

IDEAL Wellness in Counseling Syllabus

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course.**

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook.

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

The IDEAL Program

University of Bridgeport
IDEAL Program Summer 2013
Tuesdays May 7 – June 4 10, 2013
Waterbury Campus

Instructor:

Professor Donna Miller MS
(203) 520 - 5796

E-mail: donnam@bridgeport.edu

Office Hours: Before class, other times by appointment

Note on accelerated courses:

Students can expect homework and reading each week of the course.

Required Text and materials:

Wellness, concepts and Applications, by Anspaugh, Hamrick and Rosato. 8th edition. ISBN 9780078022500

Course information:

Wellness is both a dynamic process of physical, mental and spiritual optimization and integration and an outcome of that process. Bill Hettler (1984), “Wellness is an active process through which people become aware of, and make choices toward a more successful existence” (p. 14). Meyers, Sweeney and Witmer (2000), after reviewing the literature it is determined that wellness is:

A way of life oriented toward optimal health and well-being, in which body, mind, and spirit are integrated by the individual to live life more fully within the human and natural community. Ideally, it is the optimum state of health and well-being that each individual is capable of achieving.

Virtually all approaches to counseling emphasize the importance of individual decision making, thus counseling is a natural partner in the wellness movement. The counseling profession is based in values which support prevention, optimum development, and positive functioning. ACAPCD-09

Course Objectives:

The students will:

1. Identify the dimensions of health and wellness and describe their relationship to a positive lifestyle.
2. Discuss the importance of living a healthy lifestyle.
3. Assess current levels of health and wellness and develop a self-help plan for lifestyle change.
4. Discuss the differences between health and fitness.
5. Identify the recommended dietary guidelines for Americans and their implications for health and wellness.
6. Assess nutritional habits and their impact on a healthy lifestyle.
7. Define body composition and discuss the risk factors associated with obesity.
8. Discuss emotional and environmental factors which lead to eating disorders.
9. Define stress good and bad and describe it's effects on the individual.
10. Identify different methods of stress management.
11. Recognize the importance of personal safety in the home, at work, and during recreation.
12. Discuss the use and abuse of drugs, alcohol, and tobacco.
13. Understand and utilize the theoretical model of the "Wheel of Wellness".
14. Understand their own "holism" in connection to five second order factors of the self... creative, coping, social, essential/spiritual, and physical.
15. Will make the connection to helping themselves in order to empathize and to help others in the Human Service field.

	Topic(s)	Due dates
CLASS 1	INTRODUCTION Icebreakers Ground Rules Overview of syllabus Introduce Wellness Wheel	Pre work- read chapter one. Be ready to discuss in class. Wellness wheel handout, to begin in class.
	After completing this chapter, the student will be able to: • Discuss the wellness approach to healthy living. • Identify benefits of living a wellness lifestyle. • Describe the dimensions of wellness. • Cite evidence of the relationship between physical health problems and social, emotional, and spiritual Stressors.	Will work on personal wellness philosophy and self-help plan in class. Be familiar with the locus of control in chapter one.
CLASS 2	PERSONAL, EMOTIONAL and	500 word Journal Due on the spiritual components of

	<p>SPIRITUAL WELLNESS Class Discussion Stress Relief Activities Problem Solving Techniques Role Play Alternate Solutions to Problems</p>	<p>wellness, how it can affect emotional wellness and the connection to overall mental and physical health, and current personal stress relief activities. (ARE THEY WORKING FOR YOU)?</p> <p>Read chapters 5 and 9. Be ready to discuss in class.</p>
	<p>After completing this chapter, the student will be able to:</p> <ul style="list-style-type: none"> • Define stress. • Identify potential stressors. • Describe the various types of stress. • Describe the stages of the general adaptation syndrome (GAS). • Explain the body’s physiological response to stress. • List the short- and long-term health effects of stress. • Identify strategies that effectively deal with stress. <p>Spiritual - a source of value that transcends the boundaries of the self</p> <ol style="list-style-type: none"> 1. provides meaning and direction 2. includes developing a strong sense of values, ethics and morals 3. overlaps with the emotional component 4. does not adhere to any particular religious structure 5. Spiritual support is gaining favor among health care providers as a treatment 	<p>Bring a question about a human issue or a relationship that you are involved in that you would like to ask a counselor. Questions will remain anonymous. Type the question on a blank piece of paper.</p> <p>Dress comfortable for this class. There will be some physical activity.</p>
<p>CLASS 3</p>	<p>PHYSICAL WELLNESS Choose foods for wellness.</p> <ol style="list-style-type: none"> 1. Follow the dietary guidelines. 2. Eat low-fat foods. 3. Emphasize complex carbohydrates. 4. Thirst is a good indicator of when and how much water to drink. One exception is during strenuous physical activity. 5. Eat foods high in iron and calcium. 6. Emphasize fresh fruits and vegetables. 7. Reduce alcohol and caffeine. <p>. Eating foods from the Food Guide Pyramid will provide all vitamins, minerals, and protein needed.</p>	<p>500 word Journal due on Food, its connection to eating disorders, emotional eating and the current healthy eating pyramid.</p> <p>Read chapters 6 and 8.</p> <p>Discuss Body Image</p>

CLASS 4	<p>THE SELF/ HOLISM, EMPATHY , THE CONNECTION TO COUNSELING AND HUMAN SERVICES</p> <p>After completing these chapters, the student will be able to:</p> <p>Human issues and personal safety.</p> <ul style="list-style-type: none"> • Identify potential dangers associated with unintentional and intentional injuries. • List protective measures for maintaining a safe home environment. • Discuss how to handle sexual harassment. • Discuss the steps necessary to participate safely in recreational activities. • Describe guidelines for the safe operation of a vehicle. • Identify how to prepare for and deal with natural disasters. <p>Being responsible for your health care.</p>	<p>500 word Journal Due- Visit the Student Health Center and pick up a pamphlet on a human issue that you would like to know more about. For journal write about why you selected the pamphlet you did.</p> <p>Read chapters 10 and 14 be ready to discuss in class.</p>
		<p>Come to class ready to share a summary of an article you have found that demonstrates how dimensions of wellness are related to counseling and human services.</p>
CLASS 5	.Wellness plan presentations.	Complete your individual wellness plan.
		.

Grading Scale

95-100 = A
90-94 = A-
87-89 = B+
83-86=B
80-82 = B-
77-79= C+
73-76 = C
70-72 = C-
67-69 = D+
63-66= D

60-62 = D-
59-below = F

Course Requirements/Evaluation Criteria:

Note: All assignments and papers must be **typed or word processed**. Margins may be no wider than one inch on each side and top/bottom. Please use Times New Roman, font size 12. Assignments/papers are due on the due date at the beginning of class. Assignments that are turned in late (after midnight of the original due) are worth ½ if turned in on or before the next class, zero after that. Final papers/projects will not be accepted late.

Course Value – 100 points

30 points for journals

40 points for wellness plans and presentations

20 points for participation

10 points for preparedness

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of “B” in the course, the final grade would be a “C”).**
- **Missing two or more class sessions will be cause for a failing grade.**

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

Starting Fall 2012

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor in writing before or after the first class/first week. However, a grade reduction will apply.***

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:

http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290.

Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to:

<http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library’s website: <http://www.bridgeport.edu/library>.

Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

Using Computers

Open access computer labs are available at three campuses:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.edu
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243.

Netiquette

I frequently use e-mail to communicate with students, therefore I expect students to check their e-mail frequently (daily is ideal, but at least every other day) and to acknowledge receipt of e-mail. Alternatively if you communicate by e-mail with me and you do not receive an acknowledgement from me within a day or two, assume I did not receive your message. If your e-mail system limits the amount of e-mail you may store you are responsible for cleaning out your in-box, sent-box and deleted box.

I am careful about the e-mail I open, so please do not leave the "subject" area blank, I will delete it.

I do not respond to e-mail that is sarcastic or YELLING.

Please use correct grammar and spelling.

Courtesy Notes:

Please make sure cell phones, beepers and internet devices are turned off during class. If an emergency or on-call assignment requires that a phone or beeper be left on, please inform me prior to class.

Please refrain from cross-talk and side conversations. What you have to say is important and I invite you to share your thoughts with the whole class.

Joint Responsibility

It is my responsibility (and pleasure) to join University of Bridgeport in providing you with the best academic experience possible.

It is your responsibility to be on time for class, hand in assignments when they are due and to obtain lecture notes and assignments from another student if you are absent.

Research

The University of Bridgeport has an exceptional digital library, therefore I expect that all resources used to support writing and research will be professional, academic resources.

Wikipedia is NOT a professional or academic resource and may not be used as a source for any idea, fact or theory.

Writing

All assignments and papers must be typed or word-processed. Margins may be no wider than 1 inch on each side and 1 inch top/bottom. Please use Times New Roman, font size 12, double-spaced. Assignments/papers are due on the due date at the beginning of class. Assignments that are turned in late are worth ½ if turned in on or before the next class, zero after that. Final papers **ACADEMIC POLICIES**

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced class points calculation for that day.

The Top Ten Reasons Students Struggle

10.	<p><u>Stressed, who me?</u>- Stress may feel normal in American culture, but your body and brain are telling you otherwise. If you are not taking time to sleep, eat, relax, and have a little fun, your brain does not have the opportunity to rest and re-set. The brain under stress is manufacturing lots of stress hormones and this interferes with the area of the brain that will sort, store, remember, and retrieve information for you. In other words if your brain is stressed, you will have a hard time learning.</p>
9.	<p><u>I love my highlighter</u>-I sometimes see students highlight entire chapters in a gorgeous shade of yellow, orange or pink. A highlighter is meant to highlight key points of study. The easiest way to read a chapter is to first read the introduction (usually a separate paragraph at the top of the first page). Then, skip to the end of the chapter and if there is a summary- read the summary. Notice if there are any questions at the end of the chapter. These three things- the introduction, the summary and the questions, will give you a good idea of what the author thinks is important. Now go back and read the chapter twice- once quickly and without pressuring yourself to remember everything and the second time with an eye towards picking out the key points. There is probably one or two key points per page- this is what you highlight.</p>
8.	<p><u>I need a day or a few hours or....</u> Students have a hard time because they are waiting for the “big time break” for homework. While it is important to have some time during the week to study, think and plan- do not underestimate the value of 5 minutes. What can you do in so short a time? You can read the introduction or summary of an assignment. You can take a look at a website. You can define a new vocabulary word. You can set up a homework folder on your computer. You can jot down a few thoughts for your paper. You can review the syllabus. This leads to # 8.</p>
7.	<p><u>The syllawhat?</u> One of the most common mistakes that students make is not referring to the syllabus regularly. The syllabus is your roadmap for this course. Would you travel an unknown route without consulting your map or GPS system? The syllabus will tell you what materials you need for the course, what the assignments are, when assignments are due and when exams/quizzes will be held. I suggest that you review the syllabus prior to each assignment and each class meeting.</p>
6.	<p><u>Do I know you?</u> Students who have more fun, learn more and as a result end up with better grades are the students who use classmates as a source of support. Developing this support can range from exchanging e-mail and phone numbers to developing study groups.</p>
5.	<p><u>Still think the library uses alphabetical index cards?</u> Seriously, technology is your friend. Get an UBnet account, take some time to explore the digital library, learn how to send/receive e-mail and attachments and know the basics of keyboarding. These easy uses of technology will simplify your academic experience.</p>
4.	<p><u>I hate to write</u> – I agree, writing is hard and if you have been out of school for a</p>

	<p>while it is even harder. However, it is the most important skill you can develop- not only for your academic work, but for your career as well. Employers cite an inability to communicate in writing as one of the key reasons someone is not hired and a key reason why an existing employee is not promoted. Use every resource available to you to help you improve your writing- students who use e-tutoring and the Academic Resource Center have an easier time and better grades. If your instructor is not including some feedback and grading for grammar and spelling, you may end up with a diploma, but it does not mean you are educated.</p>
3.	<p><u>I was only 5 minutes late...</u> Students who arrive on time, remain for the full class and do not spend time in the hallway on a cell phone tend to have better grades. The first five minutes of a class usually consists of announcements regarding syllabus changes, assignment reminders and answering student questions. The closing of a class usually consists of a summary and any final reminders. Missing the beginning and/or the end of a class can alter your understanding of what is expected for the course.</p>
2.	<p><u>If I ask for help, the instructor will think that I am...</u> The only thing I will think is that you are committed to your education. (Unless you wait until the last minute, then I will think you tend to procrastinate, see #1). I will return assignments promptly with your grade and my comments. I am available for consultation after class and other times by appointment. I have voice mail availability and I am very available by e-mail. Please do not sit in confusion or frustration - I am happy to help you be successful in this course.</p>
1.	<p><u>Procrastination-</u> The number one reason that students struggle is the tendency to procrastinate. It is tempting, but usually disastrous, especially with accelerated courses. Murphy's Law (whatever can go wrong will go wrong) is in full swing the night before your class, exam or assignment due date. You can pretty much count on running out of ink, the computer crashing, or your child getting ill just when you have only hours or moments before your class. So do not give in to temptation- plan your work and stick to your schedule as much as possible. Reading 10 pages per day is better than trying to read 70 pages the night before.</p>