

TEXAS A&M UNIVERSITY – SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDCG 5326: Special Problems in Guidance & Counseling
Wellness and Self-Care for Counseling Professionals
Fall 2026

Instructor: A. Stephen Lenz, PhD, LPC-S

Class Time & Location: M 5:30pm – 6:45pm; Classroom Hall 319

E-mail: stephen.lenz@tamusa.edu

Office Hours: M 2-5pm; W 1-3pm; by appointment

Office Location: Classroom Hall, Room 214D

Required Textbooks:

None

Required Peer-Reviewed Journal Articles:

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499.

<https://doi.org/10.1037/0021-9010.86.3.499>

Furr, S. R. (2000). Structuring the group experience: A format for designing psychoeducational groups. *Journal for Specialists in Group Work*, 25(1), 29-49.

<https://doi.org/10.1080/01933920008411450>

Gibson, D. M., Pence, C., Kennedy, S. D., Gerlach, J., Degges-White, S., & Watson, J. (2021). Development of the counselor wellness competencies. *Journal of Counselor Leadership and Advocacy*, 8(2), 130-145. <https://doi.org/10.1080/2326716X.2021.1925997>

Kauppi, K., Roos, E., Borg, P., & Torkki, P. (2024). Building consensus on domains of wellness using Finnish and international expert panels: a Delphi-method study. *American Journal of Health Promotion*, 38(2), 228-237. <https://doi.org/10.1177/089011712312041>

Lee Duckworth, A., Steen, T. A., & Seligman, M. E. (2005). Positive psychology in clinical practice. *Annual Review of Clinical Psychology*, 1(1), 629-651.

<https://doi.org/10.1146/annurev.clinpsy.1.102803.144154>

Lenz, A. S., & Roscoe, L. J. (2011) Personal Wellness Card Sort: A strategy for promoting relational healing. *Journal of Creativity in Mental Health*, 6(1), 69-83.

<https://doi.org/10.1080/15401383.2011.562755>

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2011). Job burnout. *Annual Review of Psychology*, 52, 397-422. <https://doi.org/10.1146/annurev.psych.52.1.397>

Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The Wheel of Wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling & Development*, 78, 251-266. <https://doi.org/10.1002/j.1556-6676.2000.tb01906.x>

Roscoe, L. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development*, 87, 216-226. <https://doi.org/10.1002/j.1556-6678.2009.tb00570.x>

Recommended Readings:

None.

Course Description:

Course is a study of problems in designated areas approved by the university.

Course Overview:

A sense of personal well-being is a key to thriving for everyone. This course will prepare you with the knowledge, practice, and experiences to identify a career-sustaining pathway through sustaining wellness and preventing burnout through meaningful self-care practices while also preparing you to deliver related interventions to clients. The “educate, model, practice, reflect” approach is intended to provide consistent support for meeting learning objectives and introduce personal practices that may be generative across your professional lifespan.

Student Learning Outcomes:

Following the successful completion of this course:

- Students will demonstrate knowledge of evidence-based theories and models for wellness promotion and stress management.
- Students will demonstrate their aptitude in matching presenting wellness and stress management issues with related prevention and intervention activities.
- Students will demonstrate the ability to use, interpret, and report data from wellness and stress-related inventories.
- Students will demonstrate the capacity to provide psychoeducation activities that promote wellness promotion and stress management that are culturally-responsive and developmentally appropriate.
- Students will demonstrate knowledge of strengths and limitations in applying wellness promotion and stress management interventions to serve clients individually, in groups and from a systems perspective.
- Students will identify and clearly communicate their provisional theory of wellness promotion and stress management.

2016 CACREP STANDARDS

CACREP Standard	Description	Key Performance Indicators
Section II.F.1.k	Demonstrate the use of strategies for personal and professional self-evaluation and implications for practice	Personal Wellness Plan
Section II.F.1.l	Understand and apply self-care strategies appropriate to the counselor role	Wellness Prevention & Intervention Activities
Section II.F.1.m	Understand and describe the role of counseling supervision in the profession	Discussion Post
Section II.F.3.a	Understands and applies theories of individual and family development across the lifespan	Final Examination; Wellness Prevention & Intervention Activities

Section II.F.3.e	Understand and describe the role of counseling supervision in the profession	Discussion Post
Section II.F.3.i	Understand and describe biological, neurological, and physiological factors that affect human development, functioning, and behavior	Final Examination; Class Discussions
Section II.F.2.c	Demonstrate knowledge and application of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Wellness Prevention & Intervention Activities
Section II.F.8.i	Demonstrate knowledge and ability for evaluation of counseling interventions and programs	Wellness Evaluation Report
Section II.F.2.c	Demonstrate knowledge and ability for analysis and use of data in counseling	Wellness Evaluation Report

COURSE ASSIGNMENTS

Preparation and Participation. The learning, application, and growth activities associated with a graduate program of study is qualitatively different in comparison to obtaining an undergraduate degree. In some ways, the consequences of non-preparation and participation may impact on your future clients more than they do yourself at this time. With those considerations in mind, **it is your professional responsibility to actively and intentionally prepare for class through readings, making notations, identifying the presence of content in your natural environment, exploring content on your own, and bringing your reflections grounded in the intersections of these areas into course conversations.** Furthermore, the counseling profession is one grounded in support and communication. Thus, it is imperative to contribute to class experiences through respectful, supported dialogue. These activities represent the baseline expectations for all graduate coursework within a professional preparation program. However, participation in the student presentations will be assigned a point values in response to attendance.

Discussion Forums. This course will require 3 content discussions delivered in an asynchronous format wherein information and professional perspectives are exchanged with your peers. **These posts will require you to (a) read and review assigned course materials, (b) identify and describe aspects of content that are relevant to your current/prospective counseling practices, (c) apply course readings and other peer-reviewed content within the context course topics, and (d) share perspectives through a semi-structured format provided by the instructor.** During the assigned weeks, discussion posts will consist of an ***initial post made by Wednesdays at 11:59pm and a minimum of 3 follow-up posts made by Saturday at 11:59pm.*** Note that the minimum level of engagement may not be associated with the maximum degree of credit possible. Each of these 8 discussion posts will be worth 25 points (75 points total; 30%) of your overall course grade.

Assignment 1: Values in Action Assessment. All students will complete the Values in Action (VIA) Inventory during this course using the access link provided in BlackBoard. The VIA will yield a report of your top personal values that can be mobilized to support optimal well-being and happiness based on the PERMA-V model. This report will also indicate areas for consideration during your lifelong growth journey. Based on the survey results and your related personal reflection, prepare a brief document that indicates 3 things you learned, 2 questions you have related to the findings, and 1 action you could take to maintain or approach high level personal wellness.

Assignment 2: Personal Wellness Survey. All students will complete the Personal Wellness Survey (PWS) during this course using the Excel file provided by the instructor. The PWS file will yield a depiction of findings to prompt your personal reflection. In response, students will prepare a brief document that indicates 3 things learned, 2 lingering questions related to the findings, and 1 possible domain for action to maintain or approach high level personal wellness.

Personal Wellness Plan. Based on the wellness education, assessment, and planning activities reviewed in the course, you will be required to create a personal wellness plan using the course materials and the 1-page fillable PDF form provided to you by the instructor. This plan should be a clear response to your Personal Wellness Survey assessment activities. Goals, objectives, and activities should be SMART (Specific, Measurable, Agreed Upon, Realistic, and Time-Referenced) in nature and represent careful consideration of your health, happiness, and career-sustaining behaviors.

Self-Care Activity Presentation. Each student will facilitate a psycho-education-oriented self-care/wellness promotion activity for approximately 25 minutes. For this in-class role-play activity, you select one activity based on the topics listed in the course calendar located at the end of our syllabus. You will review the scope of possible interventions associated with your randomly assigned domain and collaborate with the course instructor to verify goodness of fit with course objectives and appropriateness. Then, you will choose and research a particular client population (for example, school-based youth, patients who are chronically ill, adults coping with a divorce, or career difficulties, etc.), ideally one that you may wish to work with. With these details, students will develop and lead a related in-class-based activity.

In addition to facilitating a simulated group session students are required to provide a 2-page outline for their facilitated activity that identifies (a) name of activity, (b) purpose of the activity, (b) goals and learning objectives, (c) facilitation steps/outline, (d) plainly spoken evidence summary associated with the intervention, (e) cultural and developmental considerations for client populations of focus, (f) references to supportive materials, and (g) supportive handouts or other materials (see example provided by the instructor). Any supportive appendices can be included with addition to the 2-page summary. Please provide a copy of the abbreviated outline to each classmate. After the activity, students will receive constructive feedback from the instructor and peers. Please Note: You do not have to be an expert or even highly skilled in the approach you choose. The idea is to give you an opportunity to experience psychoeducation group leadership related self-care and wellness promotion and to facilitate your learning and that of your classmates. All activities will be compiled into a wellness and self-care toolkit and distributed to all class participants following the end of the course. This assignment is worth 50 points (20%) of your overall course grade.

Wellness Evaluation Report. This course will require you to (a) regularly monitor your perceived stress and well-being over time, (b) reflect on the associations between class content/activities, and (c) generate a data-supported reflective self-analysis in the form of a brief wellness evaluation report. This document will be comprised of 5 headings:

- (1) **General Synopsis.** This section will include 1 paragraph describing general experiences with personal stress and well-being at the beginning of the evaluation period and a summary of your pre-post scores for the Personal Wellness Survey, as well as weekly ratings of stress assessment and self-care satisfaction results during the course that includes a reflection of the self-assessment experience and perceived accuracy of score representation (paragraph 2).
- (2) **Wellness Plan Description.** Use 1 paragraph to briefly describe the nature of your personal wellness plan that includes an overview of the goals and activities and your rationale for selecting the unique domain for self-care.
- (3) **Personal Wellness Activities.** Use 1 paragraph to summarize the type and frequency of personal wellness activities that you engaged in, and any facilitators, barriers, and equilibrium experiences noted during the time under review

- (4) **Supportive Data.** Include 1 graph that depicts your pre-post Personal Wellness Survey results, 1 graph that depicts your stress self-monitoring data, and 1 that depicts self-care satisfaction monitoring data. Provide a 1 paragraph analysis for each these data displays that includes a reflection of variables that may have influenced the course/trend of data.
- (5) **Looking Forward.** Provide 1 paragraph to describe your pathway forward in the implementation of the knowledge, skills, and perspectives learned in this course for work with your future clients (paragraph 1) and as resources for work-life balance and a career-sustaining lifestyle (paragraph 2).

This assignment should be completed in a word document format and **submitted in BlackBoard on the due date 8 by 11:59PM.**

ASSIGNMENT SCORING & COURE GRADING BENCHMARKS

Course Assignment	Points (% Overall)
Discussion Posts (25 points each)	75
Assignment 1	10
Assignment 2	10
Personal Wellness Plan	10
Stress and self-care self-monitoring entries (5 points each)	35
Self-Care Presentation	30
Wellness Evaluation Report	30
<i>TOTAL</i>	200

Cumulative earned scores will be converted to letter grades based on the following benchmarks:

Cumulative Score Range	Related Letter Grade
$\Sigma \geq 180$ points	A
$\Sigma = 179 - 160$ points	B
$\Sigma = 15 - 140$ points	C
$\Sigma = 139 - 120$ points	D
$\Sigma \leq 119$ points	F

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No

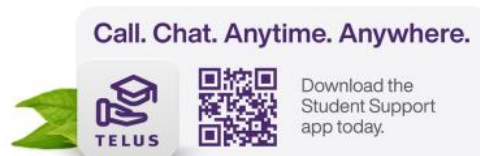
appointment needed

	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to

observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Use of Generative AI

The course instructor assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity. However, students are permitted to leverage AI tools to support brainstorming, organizing topics and arguments, as well as for the purposes of supporting proofreading as in the case of programs such as Grammarly.

COURSE SCHEDULE

	DATE	TOPICS & ASSIGNMENTS	ASSIGNED READINGS
Theoretical Foundation	Aug-24	Course Overview The Science of Stress Wellness and Self-Care among Counselors Due: Discussion Post 1 (Aug 27; Aug-30)	Gibson et al., (2021) ACA Code of Ethics, Section c.2.g
	Aug-31	Professional Quality of Life & Burnout Discussion Post 2 (Sep-10; Sep-13)	Demerouti et al. (2001) OR Maslach et al. (2001)
	Sep-8	LABOR DAY- Enjoy!	
	Sep-14	Theories of Optimal Development and Well-Being Discussion Post 3 (Sep-17; Sep-20)	Roscoe (2009) Kauppi et al. (2023)
	Sep-21	Positive Psychology Assignment 1: Values In Action Assessment	Lee Duckworth (2005)
	Sep-28	Wellness Assessment, Planning, & Evaluation Assignment 2: Perceived Stress Scale Due: Self-Care Activity Assignments (in Class)	Myers et al. (2000) Lenz & Roscoe (2011)
Wellness & Self-Care Toolkit	Oct-5	Wellness and Self-Care Practice in Action <i>Psychoeducation Presentation by Dr. Lenz</i> Due: Personal Wellness Plan (Oct-12)	Furr (2000)
	Oct-12	Deep Breathing and Progressive Relaxation Student Presentations 1, 2 Due: Wellness Self-Monitoring Entry	TBA
	Oct-19	Grounding and Guided Imagery Student Presentations 3, 4 Due: Wellness Self-Monitoring Entry	TBA
	Oct-26	Mindfulness with TBD Due: Wellness Self-Monitoring Entry	TBA
	Nov-2	Thinking and Choosing Student Presentations 5, 6 Due: Wellness Self-Monitoring Entry	TBA
	Nov-9	Social Support and Communication Student Presentations 7, 8 Due: Wellness Self-Monitoring Entry	TBA

	Nov-16	Forgiveness with Richard Balkin Due: Wellness Self-Monitoring Entry	TBA
	Nov-23	Self-Compassion & Gratitude Student Presentations 9, 10 Due: Wellness Self-Monitoring Entry & Log	TBA
	Dec-7	Wellness Evaluation Report Due	TBA

Discussion Post Instructions

Discussion Post #1

This course will support you in learning about theories and practices related to wellness and self-care. These are intended to guide and support you throughout your professional journey to conceptualize well-being and self-care strategies for clients while also being self-sustaining.

Initial Discussion Post

To begin, take a moment to consider how you personally define *wellness*- what are the relevant domains? How do you know when you are well? Based on these responses, and without consulting text, internet, or AI resources:

- 1) Develop a 2-3 sentence statement that describes how you define personal wellness.
- 2) Provide 3-5 sentences that depict why maintaining a sense of personal wellness will be important during your course of studies and to your prospective career as a professional counselor.

Your Initial Discussion Post is due on Wednesday by 11:59 pm.

Responding to Your Colleagues

Read a selection of your colleagues' postings. Respond to at least three of them on separate days and choose different points to address. Expand on your colleague's posting in at least one of the following ways:

- Discuss existing resources that may be available. How could someone access those resources?
- Discuss an article located within the A&M-SA library resources that addresses effectiveness of crisis counseling/intervention.
- Provide any other additional additive commentary that is constructive and additive in nature.

Use examples to support your ideas. Be sure to cite your points using course readings or other reputable resources. You may also use other scholarly literature to support your discussion. Citations and references must be consistent with the guidelines depicted in the APA Publication Manual, Seventh Edition. All replies to your colleagues' Initial Discussion Posts are due on Saturday by 11:59 pm.

Colleague Response Requirements: Respond to a **MINIMUM** of 3 of your peers with substantive responses and support these responses with references to be eligible for full points. Peer responses must occur on at least 2 separate days.

Discussion Post #2

Our course required you to read one of two theories related to burnout (See Demerouti et al., 2001; Maslach et al., 2001). To extend your learning further, you will complete either the Maslach Burnout Inventory (MBI) or Professional Quality of Life (ProQOL) Scale available in your course materials. Once you have completed the measure of your choice, use the instructions included in those documents to score your responses.

Initial Discussion Post

Once you have given those scores some thought and reflection, and without sharing your specific results:

- 1) Identify the article you selected to read and identify 3 key takeaways from the model the authors proposed.
- 2) Use 4-5 sentences to describe the ways that your ProQOL or MBI results fit/did not fit with the article that you selected. Please do not report your specific results.

Your Initial Discussion Post is due on Wednesday by 11:59 pm.

Responding to Your Colleagues

Read a selection of your colleagues' postings. Respond to at least three of them on separate days and choose different points to address. Expand on your colleague's posting in at least one of the following ways:

- Discuss existing resources that may be available. How could someone access those resources?
- Discuss an article located within the A&M-SA library resources that addresses effectiveness of crisis counseling/intervention.
- Provide any other additional additive commentary that is constructive and additive in nature.

Use examples to support your ideas. Be sure to cite your points using course readings or other reputable resources. You may also use other scholarly literature to support your discussion. Citations and references must be consistent with the guidelines depicted in the APA Publication Manual, Seventh Edition. All replies to your colleagues' Initial Discussion Posts are due on Saturday by 11:59 pm.

Colleague Response Requirements: Respond to a **MINIMUM** of 3 of your peers with substantive responses and support these responses with references to be eligible for full points. Peer responses must occur on at least 2 separate days.

Discussion Post #3

Our course materials and class discussions provided various conceptualizations of personal wellness. Given your review of these materials and the related reflection, identify the theory that resonates with you the greatest.

Initial Discussion Post

With your selected theory in mind, address the following prompts:

- 1) Identify and briefly describe the wellness theory that most resonates with you;
- 2) Using 3-5 sentences describe why you selected this theory;
- 3) Use 3-5 sentences to describe how this theory may support the conceptualization of events and conditions that may affect the development and well-being of your prospective client population.

Your Initial Discussion Post is due Wednesday by 11:59 pm.

Responding to Your Colleagues

Read a selection of your colleagues' postings. Respond to at least three of them on separate days and choose different points to address. Expand on your colleague's posting in at least one of the following ways:

- Discuss existing resources that may be available. How could someone access those resources?
- Discuss an article located within the A&M-SA library resources that addresses effectiveness of crisis counseling/intervention.
- Provide any other additional additive commentary that is constructive and additive in nature.

Use examples to support your ideas. Be sure to cite your points using course readings or other reputable resources. You may also use other scholarly literature to support your discussion. Citations and references must be consistent with the guidelines depicted in the APA Publication Manual, Seventh Edition. All replies to your colleagues' Initial Discussion Posts are due on Saturday by 11:59 pm.

Colleague Response Requirements: Respond to a **MINIMUM** of 3 of your peers with substantive responses and support these responses with references to be eligible for full points. Peer responses must occur on at least 2 separate days.

List of presentation topic by wellness and self-care domain.

Domain	Presentation Topic	Summary Description
Physical & Restorative Self-Care	Deep Breathing	Use of intentional breathing control to reduce physiological arousal and promote relaxation and regulation.
	Sleep & Restorative Rest	Uses healthy sleep practices and intentional periods of physical and mental recovery to support functioning and overall well-being.
Attention & Present-Moment Regulation	Grounding	Uses sensory, cognitive, or environmental cues to redirect attention to the present moment during periods of stress or distress.
	Guided Imagery	Uses intentional visualization of calming, meaningful, or restorative experiences to promote relaxation and psychological well-being.
Cognitive & Behavioral Self-Regulation	Cognitive Reframing	Identifies unhelpful patterns of thinking and develops more balanced, flexible, or constructive interpretations of experiences.
	Structured Problem-Solving	Uses a systematic process of defining a manageable problem, generating possible responses, evaluating alternatives, implementing a solution, and assessing its effectiveness.
Relationships & Connection	Social Support	Develops and uses relationships that provide emotional, informational, practical, and companionship resources that support well-being and resilience.
	Communicating Boundaries	Identifies personal limits and communicates needs, preferences, and concerns clearly and respectfully to support healthy relationships.
Positive Self-Relationship	Self-Compassion	Responds to personal difficulty or perceived inadequacy with self-empathy and balanced awareness rather than harsh self-criticism.
	Gratitude	Intentionally notices, appreciates, and reflects on positive experiences, relationships, or circumstances to strengthen well-being and positive affect.