I. TITLE: Wellness and Prevention Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S):
This course integrates the preventive origins of counseling with other models of prevention. The teaching and learning approach will balance between understanding wellness and prevention conceptually and studying some illustrations of wellness and preventive practices that 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.

III. COURSE OBJECTIVES: The purpose of this course is to expose the students to theories, approaches, and practices of preventive counseling. Students will also learn how to develop, maintain, and evaluate prevention programs appropriate for specific populations around specific issues.

This course strives to meet the objectives as outlined in the CACREP Standards (2009), noted in parenthesis.
At the conclusion of this course, the student 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 prevention work. (CACREP Section II: G2c, G2f, G3a, G3b, G3d, G3h)
C. Become familiar with wellness concepts, strategies, and practices. (CACREP Section II: G3h, G3e, G3f, G5a, G5e)
D. Develop a critical knowledge of direct and indirect counseling strategies for prevention of some specific problems such as eating disorders, marital problems, conflict resolution, relationships, and other social and personal problems. (CACREP Section II: G2a, G2b, 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, G8d)
F. Acquire a hand's on experience by developing a prevention program appropriate for a specific population around a specific issue. (CACREP Section II: G2a, 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 prevention programming. (CACREP Section II: G3c, G8f)
I. Develop an understanding of ethical and professional guidelines related to prevention work. (CACREP Section II: G1j)
J. Gain practice presenting a prevention program in a workshop format. (CACREP Section II: G1b, G1h, G6b, G6e)

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

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 AND RESOURCES:

VIII. EVALUATION AND GRADING PROCEDURES:
   Assignments should be submitted in a timely manner. There will be penalty for late
Submission to the tune of 1 or more % per week. Students may appeal in writing before the due date, not after.

The following scale will be used: 300 points = 100%

A = 90-100% B = 80-89% C = 70-79% D = 60-69% E = 0-59%

Risk and Protective Factors List (20 points)
Begin to research the problem area that you will be addressing in your prevention proposal. Find at least three scholarly sources (i.e., scholarly books and journals, as opposed to the popular press) that address risk and/or protective factors specifically related to this problem area. Write a full APA reference citation for each source, followed by a list identifying and defining the risk factors and/or protective factors identified by that article. No more than one source can come from the internet and even that must be a professional, scholarly source. Up to two sources can be literature reviews synthesizing information from a number of studies. However, at least one source must be a report of original research that identified risk and/or protective factors through a scientific investigation. Again, all I want here is a series of three reference citations, each followed by a simple list and definition. I am not looking for a review of the articles or extensive discussion of the risk and protective factors. There will be more opportunity for that in a later assignment. Do save these sources because they will likely be useful as you begin to develop your prevention proposal. The Risk and Protective Factors List is worth up to a maximum of 20 points and is due at the beginning of class in session 4. (CACREP Section II: G2a, G8a)

Problem Statement and Needs Assessment Plan (30 points)
Select a problem that interests you (for example, substance abuse, school violence, HIV/AIDS, eating disorders etc.) and a population that interests you (for example, African American women, gay teens, elderly men, etc.) and conduct a brief literature review of the extent and nature of the problem in that population. Write a 4 - 5 page paper that provides a summary of your review of the literature. (CACREP Section II: G2a, G8a)

Working with the same problem and population, develop a plan for conducting a Needs Assessment in your community. This can be State College, your home community, or the community in which you plan someday to live and work. Provide a formal plan for what you will do, along with a justification for the plan based on the knowledge you have gained regarding the nature of the problem, as well as the guidelines for conducting a needs-assessment presented in the assigned reading and class discussion. There are not page limits on this, but the plan should be thorough and sufficient enough to provide you with the information you will need to make decisions about prevention programming. Note that you do not actually have to conduct the needs assessment, just develop the plan for doing so. This is to be submitted together with the Problem Statement as one document (i.e., there should be a natural flow from one to the other). The Problem Statement and Needs Assessment paper is worth up to a maximum of 30 points is due at the beginning of class in session 7. (CACREP Section II: G2a, G3h, G5a, G8a, G8d)
**Prevention Program Plan (40 points)**

Develop a plan for prevention programming 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). 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. 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. 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. The Prevention Program Plan is due at the beginning of class in session 10 and is worth up to a maximum of 40 points. (CACREP Section II: G2b, G2d, G3d, G3h, G5a, G8a, G8d, G8e)

**Evaluation Plan (30 points)**

Write up a plan for how you will evaluate the prevention programming described in the previous assignment. As with the Needs Assessment, you are to provide a formal plan for what you will do, along with a justification for the plan based on the knowledge you have gained regarding the nature of the problem, as well as the guidelines for conducting evaluations presented in the assigned reading and class discussion. 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. Again, provide a rationale for why you have selected the methods you have selected. The Evaluation Plan is due at the beginning of class in session 12 and is worth up to a maximum of 30 points. (CACREP Section II: G2b, G8a, G8d, G8e, G8f)

**Prevention Program Proposal (100 points)**

You are to write a formal proposal for prevention programming that addresses a specific problem targeted to a specific population. In other words, pull together the previous assignments into a comprehensive package that could be presented to an administrator, board of directors, or funding source. The Prevention Program Proposal is due at the beginning of class in session 15 and is worth up to a maximum of 100 points. (CACREP Section II: G1b, G1h, G2b, G2d, G3d, G3h, G5a, G8a, G8d, G8e, G8f)

**Class Presentation (30 points)**

Students will work in pairs for this activity, with an effort made to have students working on similar projects or with similar populations work together. You are to select one activity related to your prevention program (or related to the program one of you is developing) 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. The class will become the population you are addressing for the period of your presentation. Each pair of students will have 45 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, and a description of the
evaluation plan. This should run about 10 minutes and should provide a context for the activity
you will demonstrate in class. This is to be followed by a demonstration activity (again,
something interactive is strongly encouraged but not required), which should run about 30
minutes. The remaining 5 minutes will be an opportunity for classmates to ask questions and/or
offer feedback. Class presentations will be done in session 12, 13, and 14 and are worth up to
30 points. (CACREP Section II: G1b, G6b, G6e)

*Class Participation (50 points)*
Much of this class will revolve around discussion generated by the assigned readings and
supplemental material provided by the instructor. 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.

**Missing more than two sessions will necessitate withdrawal.**

**IX. ATTENDANCE POLICY**
This course adheres to the policy published in the MSU Graduate Bulletin. Additionally,
students are expected to be on time for class. Tardiness and/or missed classes can result in a
drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires
your immediate attention, put your phone to vibrate.

**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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

CACREP Counseling Program Specifics for CNS 746

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<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives:</th>
<th>Assessment</th>
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<tr>
<td>Foundations A2</td>
<td>Discussion, List, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
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<th>Area</th>
<th>Description</th>
<th>Methods and Activities</th>
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<tr>
<td>Foundations A8</td>
<td>Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.</td>
<td>Discussion, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Counseling, Prevention, &amp; Intervention C1</td>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
<td>Discussion, List, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention C3</td>
<td>Knows the models, methods, and principles of program development and service delivery.</td>
<td>Discussion, List, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Counseling, Prevention, &amp; Intervention C8</td>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</td>
<td>Discussion, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Counseling, Prevention, &amp; Intervention D2</td>
<td>Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
<td>Discussion, List, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Counseling, Prevention, &amp; Intervention D3</td>
<td>Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
<td>Discussion, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Diversity &amp; Advocacy E1</td>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
<td>Discussion, List, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Diversity &amp; Advocacy E5</td>
<td>Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.</td>
<td>Discussion, List, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Research &amp; Evaluation I1</td>
<td>Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.</td>
<td>Discussion, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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<tr>
<td>Research &amp; Evaluation J1</td>
<td>Applies relevant research findings to inform the practice of clinical mental health counseling.</td>
<td>Discussion, Assessment Plan, Program Plan, Evaluation Plan, Proposal, Presentation</td>
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