

Counseling and Psychological Well-being

PSYC 3005 (3 credits)

Jordan: Psychology, Wellbeing, and Mental Health

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

This seminar provides students with an overview of the major areas of counseling psychology and psychological wellbeing. The seminar also delivers different stress management and self-care strategies for the students. Students study the concept of counseling psychology and psychological wellbeing, counseling psychology skills, stress and stress management, burnout and burnout management, trauma and vicarious and secondary trauma, communication skills, setting boundaries, attitude and attitude change, anger management, and self-awareness as part of self-care strategies for psychology, mental health, and counseling psychology service providers.

Learning Outcomes

Upon completion of this course, students will be able to:

- Provide a critical reading of theories and practices of counseling psychology and psychological wellbeing;
- Apply stress and burnout assessment techniques to determine self-care practices;
- Design a plan for setting boundaries, managing attitude, and restructuring negative and distorted thinking;
- Explain self-care practices used by conflict-affected people and by psychologists and counselors in Turkey to enhance resilience compared to those in Jordan during the program's international excursion to Turkey;
- Use role play and simulation to conduct clinical interviews to assess a person's mental health and psychological wellbeing.

Language of Instruction

This course is taught in English. Students are exposed to vocabulary related to course content through in-country expert lectures and field visits.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Psychological Counseling and Wellbeing

This model explores the important connection between psychological counseling and wellbeing. This module also studies psychological wellbeing and important factors contributing to psychological wellbeing. The module teaches the students how counseling improves wellbeing and in turn enhances both psychological and physical health of the individual.

Session 1: Psychological Counseling and Wellbeing

This session focuses on the contention between psychological counseling and wellbeing of the client. Students will study models (such as the WoW and the indivisible self-models) explaining how psychological counseling practices promote and enhance wellbeing.

Required Readings:

Shannonhouse, L., Myers, J., Sweeney, T. (2016). Counseling for Wellness.
10.1891/9780826171825.0093.

Myers, J.E. and Sweeney, T.J. (2005). Counseling for Wellness: Theory, Research, and Practice. *American Counseling Association*. Alexandria, VA. (Chapters 4 and 5).

Session 2: Psychological Wellbeing and Health

This session focuses on the study of important factors that facilitate psychological wellbeing and risk factors associated with the lack of psychological wellbeing. The session also addresses the link between psychological wellbeing and health.

Required Readings:

Vazquez, C., Hervas, G., Rahona, J., Gomez-Baya, D. (2009). Psychological well-being and health. Contributions of positive psychology. *Annuary of Clinical and Health Psychology*. 5. 15-28.

Leite, A., et al. (2019). Psychological well-being and health perception: predictors for past, present and future, *Archives of Clinical Psychiatry*, 46(3):53-60.

Session 3: Field Visit

In this session, students will visit the Jordan Psychiatrists Society (JPS). Students will meet with the head of the JPS and learn about up-to-date status of mental health services in Jordan.

Required Readings:

Hijawi, B., Elzein Elmousaad, H., Marini, A., Funk, M., Skeen, S., Al Ward, N., Saeed, K., Ayoub, Z. (2013). WHO Profile on mental health in development (WHO proMIND): Hashemite Kingdom of Jordan. *World Health Organization*. Geneva.

Module 2: Counseling and Clinical Interview Skills

This Module will address skills necessary for a counseling psychologist. Students learn and practice communication skills with emphasis on active listening and empathic communication. Students will also learn interview skills and interview types and structures.

Session 1: Active Listening and Empathic Communication

In this session, students learn about active listening skills and how to develop empathic communication skills that are necessary for counseling psychologists.

Required Readings:

Khattar, T., Gawali, G. (2014). The Role of Empathy in building Counselling Self-Efficacy for Counsellors-in-Training. *Journal of Psychological Researches*. 58. 41 - 47.

James T. Hardee & Frederic W. Platt (2010) Exploring and overcoming barriers to clinical empathic communication. *Journal of Communication in Healthcare*, 3:1, 17-23, DOI: 10.1179/cih.2010.3.1.17

Session 2: Clinical Interview Skills

In this session, students analyze core skills of clinical interviewing. Students also learn how to apply different types of counseling and psychological interviews in different contexts and for different purposes.

Required Readings:

Tomas-Aragones, L., Voicu, C., Marron, S. (2017). The Clinical Interview and Assessment: General Considerations. *Romanian Journal of Clinical and Experimental Dermatology ROJCED*. 4. 6-13.

Sommars-Falangan, J. and Sommars-Falangan, J. (2009). *Clinical Interviewing*. 4th Ed. WILEY. Chapter 14: Interviewing in a Diverse and Multicultural World.

Session 3: Field Visit

Students will visit Al Rashid Psychiatric Hospital and learn about clinical interview skills used at a psychiatric and psychological service clinical setting.

Required Readings:

Robert C. S., Auguste H. F., Francesca D, and Richard M. F. (2013). An evidence-based patient-centered method makes the biopsychosocial model scientific. *Patient Education and Counseling*, 9, 265-270.

Module 3: Burnout and Trauma

This module is focused on burnout as different from stress. The module also addresses sources of burnout, signs and symptoms of burnout, and burnout management skills. Students study the concept of trauma, how trauma develops, and different types of trauma.

Session 1: Applied Psychology and Burnout Management

This session focuses on the concept of burnout, sources of burnout, differences between burnout and stress, course of burnout, signs and symptoms of burnout, and different strategies to monitor and manage burnout.

Required Readings:

McCormack, H. M., MacIntyre, T. E., O'Shea, D., Herring, M. P., & Campbell, M. J. (2018). The prevalence and cause (s) of burnout among applied psychologists: a systematic review. *Frontiers in psychology*, 9, 1897.

Smith, M., Segal, J., and Robinson, L. (2019). Burnout Prevention and Treatment. *HelpGuide*. <https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm?pdf=11826>

Session 2: Vicarious Trauma and Resilience

This session addresses vicarious trauma, risk factors for vicarious trauma, signs and symptoms of vicarious trauma, effects of vicarious trauma on productivity, and on physical, mental, and psychological wellbeing. The session also covers techniques used by psychologists to help conflict and post-conflict populations develop resilience.

Required Readings:

Grant J. Devilly, Renee Wright, and Tracey Varker. (2009). Vicarious trauma, secondary traumatic stress or simply burnout? Effect of trauma therapy on mental health professionals. *Australian and New Zealand Journal of Psychiatry*; 43:373-385.

Greinacher, A., et al. (2019). Secondary Traumatization, Psychological Stress, and Resilience in Psychosocial Emergency Care Personnel. *International Journal of Environmental Research and Public Health*, 16, 3213; doi:10.3390/ijerph16173213

Session 3: Secondary Trauma

This session delineates risk factors, signs and symptoms of secondary trauma, effects of secondary trauma on productivity, and on physical, mental, and psychological wellbeing. The session also addresses techniques for secondary trauma induction and reduction.

Required Readings:

- Hricova, M., and Lovašová, S.. (2019). Stress, Secondary Trauma, and Burnout-Risk Characteristics in Helping Professions. *Journal of Interdisciplinary Research*. a. 161-165.
- Ludick, M. & Figley, C. (2016). Toward a Mechanism for Secondary Trauma Induction and Reduction: Reimagining a Theory of Secondary Traumatic Stress. *Traumatology*. 23. 10.1037/trm0000096.

Module 4: Stress Measurement and Management

This Module focuses on the approach used by counseling psychologists and psychologists working in post-conflict context to aid in stress management. Students learn about relaxation techniques including diaphragmatic breathing, guided imagery, and progressive muscle relaxation. Students practice these stress management techniques in the classroom and at home.

Session 1: Theories and Assessment Tools of Stress

In this session, students learn about the concept of stress, common stress resources, signs and symptoms of stress, the effects of stress on the biological equilibrium, the cognitive functioning, the emotional balance, and the effects of stress on behavior. Students also learn about and practice techniques of stress measurement.

Required Readings:

- Shahsavarani, A., et al. (2015). Stress: Facts and Theories through Literature Review. *International Journal of Medical Reviews*, Volume 2, Issue 2, 230-241.
- NHS. (2020). Stress Management.
- Hellhammer, D., Stone, A., Hellhammer, J., Broderick, J. (2010). Measuring Stress. *Encyclopedia of behavioral neuroscience*. 186-191. 10.1016/B978-0-08-045396-5.00188-3.

Session 2: Stress Management: Diaphragmatic Breathing, Guided Imagery, and Progressive Muscle Relaxation

In this session, students study the philosophy behind diaphragmatic breathing, guided imagery, and progressive muscle relaxation as relaxation and self-care techniques. Through role play and simulation, students also learn how to train patients on these techniques.

Required Readings:

- Perciavalle, V., Blandini, M., Fecarotta, P., Buscemi, A., Di Corrado, D., Bertolo, L., ... & Coco, M. (2017). The role of deep breathing on stress. *Neurological Sciences*, 38(3), 451-458. 10.1007/s10072-016-2790-8.
- Biggam, E., McDannel, L., Luciano, I., & Salgado-Lopez, G. (2014). Effect of a brief guided imagery on stress. *Biofeedback*, 42(1), 28-35.

Dhyani, D., Sen, S., & Raghumahanti, R. (2015). Effect of Progressive Muscular Relaxation on stress and disability in subjects with chronic low back pain. *Journal of Nursing and Health Science*, 4(1), 40-45.

Session 3: Site visit

Students will visit Syrian American Medical Society, an organization which provides medical and psychological services to urban refugees. Students will learn about the most common mental and psychological issues among refugees in Jordan and how are these issues being managed.

Required Readings:

Weissbecker, I., Hanna, F., Shazly, M., Gao, J., Ventevogel, P. (2019). Integrative Mental Health and Psychosocial Support Interventions for Refugees in Humanitarian Crisis Settings: Integrative Health Care for the 21st Century Refugees. 10.1007/978-3-319-72914-5_6.

Module 5: Applied Psychology and Self-Care: Turkey

This module focuses on the concept, knowledge, skills, and practices of self-care as used in applied psychology. The module aims to equip students with self-care techniques to maintain their physical, mental, and psychological health and increase productivity and accuracy. This module also provides students with skills they can pass on to colleagues in the field of health care providing.

Session 1: Self-care and Resilience for Mental Health Professionals

This session will take place in Turkey during the program's international excursion. Students will visit Istanbul Medipol University and set for a lecture by Dr. Zeynep Aydın Sünbül (Author of the required reading below) on how self-care practices can enhance and maintain resilience in mental health professionals.

Required Readings:

Sünbül Z A., Malkoç A., Gördesli M A., Arslan R., and Çekici F. (2018). Mindful Self-Care Dimensions as Agents of Well-Being for Students in Mental Health Fields. *European Journal of Education Studies*. 5; 5. 33-41.

Session 2: Effective Self-Care Practices for Counselors

This session will take place in Turkey during the program's international excursion. Students will meet with Dr. Meltem Aslan Gördesli, a researcher in the field of self-care in mental health professionals and engage with him on effective self-care practices for our students as counselors and mental health students.

Required Readings:

Susannah C. Coaston. (2017). Self-Care through Self-Compassion: A Balm for Burnout. *The Professional Counselor*. 7; 3, 285–297.

Sünbül Z A., Malkoç A., Gördesli M A., Arslan R., and Çekici F. (2018). Mindful Self-Care Dimensions as Agents of Well-Being for Students in Mental Health Fields. *European Journal of Education Studies*. 5; 5. 33-41.

Session 3: Cognitive Distortions and Cognitive Restructuring

This session focuses on cognitive distortions, negative thinking styles, and how to become more aware of own thinking styles and substitute what is distorted and negative with more logical and positive thinking styles as a practice of self-care.

Required Readings:

Grohol, J. M. (2016). 15 Common Cognitive Distordions. *PsychCentral*.

Clark, D. A. (2014). Cognitive Restructuring. *The Wiley Handbook of Cognitive Behavioral Therapy*, First Edition.

Session 4: Self-Awareness and Self-Understanding

Students analyze different techniques of self-awareness and learn how to raise their own sense of self-awareness. This session also aims to enhance students' ability to control their thoughts, feeling, and behavior and to become more aware of their impact on others' thoughts, feelings, and behaviors.

Required Readings:

Morin, A. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. *Social and Personality Psychology Compass*. 5/10: 807–823, 10.1111/j.1751-9004.2011.00387.

Rousse, B.S. (2018). Self-Awareness and Self-Understanding. *European Journal of Philosophy*. 27:162–186.

Session 5: Managing Anger

This session focuses on structured evidence-based methodologies to help patients control and manage anger. While the purpose is not It is not to become anger-free, students analyze scientific methods to enhance a person's ability to manage their anger when it starts to surface.

Required Readings:

Amir, M. S., Sima, N., Habibeh, H., Mostafa, M., Alireza, M., and Kolsoum, S. (2016). *International Journal of Medical Reviews*, 3, 1; 355-364.

Faupel, A., Herrick, E. and Sharp, P. (2011). *Anger Management: A practical guide*. 2nd Ed. Routledge.

Session 6: Attitude and Attitude Change

Attitude is known to be a core player in the way a person thinks, feels, and behaves. It is also known that fostering and adopting a more positive attitude is a self-care practice. This session focuses on attitude management and change as a self-care practice.

Required Readings:

Albarracin, D., Sunderrajan, A., Lohmann, S., Chan, M. P. S., Jiang, D. (2018). The Psychology of Attitudes, Motivation, and Persuasion. In Albarracin & Johnson (Eds.), *Handbook of Attitudes. Vol. 1: Basic Principles*, 2nd Ed. Taylor & Frances, Routledge.

Toler, S. (2013). *The Power of Your Attitude*. Part 3: Becoming a Positive Person Pp: 141-165. Harvest House Publishers.

Evaluation and Grading Criteria

Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence.

Description of assignments

Students will be assessed in this course through the following assignments:

Analysis Paper (30%)

Analysis paper on the topics of stress, burnout, trauma, and counseling psychology skills. Students are expected to turn in a 6-page paper analyzing how stress, burn out, and trauma might develop in counselors, what the risk factors are, and what skills should the counselor poses to overcome the risk factors.

Podcast (30%)

Students are expected to turn in an audio recording role-playing demonstrating relaxation techniques (Diaphragmatic Breathing, Guided Imagery, and Progressive Muscle Relaxation). While audio recording the demonstration of the techniques, students are showing the instructions of the techniques as if they are demonstrating the techniques to an actual client.

Self-care Design Plan (30%)

Students are expected to turn in a 6-page paper outlining a plan for one of the following self-care practices: setting and managing boundaries, managing own attitude, identifying and restructuring own negative/distorted thoughts. The outlined plan should follow a feasible and practical sequence and clear explicit steps achieving a positive change in self (emotionally, cognitively, behaviorally, and biologically).

Participation and Attendance (10%)

Attendance during the thematic seminar is mandatory, and your grade will reflect your involvement in class and outside class.

Assessment

Analysis Paper	30%
Podcast	30%
Self-care Design Plan	30%
Participation and Attendance	10%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course Communication: Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the

course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.

- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- **Classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.