness activity should be 30 minutes in length.
- Option 2: Create your own method for conducting a needs assessment to identify and understand your wellness needs on a deeper level. Through this process, identify at least 4 or 5 things that if you really worked on these things they would really help you to: better manage your stress, cope with a challenge you face, improve your happiness levels, or just help you function better in everyday life. Create a list of these needs and write these down. Assess your strengths and barriers to working on these needs. Find one source that might help you either better understand your needs, your own risk or protective factors, then create a wellness and prevention plan that will address just one or two of these items. Create a plan that will be focused on an overall long term plan that gets at deeper lasting change, not just a temporary change. In a 2-3 page paper, identify the needs and create a wellness plan to address these needs short-term as well as long-term. As part of your presentation walk us through the process of identifying deeper wellness needs and guide class through a hands-on activity related to one of your wellness goals.

The paper will be due on July 9th at 10 am, and the presentation/wellness activity will be on July 9th during our class time. Note that for this assignment, regardless of which assignment option you choose - find 2 small items to work on and add them to your semester's stress management and relaxation project described in assignment A.

4. Leadership Assignment: Guided Discussions, Presentations, and Activities (50 points) (CACREP Section II, G6b)

Much of this class will revolve around discussions generated by the assigned readings and supplemental material provided by the instructor or students in the class. Each class period students will take turns leading guided discussions. Students will pick topics related to the readings, generate 4-8 questions surrounding the topic and/or the readings, and guide students through various activities associated with the workbooks. Each leadership discussion and activity will be approximately 40-50 minutes in length. Discussion leaders will rotate from class to class. Students will serve as discussion leaders for 3-4 times throughout July. Students not leading will be expected to actively engage in the discussions and activities presented.

5. Class Participation (50 points)

Much of this class will revolve around discussion generated by the assigned readings and supplemental material provided by the instructor or the students. There will also be in-class activities designed to give you an opportunity to utilize what you have learned. Each of you has valuable contributions to make to these discussions and activities. It is therefore vital that you come to class prepared to be actively involved. This means that both regular, punctual attendance and doing all reading when assigned are essential.

Students are expected to participate in class discussions and activities. Students are expected to be respectful of differences in class whether that is about beliefs, values, cultural background, spirituality, race, ethnicity, gender, sexual orientation, etc. As a class we will work towards creating an environment of trust where difficult concepts, challenges, and passions can be discussed without individuals feeling judged or looked down upon. To help with this, students will be expected to be sensitive to how they give feedback to each other. Making insensitive, inappropriate, judgmental, or other hurtful comments, is not acceptable. Lack of professionalism could adversely affect your grade as well as adversely affect your standing the program. A healthy exchange of ideas and feedback from each other can enrich the learning process. Because of that, active participation in class is essential. You will be expected to contribute to class discussions in a respectful way – both as an active listener, and as an active speaker. It is hoped that by sharing with each other, students will be able to engage in synergistic conversations that can help each other gain additional insights to the class concepts being discussed. Students when giving feedback, both the quality and quantity of your participation may impact your final course grade.

Part of class participation will also include engaging in a self-reflection and self-examination process. This process assists students with stretching, learning, and growing in new ways while you explore the important role ethics play in the counseling profession (CACREP Section III: G2, G5, G6). Although students will be expected to share information about themselves pertaining to the personal stress management and relaxation projects or the wellness and prevention projects they are working on or that may relate to discussion topics and values, beliefs, and experiences, they may also choose to share that which they are comfortable sharing. Please note you are also welcome to pass on topics that may feel especially vulnerable. Passing on topics will not adversely impact your grade unless you are developing a pattern of regularly passing on topics discussed in class. If that happens, the instructor may bring this up with you for discussion.

D. Important Assignment Policies:

1. All assignments and due dates are subject to change due to unusual or unforeseeable circumstances. Students will be informed of changes by class announcements in class or on Canvas.
2. Assignments are expected the day and the time they are due. All written assignments will be turned in via Canvas.
3. Late Assignment Policy: Late assignments will be accepted for will each receive an automatic 10% reduction of your final grade for that particular assignment. Late assignments will be accepted up until July 30th at 10:00 pm so as to allow plenty of time to grade them. No late assignments can be turned in after this date for credit.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with

established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

**Course Specifics for CNS 746 - Summer 2015**  
**Instructor Contact Information, Office Hours, Class Meeting Times,**  
**Tentative Course Schedule, Outline, Due Dates, and Rubrics\***

**Tentative Course Schedule and Outline**

Date	Topics to Read and Discuss	Readings/Assignments/Due Dates	CACREP Standards
<p><b>Module 1</b> 7/2 – 7/9</p>	<p>Introduction to Class  Syllabus, Class Discussion  Topics, and Assignments  Introduction to Wellness and  Prevention Models  Personal Wellness  Mind-Body-Spirit Connection  Impact of Stress on Health  Wellness Models  Locus of Control</p>	<p>Karren, Smith, &amp; Gordon: Chapters 1 - 6  Seaward: Chapters 1 - 5  Tummers: Chapters 1 - 3  <i>Articles posted in Canvas</i>  <i>Class Activities and Discussions</i></p> <p><b>Two Leadership Discussions on July 9th</b>  <i>Discussion Leader: _____</i>  <i>Discussion Leader: _____</i></p> <p><b>Personal Wellness and Prevention Project Paper and Presentation</b>  <i>Paper Due: July 9<sup>th</sup> at 10 am</i>  <i>Presentation/Activity: In Class on July 9th</i></p>	<p>Section II: G1b, G1h, G1i, G1j, G2a, G2b, G2c, G2d, G2f, G3a, G3b, G3c, G3d, G3e, G3f, G3h, G5a, G5c, G5e, G5g, G6b, G7b, G7f, G8a, G8d, G8e, G8f</p>
<p><b>Module 2</b> 7/14 - 7/16</p>	<p>Prevention Models Cont.  Disease Prone Personalities  Disease Resistant Personalities  Emotions and Health  - Anger, Hostility, and Health  - Fear, Anxiety, and Worry  - Panic Disorders  - Depression, Despair, and Health  - Grief, Bereavement, and Health  Relaxation Techniques  - Deep Breathing  - Meditation  - Imagery  - Music  - Autogenics and Self-Hypnosis  - Massage  - Yoga</p>	<p>Karren, Smith, &amp; Gordon: Chapters 3, 4, 7, 8, 9, &amp; 10  Seaward: Chapters 13 - 20  Class Activities and Discussions</p> <p><b>Two Leadership Discussions on July 14th</b>  <i>Discussion Leader: _____</i>  <i>Discussion Leader: _____</i></p> <p><b>Two Leadership Discussions on July 16th</b>  <i>Discussion Leader: _____</i>  <i>Discussion Leader: _____</i></p> <p><b>Problem Statement, Risk and Protective Factors, and Needs Assessment:</b>  <i>Due July 16<sup>th</sup> at 10 am</i></p>	<p>Section II: G1b, G1h, G1i, G1j, G2a, G2b, G2c, G2d, G2f, G3a, G3b, G3c, G3d, G3e, G3f, G3h, G5a, G5c, G5e, G5g, G6b, G7b, G7f, G8a, G8d, G8e, G8f</p>
<p><b>Module 3</b> 7/21 – 7/23</p>	<p>Prevention Models Continued  Social Support and Health  - Social Support, Relationships, and Health  - Loneliness and Health  - Marriage and Health, Committed Couple's Relationships and Health  - Family and Health  Spirituality and Health  - Healing Power of Spirituality, Faith, and Religion  - The Healing Power of Altruism  Coping Skills  - Reframing  - Humor  - Assertiveness and Boundaries  - Time Management  - Creative Problem Solving  - Art Therapy</p>	<p>Karren, Smith, &amp; Gordon: Chapters 11 - 17  Seaward: Chapters 6 - 12  Posted Articles  Class Activity and Discussions</p> <p><b>Two Leadership Discussions on July 21st</b>  <i>Discussion Leader: _____</i>  <i>Discussion Leader: _____</i></p> <p><b>Two Leadership Discussions on July 23rd</b>  <i>Discussion Leader: _____</i>  <i>Discussion Leader: _____</i></p> <p><b>Wellness and Prevention Program Plan and Evaluation: Due July 23rd at 10 am</b>  <b>Wellness and Prevention Program Interview: Due July 23<sup>rd</sup> at 10 am</b></p>	<p>Section II: G1b, G1h, G1i, G1j, G2a, G2b, G2c, G2d, G2f, G3a, G3b, G3c, G3d, G3e, G3f, G3h, G5a, G5c, G5e, G5g, G6b, G7b, G7f, G8a, G8d, G8e, G8f</p>

<p><b>Module 4</b> <b>7/28 – 7/4</b></p>	<p>Insomnia, Sleep, and Health Nutrition Exercise Behavioral Medicine Treatments Resiliency Course Wrap-up</p>	<p>Karren, Smith, &amp; Gordon: Chapters 18 - 21 Seaward: Chapters 21-23 Tummers: Chapters 4 - 6 Posted Articles Class Activities and Discussions</p> <p><b>Two Leadership Discussions on July 28th</b> <i>Discussion Leader: _____</i> <i>Discussion Leader: _____</i></p> <p><b>Stress Management and Relaxation Wellness Semester Project Paper:</b> <i>Due August 3rd at 10 pm</i></p> <p><b>Professional and Community Wellness and Prevention Proposal Paper:</b> <i>Due August 4th at 10 am</i></p> <p><b>Professional and Community Wellness and Prevention Proposal Presentation and Activity: Due In Class – August 4th</b></p>	<p>Section II: G1b, G1h, G1i, G1j, G2a, G2b, G2c, G2d, G2f, G3a, G3b, G3c, G3d, G3e, G3f, G3h, G5a, G5c, G5e, G5g, G6b, G7b, G7f, G8a, G8d, G8e, G8f</p>
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## CNS 746: Wellness and Prevention Approaches Rubrics: Stress Management, and Relaxation Wellness Semester Project

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Stress Management</b> (CACREP Section II: G1d)	Student chose three things pertaining to stress management to work on as part of semester project. Worked on project faithfully and consistently 3-5 days/week. = 16 - 20	Student chose three things pertaining to stress management to work on as part of semester project. Steadily worked on project but only for 2-3 days/week. = 10 - 15	Student chose three things pertaining to stress management to work on as part of semester project. Worked on project faithfully. Inconsistent with working on their items and maybe only worked on 1 or two items and only 1-2 days/week. = 4 - 9	Student chose three things pertaining to stress management to work on as part of semester project. Did not work on their semester project regularly during the month. = 0 - 3	/20
<b>Relaxation Wellness</b> (CACREP Section II: G1d)	Student chose three things pertaining to relaxation wellness to work on as part of semester project. Worked on project faithfully and consistently 3-5 days/week. = 16 - 20	Student chose three things pertaining to relaxation wellness to work on as part of semester project. Steadily worked on project but only for 2-3 days/week. = 10 - 15	Student chose three things pertaining to relaxation wellness to work on as part of semester project. Worked on project faithfully. Inconsistent with working on their items and maybe only worked on 1 or two items and only 1-2 days/week. = 4 - 9	Student chose three things pertaining to relaxation wellness to work on as part of semester project. Did not work on their semester project much at all. = 0 - 3	/20
<b>Paper</b>	Excellent organization to paper. Excellent job in writing about the experiences working on the semester project , progress gained. Excellent depth and insight. Paper is 2-3- pages in length. = 8-10	Good organization to paper. Good job addressing the experience of working on their semester project and what they gained from the process. Showed some depth and some insight. Paper is 2-3 pages in length. = 6-7	Lacks consistent organization to paper. Did not consistently address what was gained from working on their semester project. At times showed depth and insight. Paper is less than 2 pages. = 3-5	No organization. Do not address what was learned from process of working on the semester project. Paper lacks depth and shows no insight. Paper is less than 2 pages. = 0-2	/10
<b>Total</b>					<b>/50</b>



**CNS 746: Wellness and Prevention Approaches**  
**Rubrics: Wellness Prevention Program Interview**

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Interview</b> (CACREP Section II: G2e, G5a, G5c)	Had 5-10 questions to ask person and attached questions or wove them into the discussion. Shared what preventions efforts were like for that person and problems and issues in prevention programming. Discussed the role of the counselor/mental health professional in prevention programming work. = 7-10	Had less than 5 questions to ask person. Attached questions to paper or woven into the discussion. Shared some preventions efforts and what that was like, shared some problems and issues in prevention and prevention programming. Somewhat discusses the role of the counselor/mental health professional in prevention programming work. = 5-6	Only included one-two questions from the interview . Shared some, but little regarding preventions efforts and issues and problems in prevention programming. Addresses (but not sufficiently) the role of the counselor/mental health professional in prevention programming work. = 3-4	Did not have list of questions for the interview, or failed to conduct an interview. Did not share anything regarding addressing problems and issues in prevention program. Does not address the role counselor or the mental health professional in prevention programming work. = 0 - 2	<b>/10</b>
<b>Paper</b>	Excellent organization to paper. Excellent job in writing about the experience of interviewing the person, what was learned from the interview and the questions asked. Shows great depth. Paper is 2-3- pages in length. = 4-5	Good organization to paper. Good job addressing the experience of interviewing the person, what was learned from the process and the questions asked. Paper is 2-3 pages in length. = 2-3	Lacks consistent organization to paper. Somewhat addresses the interview experience of the questions asked. Paper is less than 2 pages. = 1	No organization. Do not address experience or what was gained from working on the semester project. Paper is less than 2 pages. = 0	<b>/5</b>
<b>Total</b>					<b>/15</b>



## CNS 746: Wellness and Prevention Approaches

### **Rubric: Professional and Community Wellness Prevention Proposal Problem Statement, Risk and Protective Factors, and Needs Assessment**

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Problem Statement</b> <i>(CACREP Section II: G2a, G5a, G5g)</i>	Student has strong awareness of scope and extent of problems and issues of the population at risk. Writes an excellent description of the problem and the challenges. Accurate identification of barriers to counseling & client wellness. =7-8	Student has good awareness of scope and extent of problems and issues of the population at risk. Writes a good description of the problem and the challenges. Appropriate identification of barriers to counseling & client wellness. =5-6	Student has some awareness of scope and extent of problems and issues of the population at risk. Writes a description of the problem and the challenges but lacks depth. Some identification of barriers to counseling and client wellness. =3-4	Student has little or no awareness of scope and extent of problems and issues of the population at risk. Does not include a description of the problem and the challenges. No identification of barriers. =0-2	/8
<b>Risk and Protective Factors List</b> <i>(CACREP Section II: G2a, G3f, G3h, G5a, G7b, G8a, G8d, G8f)</i>	Well-defined identification of risk factors and protective factors for topic and population. Creates very thorough lists for each article. Lists based off the literature. = 7-8	Strong identification of risk and protective factors. Creates somewhat thorough lists for each article. Lists based off the literature. = 5-6	Vague identification of risk and protective factors. Vague identification of risk and protective factors. Lists lack depth. Lists based off the literature. = 3-4	No or weak identification of risk or protective factors. No literature is mentioned. 0-2	/8
<b>Needs Assessment</b> <i>(CACREP Section II: G1b, G1i, G2d, G8d)</i>	Appropriate awareness current cultural issues and implications; current needs based off the literature; Sophisticated integration of research; Excellent focus on culturally relevant research and issues at hand. = 7-8	Clear awareness current cultural issues and implications; Good focus on cultural relevancy. Appropriate integration of research; Good, clear focus on culturally relevant research and issues at hand. = 5-6	Some awareness current cultural issues and some cultural implications listed; adequate integration of research; Vague focus on cultural relevancy. = 3-4	Confused awareness current issues; Fails to integrate research; No cultural implication listed. = 0 - 2	/8
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - cover page, - running head, - appropriate sentence structure, and - reference list. Excellent organization to paper. Excellent Grammar. No errors with spelling. = 5-6	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - cover page, - running head, - appropriate sentence structure, and - reference list. Good organization to paper. Good grammar. Some minor errors with spelling. = 3-4	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - cover page, - running head, - appropriate sentence structure, and - reference list. Lacks consistent organization to paper. Several mistakes with grammar or spelling. = 1-2	Inappropriate writing and missing APA formatting. No organization and lots of mistakes with grammar or spelling. = 0	/6
<b>Total</b>					<b>/30</b>



## CNS 746: Wellness and Prevention Approaches

### Rubric: Professional and Community Wellness Prevention Proposal *Wellness and Prevention Program Plan and Evaluation Process*

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Wellness and Prevention Plan</b> (CACREP Section II: G1b, G2d, G2e, G3h, G5a, G5b, G7f, G8a, G8d)	Plan accurately addresses topic & is sensitive to the population; Sophisticated identification with the counselor's role; Excellent application of ethical considerations to the topic. Plan has well-defined consideration of cultural trend; Accurately applies theory, literature, and strategies to decrease barriers and promote wellness; Plan integrates theory to promote long-term wellness & development; Appropriately fosters client resilience specific to the population. =7-9	Strong identification with the counselor's role; Plan is ethically appropriate to the topic. Plan appropriately defines cultural trend; Strong application of theory, literature, & strategies, to support plan to decrease barriers to promote wellness. Appropriate integration of research to plan; Plan adequately addresses topic. Plan mentions theory to promote long-term wellness & development; Demonstrates some skill to foster client resilience. = 4-6	Acceptable identification with the counselor's role; Plan does not consider ethics. Barely mentions cultural trend; Vaguely applies theories, the literature, & strategies to support plan; Vague focus on wellness. Weak theoretical support for wellness & development; Fosters some client resilience =2-3	Fails to define a plan; No identification with the counselor's role; Plan is not ethical; No mention of cultural trend; Plan is not based on theory, the literature, or have helpful strategies; Weak strategies; Does not focus on wellness. = 0-1	/9
<b>Evaluation Plan/Process</b> (CACREP Section II: G8d, G8f)	Sophisticated integration of research to evaluation plan Evaluation accurately measures topic & is sensitive to the population. Evaluation precisely focuses on the program plan; Easily identifies objectives that may enhance the program. = 6-7	Appropriate integration of research to evaluation plan; Plan gives adequate description of evaluation process; Evaluation adequately measures topic. Evaluation adequately focuses on the program plan; Identifies objectives that may enhance the program. = 3-5	Vague integration of research to evaluation plan; Plan gives vague description of evaluation process; Evaluation does not focus on topic; Vaguely identifies objectives that may enhance the program. = 1-2	Does not apply research to evaluation; Fails to focus on the program plan. = 0	/7
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - headings, - running head, - appropriate citations, - appropriate sentence & paragraph structure, and - reference page. Great organization. Clear ideas. 2-3 page paper. = 4	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. Good organization. Overall Clear ideas. 2 page paper. = 3	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. Only somewhat organized thoughts. Ideas not consistently clear. 1 page paper. = 1-2	Inappropriate writing and missing APA formatting, such as no citations, headings or reference page. No organized thoughts. No clear ideas at all. 1 page paper. = 0	/4
<b>Total</b>					<b>/20</b>



**CNS 746: Wellness and Prevention Approaches**  
**Rubric: Professional and Community Wellness Prevention Proposal**  
*Wellness and Prevention Program Proposal*

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Wellness and Prevention Proposal Plan</b> (CACREP Section II: G1b, G1h, G1i, G1j G3d, G3h, G5a)	Sophisticated identification with the counselor's role; Genuine demonstration to advocate for the population; Excellent application of ethical considerations to the topic Sophisticated integration of research to create proposal; Proposal accurately addresses topic & is sensitive to the population and sensitive to cultural needs and values; Proposal integrates theory to promote long-term wellness & development; Appropriately fosters client resilience specific to the population; Strongly identifies methods to overcome barriers that may include family or systems. Integrates research in to the proposal; Accurately addresses topic, & is sensitive to the population. = 13-15	Strong identification with the counselor's role; Adequate advocacy for the population; Proposal is ethically appropriate to the topic. Proposal identifies theory to promote long-term wellness & development; Culturally sensitive to the population. Demonstrates some skill to foster client resilience; Adequate identification of methods to overcome barriers. Appropriate integration of research to proposal; Proposal adequately addresses topic. =9-12	Acceptable identification with the counselor's role; Some advocacy; Proposal does not consider ethics. Not very sensitive to cultural needs. Weak theoretical support for wellness & development; Fosters some client resilience; Vague identification of methods to overcome barriers. Vague integration of research to proposal; Proposal does not focus on topic = 4-8	No identification with the counselor's role; No advocacy; Proposal is not ethical. Fails to be sensitive to the cultural needs. Fails to address wellness or methods to overcome barriers. Fails to define a proposal; Does not apply research. = 0-3	/15
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - cover page - headings, - running head, - appropriate citations, - appropriate sentence & paragraph structure, and - reference page. 4-8 pages in length =4-5	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - cover page - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. 4 – 8 pages in length. =2-3	Level of writing mostly does not adhere to APA format with inappropriate, with mistakes found in - margins, font, - cover page - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. Less than 4 pages in length. =1	Inappropriate writing and missing APA formatting. Has no citations listed, no headings or missing the reference page. Less than 4 pages in length. =0	/5
<b>Total</b>					<b>/20</b>



**CNS 746: Wellness and Prevention Approaches**  
**Rubric: Professional and Community Wellness Prevention Proposal**  
*Wellness and Prevention Class Proposal Presentation and Activity*

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<p><b>Presentation: Content of Wellness Proposal</b>            (CACREP Section II: G1b, G1h, G1i, G2a, G2f, G5a, G5b)</p>	<p>Addresses all or almost all of the following aspects in the presentation in a striking and impressionable manner: Knowledgeable of population and articulates well the needs of the population, how needs were assessed (or would be assessed); Provides pertinent examples of needs, risk factors, and protective factors; Describes cultural needs and is multicultural competent when talking about diverse needs of the population and surrounding community; Actively applies theory, strategy, and research to support purpose; Effectively describes program goals and evaluation process; Describes methods to decrease barriers to wellness; Demonstrates strong advocacy for the population to be served.            = 7-8</p>	<p>Addresses almost all of the following aspects in the presentation in an impressionable, but not striking manner: Knowledgeable of population and articulates well the needs of the population, how needs were assessed (or would be assessed); Provides pertinent examples of needs, risk factors, and protective factors; Describes cultural needs and is multicultural competent when talking about diverse needs of the population and surrounding community; Actively applies theory, strategy, and research to support purpose; Effectively describes program goals and evaluation process; Describes methods to decrease barriers to wellness; Demonstrates strong advocacy for the population to be served.            . = 4-6</p>	<p>Addresses some or most of the following aspects in the presentation in a memorable, but not impressionable manner: Knowledgeable of population and articulates well the needs of the population, how needs were assessed (or would be assessed); Provides pertinent examples of needs, risk factors, and protective factors; Describes cultural needs and is multicultural competent when talking about diverse needs of the population and surrounding community; Actively applies theory, strategy, and research to support purpose; Effectively describes program goals and evaluation process; Describes methods to decrease barriers to wellness; Demonstrates strong advocacy for the population to be served.            = 2-3</p>	<p>Addresses some of the following aspects, but not in a memorable way: Knowledgeable of population and articulates well the needs of the population, how needs were assessed (or would be assessed); Provides pertinent examples of needs, risk factors, and protective factors; Describes cultural needs and is multicultural competent when talking about diverse needs of the population and surrounding community; Actively applies theory, strategy, and research to support purpose; Effectively describes program goals and evaluation process; Describes methods to decrease barriers to wellness; Demonstrates strong advocacy for the population to be served.            = 0-1</p>	/8
<p><b>Presentation: Organization, Professionalism, Time Management, and implementation of Activity</b></p>	<p>Presenter is organized, Draws audience in; Presents self in a mature, striking, professional, but personable manner. Articulates self well. Activity is engaging and well thought out. Makes excellent use of time and uses time wisely. Effectively addresses questions.            = 6-7</p>	<p>Presenter is mostly organized, Draws audience in but not consistently; Presents self in a mature, professional, but personable manner. Articulates self well most of the time. Activity is engaging and shows thought was put into planning it. Student speaks and presents self in a professional manner; Activity is somewhat engaging. Makes good use of time. Addresses questions well.            = 4-5</p>	<p>Student appears overly nervous and/or lacks confidence; Presentation is somewhat disorganized or unclear at times; Activity not very engaging. Not consistent with using time wisely. Forgets to address some questions.            = 2-3</p>	<p>Student is not prepared. Does not present self or material in a professional manner. Presentation is disorganized and/or contains inaccurate information. Activity not engaging at all. Does not answer questions.            = 0-1</p>	/7
<b>Total</b>					<b>/15</b>



## CNS 746: Wellness and Prevention Approaches

### Rubric: Group Leadership Assignment

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Group Leadership Engagement</b> (CACREP Section II, G6b)	<p>Student has excellent questions or discussion prompts prepared for the day they are facilitating the discussion. Student encourages exploration of attitudes, beliefs, biases, experiences, and self-care needs in a safe way and how these factors impact wellness. Student actively encourages self-reflection and self-examination in a safe way. Student actively seeks out ways to invite and encourage discussion about identifying and improving wellness needs. Student leader actively participates and facilitates discussion but does not dominate the discussion. Student leader engages in all three assigned facilitator discussions. Student engages in all three discussions as a leader. Able to link class members and the discussions with ease and fluidity.</p> <p>= 22-30</p>	<p>Student has good questions or discussion prompts prepared for the day they are facilitating the discussion. Student somewhat encourages exploration of attitudes, beliefs, biases, experiences, and self-care needs in a safe way and how these factors impact wellness. Student encourages self-reflection and self-examination in a safe way. Student seeks out ways to invite and encourage discussion about identifying and improving wellness needs. Student leader participates and facilitates discussion but does not dominate the discussion. Student leader engages in all three assigned facilitator discussions. Student engages in all three discussions as a leader. Students show some ability to link class members or discussions.</p> <p>= 14-21</p>	<p>Student has poor questions or discussion prompts or shows they are unprepared to lead a discussion. Student only somewhat encourages exploration of attitudes, beliefs, biases, experiences, and self-care needs in a safe way and how these factors impact wellness. Student only somewhat encourages self-reflection and self-examination in a safe way. Student only somewhat seeks out ways to invite and encourage discussion about identifying and improving wellness needs. Student leader somewhat actively participates and facilitates discussion or dominates the entire time. Student leader engages only in 2 leadership discussions as a leader. Student shows no ability to link discussions or class members.</p> <p>= 8-13</p>	<p>Student shows no interest in being a discussion leader and adversely impacts the group as a result. Student does not seek out or try to encourage participation. Student leader does not participate in the discussion. Student engages in only 1 leadership discussion as a discussion leader.</p> <p>= 0-7</p>	/30
<b>Presentation or Activity</b>	<p>Student actively engages the class in a hands-on activity, active discussion, or shows short relevant video clip as part of class discussion. Activity shows intentionality. Student consistently encourages participation and asks thoughtful questions. When responding to other student's, they are thoughtful, kind, and show respect. Students participate in a way that they encourage openness and trust with their peers. Student able to link classmate's experiences to one another (can appropriately adapt group counseling skills to a non-counseling discussion).</p> <p>= 9-10</p>	<p>Student participates as a group leader. Student overall encourages participation and asks thoughtful questions. Activities or presentations or DVD good, but not as relevant as could be to the discussion topic. When responding to other student's, the leader is thoughtful, kind, and shows respect. Student participates in a way that they overall encourages openness and trust with their peers but not always consistent with how they do so. Somewhat able to adapt group counseling skills to a non-counseling setting.</p> <p>= 7-8</p>	<p>Student only somewhat consistent with activities or class presentations as a group leader. Only somewhat participates in class and class discussions. Student participates in a way that they only somewhat encourage openness and trust with their peers. Only minimally success with adapting group counseling skills to a non-counseling setting.</p> <p>= 5-6</p>	<p>Student is not consistent with class participation or discussion activities. Student does not encourage openness and trust with their peers. Does not adapt any counseling skill to non-counseling setting (i.e. active listening or clarification skills).</p> <p>= 0-4</p>	/10
<b>Professionalism</b>	<p>Student actively listens attentively and well to others during class discussions. Student is open minded and sensitive to others and their needs. Students are sensitive to those with differing perspective, values, or cultural background or experiences. Student communicates in a way that in respectful way; displays open-minded and non-judgmental communication or behaviors.</p> <p>= 6-10</p>	<p>Student occasionally struggles listening to peers in an attentive way during the class discussions. Student is somewhat judgmental at times of those who have differing perspective, values, or cultural background or experiences.</p> <p>= 4-6</p>	<p>Student occasionally struggles listening to peers in an attentive way during the class discussions. Student is somewhat judgmental at times of those who have differing perspective, values, or cultural background or experiences.</p> <p>= 4-6</p>	<p>Student consistently struggles listening to peers during the class discussions. Student is not open minded to the viewpoint of others. Student fails to be consistently respectful of others, their needs, and differing perspectives. Student is judgmental at times of those who have differing perspective, values, or cultural background or experiences.</p> <p>= 0-3</p>	/10
<b>Total</b>					<b>/50</b>



## CNS 746: Wellness and Prevention Approaches

### Rubric: Class Participation

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Self-Reflection</b> (CACREP Section III: G2, G5, G6).	<p>Student seeks out opportunities to actively engage in self-reflection and self-examination activities in class. Student exhibit openness to stretching, learning, and growing and challenging their own viewpoints and ways of being. Student has excellent understanding the importance of self-care, wellness, and prevention and how these are related to being a good counselor and an ethical counselor. Student takes regular time weekly to explore, understand, and work on their biases, attitudes, beliefs, experiences, and self-care and these things impact wellness. Student actively seeks out ways to address improve wellness = 9-10</p>	<p>Student actively engages in self-reflection and self-examination activities in class. Student exhibit openness to stretching, learning, and growing and challenging their own viewpoints and ways of being. Student has a good understanding the importance of self-care, wellness, and prevention and how these are related to being a good counselor and an ethical counselor. Student takes regular time weekly to explore, understand, and work on their biases, attitudes, beliefs, experiences, and self-care and these things impact wellness. Student actively seeks out ways to address improve wellness and engages in preventative measures but is not consistent. = 7-8</p>	<p>Student only minimally engages in self-reflection and self-examination activities in class. Student only shows minimal openness to stretching, learning, and growing. Student only sometimes takes time to explore, understand, and work on themselves and their same care. Student is working on developing ethical competencies in self-reflection and self-examination but only minimally understands or seeks clarity regarding their own issues and sense of self. Only somewhat works on or values prevention. = 5-6</p>	<p>Student does not actively engage in self-reflection and self-examination activities in class. Student does not show openness to stretching, learning, and growing. Student does not take time to explore how their biases, attitudes, beliefs, and experiences impact the way they work with clients. Student fails to develop ethical competencies in self-reflection and self-examination. Student fails to see how working on their own issues or see the important of how this relates to ethical care. Student fails to see how their own issues and neglect of self-care can adversely impact work with clients. Does not value prevention. = 0-4</p>	/10
<b>Participation</b>	<p>Student actively participates in class. Student consistently encourages participation and asks thoughtful questions. When responding to other student's, they are thoughtful, kind, and show insight and respect. Students participate in a way that they encourage openness and trust with their peers. = 22-30</p>	<p>Student actively participates in class but only somewhat consistent with their participation. Student generally encourages participation and asks thoughtful questions. When responding to other student's, they are thoughtful, kind, and show insight and respect. Students participate in a way that they overall encourage openness and trust with their peers. = 14-21</p>	<p>Student only somewhat consistently participates in class and class discussions. Student participates in a way that they only somewhat encourage openness and trust with their peers. = 8-13</p>	<p>Student is not consistent with their class participation with discussions. Students does not encourage openness and trust with their peers. = 0-7</p>	/30
<b>Professionalism</b>	<p>Student listens attentively and well to others during class discussions. Student is open to sharing challenges and/or insights and does this in a sensitive to and respectful way. Students are sensitive to those with differing perspective, values, or cultural background or experiences. Student communicates in a way that is respectful; displays open-minded and non-judgmental communication/behaviors. Student is open to feedback, is caring and supportive of peers and work through any challenges that arise with others in a healthy and assertive way (versus passive, aggressive, or passive-aggressive way). = 9-10</p>	<p>Student listens to others during class discussions. Student is open to sharing challenges and/or insights and does this in a sensitive to and respectful way. Students are sensitive to those with differing perspective, values, or cultural background or experiences. Student communicates in a way that is respectful; displays open-minded and non-judgmental communication/behaviors. Student is open to feedback, is caring and supportive of peers and work through any challenges that arise with others in a healthy and assertive way (versus passive, aggressive, or passive-aggressive way). = 7-8</p>	<p>Student occasionally struggles listening to peers in an attentively well during the class discussions. Student is open to sharing challenges and/or insights but sometimes dominates the conversations and is not always respectful of others and their needs. Students are somewhat judgmental at times of those who have differing perspective, values, or cultural background or experiences. Student is not always open, caring, or supportive as they could be. Student sometimes can lack assertive behaviors or communication. = 5-6</p>	<p>Student does not listen well. Student is not open minded and not open to feedback. Student does not openly look at and examine their own issues. Student is not always respectful and not always assertive with others as opposed to being passive, aggressive, or passive-aggressive. Student fails to be consistently respectful of others, their needs, and differing perspectives. Student is judgmental at times of those who have differing perspective, values, or cultural background or experiences. = 0-4</p>	/10
<b>Total</b>					<b>/50</b>