



University of Colorado Colorado Springs

College of Education

Counseling and Human Services

COUN 4500, Wellness, Resiliency and Emotional intelligence, Section,
Semester, and Year

Instructor: Leona Martinez

Telephone: 940-783-2973

Email: lmarti49@uccs.edu

Class Location: Online

Required Texts/Readings

Required Readings: Students are required to complete a compilation of required readings (articles, book chapters, etc.) that are in CANVAS or utilize the UCCS Library <https://uccs.edu/library/index.php/>

We do not have a required text for the course.

Course Format (asynchronous online)

This course is 100% asynchronous online and supported by the Canvas platform. Unless otherwise specified, synchronous online meetings will not be held. This course may consist of asynchronous online lectures, use of audio and visual media, readings from required text and supplementary journal articles, online discussions, technology-mediated interactions, and online assessments. Canvas will be used for all assignments, exams, and for information regarding class.

This course consists of lecture, videos, experiential activities, case studies, individual assessments, group projects, role-play, guest speakers and a service learning activity.

Course Description

This course focuses on the personal dispositions and interpersonal skills necessary to provide effective service in a helping profession. Specific areas of focus include self-awareness, effective communication, empathy, respect and sensitivity for diversity, emotional regulation, wellness, resilience, and emotional intelligence. Students will examine how their own wellness, resilience, and

emotional intelligence relate to their personal and professional goals. Students will learn strategies to understand and navigate the cultural and systemic dynamics of service-oriented organizations.

Course Expectations

Students are expected to complete weekly course requirements online and interact with the instructor and classmates via Canvas. Being prepared for class discussions includes: completing all assigned readings, preparing all assignments by the required due date, participating in class discussions and activities, taking risks and asking questions about the course material and one's own responses to the material, and engaging with your peers and instructor in a respectful, positive manner which enhances the joy of learning for all. Students will be exposed to new material and asked to apply it to their future or current work in career development settings.

Because of the focus of this course, a service-learning component is required for the course.

COUN 4500 is for students who major in a "helping" professional discipline (e.g. education, nursing, psychology, sociology, human services, etc.) and whose interpersonal effectiveness will be key to ensuring their professional success with future clients, patients, and consumers, as well as within their human service organization. A majority of traditional, undergraduate curriculum focuses on treating, working with, helping or understanding others (e.g. clients or students). This course will assist future helping professionals with understanding themselves. This will include understanding one's own wellness, resilience, and emotional intelligence. Students will also examine how a healthy self-concept and personal ego strength can translate into effective interpersonal skills. Students will learn about specific intrapersonal and interpersonal skills that will contribute to interpersonal effectiveness in their future career. Additionally, working in human service fields is often challenging both intellectually and emotionally. High attrition rates in these fields may be reduced when academic preparation programs also address strategies to enhance resilience, wellness and emotional intelligence among students.

Service learning opportunities will enhance student self-awareness and perspective taking abilities. Service learning is an "instruction strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Through service learning, students use what they learn in the classroom to solve real life problems. They not only learn the practical applications of their studies, they become actively contributing citizens and community members through the service they perform". **All students will be required to complete one six hour (2 hours in summer semester) specific service-learning project and analyze their experience using relevant theoretical frames from the areas of wellness, resilience and emotional intelligence.** These service projects will directly link what the students are learning in the course with action in the community and require the students to think critically about the services they provide, the needs of the community and professional helpers, and the students' roles in advocacy and social justice.

Course Objectives

By the completion of the course, students will be able to:

1. Define the terms wellness, resilience, and emotional intelligence.
2. Identify the personal, interpersonal, and professional benefits and consequences associated with wellness, resilience, and emotional intelligence.
3. Apply the main tenets of the Indivisible Self Wellness Theory (Creative Self: Thinking, Emotions, Control, Positive Humor, Work, Coping Self: Realistic Beliefs, Stress Management, Self-Worth, Leisure, Social Self: Friendship, Love, Essential Self: Spirituality, Self-Care, Gender Identity, Cultural Identity and Physical Self: Exercise, Nutrition) to their personal and professional goals.
4. Apply theories related to resilience to their personal and professional goals.
5. Apply the main tenets of emotional intelligence theory to their personal and professional goals.
6. Understand how their own wellness, resilience, and emotional intelligence relate to interpersonal effectiveness in relationships.
7. Apply specific interpersonal skills that demonstrate respect and sensitivity toward diversity, empathy, and how to create safe and inclusive work environments.
8. Enhance their ability to reflect on communication, collaboration, and problem-solving skills through an understanding of wellness, resilience and emotional intelligence.
9. Explore specific features of systems/organizations that function from a wellness paradigm. This student-learning outcome requires completion of a service-learning project.

Accreditation Standards

This course is designed to meet specific Early Childhood Education, Early Childhood Special Education, and Colorado Teacher Quality standards. (See Alignment of Course Objectives, Standards, and Conceptual Framework)

Course Learning Objectives and Alignment with Council for Standards in Human Service Education (CSHSE) Standards:

One of the main objectives is to stimulate you to think about major issues related to professional practice as a human services professional. This course is designed to meet specific standards for the Council for Standards in Human Services Education. In this syllabus, a matrix is available that lists all course learning objectives and the relevant criteria from the Council for Standards in Human Service Education (CSHSE) core competencies. Your level of understanding regarding these core competencies will be assessed. These assessments will allow us to evaluate how well course content was conveyed in class and your comprehension of the material. The information derived from these assessments is for informational and program evaluation purposes only and will not impact your grade in any way.

Technology Competencies

It is expected that students begin our program with foundational technology skills that include digital word processing, digital and online formats (e.g. Canvas) and using online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS.

Using your UCCS email account is a requirement of this course due to digital delivery of course content. All students must obtain a UCCS email address and check it regularly (every day) so as not to miss announcements. If your UCCS email address is not your primary one, please have emails from UCCS rerouted to the one you check daily.

Attendance, Preparation, and Participation

Students are expected to maintain high standards of ethical and professional conduct. This includes attending class, being adequately prepared, contributing to class discussions, submitting high caliber work and representing your own work fairly and honestly. As an important member of a classroom community, attendance and punctuality is mandatory. You must actively engage in class and group work to maximize your learning in this course.

If you must miss a class, please inform the professor by phone or email prior to class. It is the responsibility of the student to obtain course information that is missed during the absence. Unexcused absences will result in a lower grade.

Course Evaluation

The instructor is committed to providing the best possible learning experience to every student. A key mechanism to provide ongoing excellence in teaching and learning is to gather your thoughts on each course and the effectiveness of our faculty. Students are expected to provide feedback on the quality of instruction in this course by completing an online evaluation, typically during the last two weeks of the semester. Additional instructions will be provided via a notification sent to student UCCS email accounts later in the semester. Please know that student feedback is extremely valuable to your instructor, the College of Education, and UCCS as a whole. In particular, constructive comments guide the enhancement of future versions of this course.

Professional Behavior

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

Diversity Statement

The faculty and staff of the College of Education are committed to preparing students to recognize, appreciate, and support diversity in all forms – including ethnic, cultural, religious, gender, economic, sexual orientation and ability – while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he/she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, Department Chair or the Dean of the College of Education.

Accommodations

The College of Education wishes to fully include persons with disabilities in this course. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensure that “no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...” If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact and register with the Disabilities Services Office, and provide them with documentation of your disability, so they can determine what accommodations are appropriate for your situation.

To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall room 105, 719-255-3354 or dservice@uccs.edu.

Military Students

Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences.

In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

Student Appeals

Students enrolled in programs or courses in the College of Education may access the COE Appeal/Exception Form at: https://coe.uccs.edu/sites/g/files/kjihxj1401/files/inline-files/AppealsForm2009_0.pdf This form is to be used for an appeal when a student is:

- Denied admission to professional education program
- Denied permission to student teach or complete professional internship
- Removed from a professional education program or internship
- Denied permission to graduate due to missing requirements
- Requesting an exception to specific policies, procedures, or requirements
- Requesting a grade change

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

UCCS Student Code of Conduct

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy. <https://dos.uccs.edu/sites/g/files/kjihxj1566/files/inline-files/Code%20of%20Conduct%202020-2021.pdf>.

UCCS Student Rights and Responsibilities

<http://catalog.uccs.edu/content.php?catoid=16&navoid=1240>

UCCS Academic Ethics Code

http://catalog.uccs.edu/content.php?catoid=16&navoid=1240#Acad_Honor_Code

Confidentiality

Under no circumstances will students disclose individual student or teachers' names during whole class discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Requesting an Incomplete

An incomplete will be given under these circumstances only: (a) your assignment grade average to date is 82% or higher and (b) personal situations clearly beyond your control prevent you from completing the required work by the end of the semester.

If the instructor judges the situation does not meet these criteria, you will be given the grade you earn and not an incomplete. If you are granted an incomplete, the course work must be completed within

12 months. Please keep in mind that the final grade (earned either by completing the course requirements or by retaking the course) does not result in deletion of the incomplete grade symbol from the transcript.

COVID-19 Considerations

Classroom and Campus Etiquette

- All students must take a self-health assessment regarding COVID 19 and symptoms (EVERY DAY) before coming to campus. You should carry evidence you have taken the quiz with you on campus.
- As you enter class, I may ask you to show me that you answered the questions on the self-health assessment as you enter the room.
- You are required to wear a face covering which covers your nose and mouth while on campus indoors at all times. This includes in the classroom. Wearing a face shield only is not sufficient for being in-class with faculty. Faculty may remove their face covering if at least 12 feet from students, but students are required to wear a face covering at all times. Students and faculty may wear both a face covering and a face shield when on campus.
- Students who believe they may require an accommodation due to a disability in order to comply with all or parts of the face covering requirements should contact Disability Services at dservice@uccs.edu. Disability Services will go through normal accommodation process and provide a student with an accommodations letter, if appropriate, and the student will need to keep a copy with them when they begin attending classes and/or participating in student activities.
- If a student believes they may require an accommodation related to religion, creed, or other university defined protected class, in order to comply with all or parts of the face covering policy, they should contact The Office of Institutional Equity at equity@uccs.edu.
- Face masks can't have holes in them. More information can be found here: [https://covid19.uccs.edu/sites/g/files/kjihxj1366/files/inline-files/On-Campus Face Covering Requirements and Compliance \(2\).pdf](https://covid19.uccs.edu/sites/g/files/kjihxj1366/files/inline-files/On-Campus Face Covering Requirements and Compliance (2).pdf)
- Students who do not wear a face covering when entering buildings and classrooms will be asked to leave.
- You are required to stay six feet away from your classmates, and staff and faculty at all times.
- **Faculty have the right to cancel a class** if there are students who do not observe 1) answering the questions on the safety quiz, 2) wearing a face mask over their nose and mouth, 3) keeping proper social distance, and students are visibly sick.

Group Work in the Classroom

- Periodically you will be asked to engage in small group discussion in the classroom. Even in small groups, we must continue to wear face coverings and maintain social distance guidelines. In class, using Microsoft Teams and Canvas Collaboration tools including chat,

whiteboard, and shared documents can enhance small group interaction while maintaining public health guidelines.

What should I do if I am sick?

- The student health center on campus can give you a rapid COVID 19 test if you have the symptoms of COVID 19. It only takes 15 minutes to get your results!
- If you're sick, even with a cold, please stay home to avoid spreading your illness.
- Isolate yourself from others if you are sick and seek medical care.

Attendance and Missing quizzes, exams, and activities due to illness

- Attendance will be taken at all in-person classes. This is in order to do contact tracing if needed.
- You may be excused from one class activity (quiz or exam, etc.) during the semester if ill. Please do not come to campus sick, even if it is not with COVID 19. To be excused, you must contact me before class starts.
- For one missed in-class activity, I will average the scores of your assignments and replace that score.
- If you must miss class on more than one occasion due to long-term illness, we will consider that on a case-by-case basis.

Helpful Sites

- UCCS website for COVID 19: <https://covid19.uccs.edu/>
- UCCS Health Center : <https://uccs.edu/recwellness/health-services>

Excel Centers

The Excel Centers (Communication, Languages, Mathematics, Science, and Writing) continue to provide students with outstanding academic support both in-person and remotely. For details, students should visit the [Excel Support](#) webpage.

Disability Services

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, [719-255-3354](tel:719-255-3354) or dservice@uccs.edu.

Here is a link to more testing information:

<https://disability.uccs.edu/facultystaff/testing-accommodations>

Grading Scale

The instructor adheres to the following table when assigning letter grades for the course:

- A is within 94% to 100%
- A- is within 90% to 93%
- B+ is within 87% to 89%
- B is within 83% to 86%
- B- is within 80% to 82%
- C+ is within 77% to 79%
- C is within 74% to 76%
- C- is within 70% to 73%
- D+ is within 67% to 69%
- D is within 64% to 66%
- D- is within 60% to 63%
- F is under 60%

Half percentage points of 0.5 or higher are rounded up. So for example, a 93.5% is rounded up to an A grade.

GRADING CRITERIA AND DESCRIPTIONS OF ASSIGNMENTS

Written Assignments: must be typed, double-spaced, and begin with a cover page. All assignments will be uploaded electronically to CANVAS under the corresponding heading under “Assignments” unless otherwise noted in the assignment. All papers will be graded according to the depth, of the reflection, your knowledge of the subject, and your ability to apply that knowledge personally. Papers will be graded on grammar, spelling, organization, style, and most importantly, your ability to apply class activities and assignments to your own situation.

In addition, if you are having trouble with your writing skills, this would be an excellent time to seek help from the UCCS Writing Center <http://www.uccs.edu/~writingcenter/> . Starting off the semester with a well-written paper will only help you to improve your writing over time.

Assignments (graded activities) – Remote learning version

1. Syllabus Quiz

This quiz to confirm that students understand the information that is provided from the syllabus. This will be due Sunday August 29 at 11:59pm.

2. Class Participation/ Discussion:

For each Discussion, you are expected to participate at least two separate days a week. In addition, you are expected to respond to **TWO** of your fellow students' postings. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, information obtained from other sources, and/or ideas expressed in other class members' postings. Where appropriate, you should use references to support your position. My suggestion is to write out your posts on a word document to check for spelling, grammar, ect.. and then copy and paste to the post.

Your initial postings are due by Wednesday by 11:59 PM MST and responses are due by Sunday 11:59 PM MST.

3. 5 Factor Wellness Personal Planning Papers (6 total)

Students are required to complete three out of five factor personal planning papers. This assignment does not require a cover page. Personal planning can be written or typed. These personal planning papers will be broken up into two pieces:

1. Short Answer Outline: Must include 5F-WEL score, satisfaction of score, time-line for change, strengths, limitations, goals, methods, resources-what I have, resources-what you need, and rewards. (this portion can be done from the workbook (Printed, hand written, and scanned) or can use the outline on word provided on Canvas)
2. Then include a reflection and answer the following questions in a paper/paragraph format: This reflection should be 1-2- pages in length.
 - a. How was this process of filling out the outline?
 - i. Example: Was it easy? Was it challenging?
 - b. What information or self-awareness did you gain?
 - c. What part of this assignment was the most valuable to you? What was the least?

1. Personal Planning paper 1: Creative Self

- a. personal planning worksheets : Thinking, Emotions, Control, Work, Positive Humor (5 total)
- b. 1-2 page reflection

2. Personal Planning paper 2: Coping Self

- a. personal planning worksheets- Leisure, stress management, self-worth, realistic beliefs (4 total)
- b. 1-2 page reflection

3. Personal Planning paper 3: Social Self :
 - a. personal planning worksheets -Friendship, love (2 total)
 - b. 1-2 page reflection

4. Personal Planning paper 4: Essential Self:
 - a. personal planning worksheets Spirituality, Gender Identity, Cultural Identity, Self-care (4 total)
 - b. 1-2 page reflection

5. Personal Planning paper 5 Physical Self :
 - a. personal planning worksheets Exercise, Nutrition (2 total)
 - b. 1-2 page reflection

6. Personal Planning paper 6: Total Wellness:
 - a. Total Wellness (1 total)
 - b. 1-2 page reflection

4. Quizzes on course content (3 quizzes)

Students will complete three quizzes covering course content. Questions will be multiple choice, true and false, short answer and essay. Please review the assigned readings for the week, lecture notes, Power point presentations, and handouts prior to taking the online quiz.

5. Service learning – Putting together resource tool- box (Must be approved by instructor)

By the end of this assignment, as a class we will create a resource toolbox that can be available to the community. This is in place of the service-learning required service hours to protect the health of our students due to COVID-19.

Each individual will create an outline including the following:

1. Type of Community Resource (I.e. food resources for people in need, crisis lines, mental health resources, homeless resources, ect..) Get creative with this! ☺
2. Specific Information for the community resource picked: (Must include 3-4 different resources)

- a. Contact Information: Contact information, including name of organization, name of contact person(s), telephone and fax numbers, street addresses, mailing addresses, email addresses, website URL, etc.
- b. Short synopsis of services provided:
- c. Access: Including capacity to provide services, hours of operation, and any cost to patient and method of payment required.

6. Final Teaching of WRE

1. Creating a video of leading the class in a 5 min example of presentation/activity on teaching a selected population on wellness, resiliency, or emotional intelligence.
2. Outline including the following:
 2. Population you selected (Classroom environment, group setting, clinical clients, ect)
 3. Topic: Did you pick teaching wellness, resiliency, or emotional intelligence
 4. Goal of your presentation/activity
 5. How would you present this material? (Powerpoint, lectures, readings, ect...)
What will each one entail? (if you picked readings what readings would you pick?)
3. References

7. Final Reflection Paper

Please describe three of the most important ideas (from our discussions on wellness, resilience, or emotional intelligence) that you learned in this course. What do you plan to apply in your professional and personal life? Your papers should be 5-6 pages excluding cover page and reference page, double-spaced, 1-inch margins, and 12-point font. Points will be deducted for spelling, grammar and writing errors. Remember to utilize APA formatting. This is a 4000-level course and therefore should include in text citations. In order to get full credit, you must have 5+ references in this paper.

To help you with your paper it should include:

1. Cover Page
2. Abstract
3. A clear introduction
4. Address three important ideas (one for wellness, resilience, and emotional intelligence)
5. Address how you plan to apply information you gained over this course on a personal and professional level.
6. A concluding paragraph
7. Reference Page

THE ASSIGNMENT

Grading for the course:

Syllabus Quiz	10 Points
Quizzes (3 at 30 points each)	90 points

Weekly Discussions (11 at 20 points each)	220 points
Final Reflection Paper	80 points
Personal Plan worksheet (6 at 20 points each)	120 points
Service-learning resource creation	40 points
Final Teaching of WRE	40 points
Total Points Possible:	600 Points

MASTER

Alignment of Course Objectives, Standards, and Conceptual Framework

Council for Standards in Human Service Education (CSHSE) Standards:

MASTER

MASTER

	Course Learning Objectives	Assignment, Activity, or Required Reading(s)	National Standards	
			CSHSE	OBH*
LO 1	Define the terms wellness, resilience, and emotional intelligence.	Quizzes, in class activities	13C	
LO 2	Identify the personal, interpersonal, and professional benefits and consequences associated with wellness, resilience, and emotional intelligence.	Reflection papers, case studies, self-assessments		
LO 3	Apply the main tenets of the Indivisible Self Wellness Theory (Creative Self: Thinking, Emotions, Control, Positive Humor, Work, Coping Self: Realistic Beliefs, Stress Management, Self-Worth, Leisure, Social Self: Friendship, Love, Essential Self: Spirituality, Self-Care, Gender Identity, Cultural Identity and Physical Self: Exercise, Nutrition) to their personal and professional goals.	Reflection papers, quiz, in class assignments and assessments, W(LTP) assignment	20A, 20B	
LO 4	Apply theories related to resilience to their personal and professional goals.	Reflection Paper, quiz, class activity, Resilience Interview	20A, 20D	
LO 5	Apply the main tenets of emotional intelligence theory to their personal and professional goals.	Reflection paper, quiz in class activity	20A, 20D	
LO 6	Understand how their own wellness, resilience, and emotional intelligence relate to interpersonal effectiveness in relationships.	Reflection paper, Service Learning, in class activities	17C, 20A, 20D	
LO 7	Apply specific interpersonal skills that demonstrate respect and sensitivity toward diversity, empathy, and how to create safe and inclusive work environments.	Service learning, in class activities	19D, 20C	
LO 8	Enhance their ability to reflect on communication, collaboration, and problem-solving skills through an understanding of wellness, resilience, and emotional intelligence.	Reflection paper, Service learning activity, in class activities	20A, 20E	

LO 9	Explore specific features of systems/organizations that function from a wellness paradigm. This student-learning outcome requires completion of a service-learning project.	Service learning activity, in class activities		
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*OBH standards do not apply to this course.

Compass Curriculum:

This course is a *Navigate* course in the Compass Curriculum. Navigate courses provide UCCS students with a common educational experience at the upper division level that broadly expands their perspective beyond their major discipline. An objective is to engage students actively in applying and integrating knowledge, which is drawn from a range of disciplines and includes advanced-level critical thinking.

This course will contribute toward helping students meet Compass Curriculum goals related to *Evaluate and Create* and *Know and Explore*. Because of the level and focus of this course, special attention will be paid to the GE goal: *Act and Interact*. This goal consists of the following: Students will cultivate self-awareness and understanding of their impact—locally, nationally, and globally. Students will be prepared to participate effectively in a society that encompasses diverse experiences, perspectives, and realities. This area includes:

- Responsibility—personal, civic, and social
- Engagement—creative, collaborative, artistic, and innovative
- Inclusiveness—competencies for cultural responsiveness across social differences in contexts ranging from local to global
- Sustainability—understanding the interaction between human development and the natural environment

Because of the focus of this course, a service-learning component is required for the course.

General Education Standards:

Colorado Department of Education Standards				
Course Objective	Assignment, Activity, or Required Reading(s)	ECE (CDE)	ECSE (CDE)	CO Quality Teacher Standards

1. Students will define the terms wellness, resilience and emotional intelligence.	Quizzes, in class activities	8.01 (2) (d) (ii), 8.01 (2) (f) (ii) 8.01 (2) (f) (iii)	9.08 (2) (h) (vi) 9.08 (3) (a)	II.A, II.E, IV.C, V.B
2. Students will identify the personal, interpersonal, and professional benefits and consequences associated with wellness, resilience and emotional intelligence.	Reflection papers, case studies, self-assessments	8.01 (2) (d) (ii), 8.01 (3) (a)	9.08 (2) (h) (vi) 9.08 (3) (a)	II. A
3. Students will learn and apply the main tenets of the Indivisible Self Wellness Theory (Creative Self: Thinking, Emotions, Control, Positive Humor, Work, Coping Self: Realistic Beliefs, Stress Management, Self-Worth, Leisure, Social Self: Friendship, Love, Essential Self: Spirituality, Self-Care, Gender Identity, Cultural Identity and Physical Self: Exercise, Nutrition) to their personal and professional goals.	Reflection papers, quiz, in class assignments and assessments, W(LTP) assignment	8.01 (3) (a) 8.01 (2) (d) (ii), 8.01 (2) (f) (ii) 8.01 (2) (f) (iii)	9.08 (2) (h) (vi) 9.08 (3) (a) 9.08 (2) (h) (iii) 9.08 (2) (h) (vi) 9.08 (3) (a) 9.08 (7) (a) 9.08 (8) (b)	II. A
4. Students will learn and apply theories related to resilience to their personal and professional goals.	Reflection Paper, quiz, class activity, Resilience Interview	8.01 (2) (d) (ii), 8.01 (2) (f) (ii) 8.01 (3) (a)	9.08 (2) (h) (iii) 9.08 (2) (h) (vi) 9.08 (3) (a) 9.08 (7) (b) 9.08 (7) (d) 9.08 (8) (b)	II. A., II. B.
5. Students will learn and apply the main tenets of emotional intelligence theory to their personal and professional goals.	Reflection paper, quiz in class activity	8.01 (3) (a)	9.08 (2) (h) (iii) 9.08 (2) (h) (vi) 9.08 (3) (a) 9.08 (7) (b)	II. A., II. B., II, E
6. Students will understand how their	Reflection Paper, quiz, class activity, Resilience Interview	8.01 (3) (a)	9.08 (2) (h) (iii) 9.08 (2) (h) (vi) 9.08 (3) (a) 9.08 (7) (b)	IV.C.
				II.A, II.B., V.B

References

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All required readings for the course are found in Canvas or online. Each reading has also served as a reference and informed course content.