



**Midwestern State University
Gordon T. & Ellen West College of Education**

Course & Contact Information

Instructor: Dr. Wendy Helmcamp, PhD, LPC-S

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Course Title: Personal Wellness & Professional Practice

Course Number: COUN 3003

Semester Credits: 3

Semester: Spring 2024, 16 Weeks

Office: Bridwell Hall 327

Phone Number: 940-397-4983

Office Hours: Tuesday through Thursday 8:30 am – 10:30 am

Classroom: Online

Class Format: Online

In this syllabus, you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday), I will respond to emails within 48 hours. Do not expect a response from me on holidays and weekends. As professionals, it is important that we implement boundaries around home and work and model good self-care. Please try to ask your questions before the weekend.

COVID-19:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your

primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

COURSE DESCRIPTION

Explores models and principles of stress management and wellness.

COURSE RATIONALE

In this course students will gain the knowledge and understanding of practicing self-care, strategies for managing stress, establishing personal and professional boundaries, and creating a realistic self-care plan. Students will also learn how self-care is an ethical mandate in the counseling career according to the American Counseling Association code of ethics.

REQUIRED TEXTBOOK

Corey, G., Muratori, M., Austin, J. T., & Austin, J. A. (2024). *Second Edition Counselor Self-Care*. American Counseling Association.

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies (Substance Abuse and Mental Health Services Administration, 2017)

Upon successful completion of this course, through the following competencies students will:

Professional Readiness

- Understand the importance of self-awareness in one's personal, professional, and cultural life.
- Understand the obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.
- Understand the importance of ongoing supervision and continuing education in the delivery of client services.

Clinical Evaluation

- Seek appropriate supervision and consultation.

Service Coordination

- Demonstrate respect and nonjudgmental attitudes toward clients in all contacts with community professionals and agencies.

Counseling

- Establish a helping relationship with the client characterized by warmth, respect, genuineness, concreteness, and empathy.

Client, Family, and Community Education

- Teach life skills, including but not limited to stress management, relaxation, communication, assertiveness, and refusal skills.

Professional and Ethical Responsibilities

- Adhere to established professional codes of ethics that define the professional context within which the counselor works to maintain professional standards and safeguard the client.
- Interpret and apply information from current counseling and psychoactive substance abuse use research literature to improve client care and enhance professional growth.
- Use a range of supervisory options to process personal feelings and concerns about clients.
- Conduct self-evaluations of professional performance applying ethical, legal, and professional standards to enhance self-awareness and performance.
- Obtain appropriate continuing professional education.
- Participate in ongoing supervision and consultation.
- Develop and use strategies to maintain one's physical and mental health.

Learning Objectives

1. Students will be able to understand the importance of self-care for substance abuse counselors.
2. Students will be able to identify and implement self-care practices and strategies for managing stress in their daily life.
3. Students will be able to create a realistic self-care plan.
4. Students will be able to discuss ways to set and maintain professional and personal boundaries with clients.
5. Students will understand that self-care is mandated for counselors according to the American Counseling Association code of ethics.

COURSE EXPECTATIONS

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!** There are many places to access your class! Our online classes can be accessed from any computer that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties on the course, there is a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations, however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule: A student dropping a course (but not withdrawing from the university) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. Examples of each refund calculation will be made available upon request.

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university

property or at university-sponsored activities.

Grade Appeal Process: Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the *American Counseling Association (ACA, 2014) Code of Ethics*, and treat all members of the class with respect.

Inclusivity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about

accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: You will be required to post at least three academic paragraphs that include 5 sentences each in each week’s discussion board post (at least 200 words). You are also required to reply to at least one other student’s discussion board post (at least 150 words). It is expected that you reflect on your peer’s discussion post and that you make a thoughtful response that responds to the post they have written. ***You should not be copying and pasting each week’s post, and doing so will result in loss of points.** Your discussion post is seen as your weekly attendance in class. Failing to post, reply, or do both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it. There is a rubric in Appendix A (**See Appendix A**).

Late Work: All papers and assignments must be submitted the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will significantly lower your grade. Please begin planning your semester schedule accordingly.

SEMESTER COURSE OUTLINE

| Class Dates | Class Topics | Assignments/Reading |
|---|---|---|
| 1. Week of Tuesday, January 16 – Sunday, January 21, 2024 | <ul style="list-style-type: none"> • Class Introductions • Review Syllabus • Read Class Instructions | <ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post |
| 2. Week of Monday, January 22 – Sunday, January 28, 2024 | <ul style="list-style-type: none"> • Taking Care of Yourself | <ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Chapter 1 – Counselor Self-Care |

| Class Dates | Class Topics | Assignments/Reading |
|---|---|---|
| 3. Week of Monday, January 29 – Sunday, February 4, 2024 | <ul style="list-style-type: none"> Seasons of a Career | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Chapter 2 – Counselor Self-Care |
| 4. Week of Monday, February 5 – Sunday, February 11, 2024 | <ul style="list-style-type: none"> Self-Care in Graduate School | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Chapter 3 – Counselor Self-Care |
| 5. Week of Monday, February 12 – Sunday, February 18, 2024 | <ul style="list-style-type: none"> Self-Care Wheel Interview Due | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Self-Care Wheel Interview Due |
| 6. Week of Monday, February 19 – Sunday, February 25, 2024 | <ul style="list-style-type: none"> Personal & Professional Stressors Begin 6-Week Self-Care Challenge | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Chapter 4 – Counselor Self-Care Begin 6-Week Self-Care Challenge |
| 7. Week of Monday, February 26 – Sunday, March 3, 2024 | <ul style="list-style-type: none"> Mid-term Exam | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Mid-term Exam |
| 8. Week of Monday, March 4 – Sunday, March 10, 2024 | <ul style="list-style-type: none"> Strategies for Managing Stress | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Chapter 5 – Counselor Self-Care |
| 9. Week of Monday, March 11 – Sunday, March 17, 2024 Spring Break! | <ul style="list-style-type: none"> Indulge in a lot of self-care during Spring Break | <ul style="list-style-type: none"> Spring Break! |

| Class Dates | Class Topics | Assignments/Reading |
|--|---|---|
| 10. Week of Monday, March 18 – Sunday, March 24, 2024 | <ul style="list-style-type: none"> Establishing Personal & Professional Boundaries | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Read Chapter 6 – Counselor Self-Care |
| 11. Week of Monday, March 25 – Sunday, March 31, 2024 | <ul style="list-style-type: none"> Self-Care Challenge Video Due | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Self-Care Challenge Video Due |
| 12. Week of Monday, April 1 – Sunday, April 7, 2024 | <ul style="list-style-type: none"> Relationships with Self & Others | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Read Chapter 7 – Counselor Self-Care |
| 13. Week of Monday, April 8 – Sunday, April 14, 2024 | <ul style="list-style-type: none"> Finding Meaning in Life | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Read Chapter 8 – Counselor Self-Care |
| 14. Week of Monday, April 15 – Sunday, April 21, 2024 | <ul style="list-style-type: none"> Creating a Realistic Self-Care Plan | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Read Chapter 9 – Counselor Self-Care |
| 15. Week of Monday, April 22 – Sunday, April 28, 2024 | <ul style="list-style-type: none"> Self-Care Vision Board Due | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Self-Care Vision Board Due |
| 16. Week of Monday, April 29 – Sunday, May 5, 2024 | <ul style="list-style-type: none"> Final Exam | <ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer’s Post Final Exam |

EVALUATION AND ASSIGNMENTS

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Discussion Posts and Comments: (15 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be

required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. You will be required to post at least three academic paragraphs made up of 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. ***You should not be copying and pasting each week's post, and doing so will result in loss of points.** Each original post should include at least three academic paragraphs. An academic paragraph consists of a paragraph with at least five sentences in it. ***The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week.** Follow directions to get full points each week. Late work will not be accepted.

Mid-term Exam (20 pts): Students will complete their mid-term exam **covering Chapters 1 through 4** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open. There is NO late work for exams. Exams feature multiple choice, and true/false questions. There will be 10 questions worth 2 points each.

Final Exam (20 pts): Students will complete their final exam **covering Chapters 5 through 9** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open. There is NO late work for exams. Exams feature multiple choice, and true/false questions. There will be 10 questions worth 2 points each.

Self-Care Wheel Interview (15 pts.): Students will utilize the self-care wheel which includes domains in these areas: physical, psychological/emotional, social, spiritual, and professional. They will interview a peer in the class through zoom using the Self-Care Assessment provided by TherapistAid.com regarding self-care in each of these areas. Students will identify strengths, areas of growth, suggestions, and reflections regarding their peer's self-care. **Please use the assessment, template, rubric, and other information located within D2L for this assignment under Content, Week 5.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app.

Self-Care Challenge Video (15 pts.): Students will choose one self-care activity to implement for 30 minutes a day for six weeks. Examples include exercising, meditating, eating healthy, drinking water, sleeping, detoxing from social media, praying, counseling, etc. Students will keep a log where they use scaling to identify how they felt before and after the self-care activity. Scaling is a solution-focused brief counseling technique where clients rate themselves on a scale of 1 to 10, where 1 represents feeling the worst and 10 represents feeling the best. Students will

turn in a five-minute video in which they share their successes, challenges, and reflections about the experience. The video can be turned in to D2L as an attachment or shared via google drive with wendy.helmcamp@msutexas.edu. Please use the log and rubric located within D2L for this assignment under Content, Week 11.

Self-Care Vision Board (15 pts.): A vision board is a visual representation of the goals a person chooses. Students will create a Self-Care Vision Board using a poster board or a digital version. They will use creativity, words, pictures, quotes, or images to answer the following questions on their board: what energizes you, what is restful for you, what do you want to do to find calm, and what does it look like when you take care of you? Students may begin with a picture of themselves or their name in the center and may use images from photographs, magazines, or the internet. If students create a vision board on poster board, they will upload a picture of the vision board with themselves in the picture to D2L. Please use the rubric located within D2L for this assignment under Content, Week 15.

Points Breakdown

| Assignment | Points |
|--------------------------------------|--------|
| Online Discussion Posts and Comments | 15 |
| Self-Care Wheel Interview | 15 |
| Self-Care Challenge Video | 15 |
| Self-Care Vision Board | 15 |
| Mid-term Exam | 20 |
| Final Exam | 20 |
| Total Points | 100 |

Grade Classifications:

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

EXPECTATIONS AND GUIDELINES

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.

- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University’s policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university’s undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Values:

- People-Centered – Engage others with respect, empathy, and joy.
- Community – Cultivate a diverse and inclusive campus environment.
- Integrity – Always do the right thing.
- Visionary – Adopt innovative ideas to pioneer new paths.
- Connections – Value relationships with broader communities.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

References

American Counseling Association. (2014). *2014 ACA code of ethics*. [Article](#).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).

American Psychological Association. (2020). *2020 APA publication manual* (7th ed.). [Book](#).

Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counselors* (2nd ed.). [Book](#).

Corey, G., Muratori, M., Austin, J. T. & Austin, J. A. *Second Edition Counselor Self-Care*.

American Counseling Association.

National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Article](#).

Purdue University. (2022). *APA formatting and style guide* (7th ed.). Purdue Online Writing Lab. [Website](#).

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.

Appendix A:
Self-Care Wheel Interview Rubric

| Self-Care Area | 3 | 2 | 1 | 0 | Total |
|-------------------------|--|---|--|--|-------|
| Physical | Wrote five sentences thoroughly assessing peer's physical self-care. | Wrote four sentences assessing peer's physical self-care. | Wrote a couple of sentences assessing peer's physical self-care. | Did not address peer's physical self-care. | |
| Psychological/Emotional | Wrote five sentences thoroughly assessing peer's emotional self-care. | Wrote four sentences assessing peer's emotional self-care. | Wrote a couple of sentences assessing peer's emotional self-care. | Did not address peer's emotional self-care. | |
| Social | Wrote five sentences thoroughly assessing peer's social self-care. | Wrote four sentences assessing peer's social self-care. | Wrote a couple of sentences assessing peer's social self-care. | Did not address peer's social self-care. | |
| Spiritual | Wrote five sentences thoroughly assessing peer's spiritual self-care. | Wrote four sentences assessing peer's spiritual self-care. | Wrote a couple of sentences assessing peer's spiritual self-care. | Did not address peer's spiritual self-care. | |
| Professional | Wrote five sentences thoroughly assessing peer's professional self-care. | Wrote four sentences assessing peer's professional self-care. | Wrote a couple of sentences assessing peer's professional self-care. | Did not address peer's professional self-care. | |
| Total | | | | | 15 |

Appendix B:
Self-Care Challenge Video Rubric

| Self-Care Challenge | 3 | 2 | 1 | 0 | Total |
|---------------------|--|---|---|---|-------|
| Five-Minute Video | Video was five minutes in duration. | Video was four minutes in duration. | Video was only a few minutes in duration. | A video was not submitted. | |
| Log with Scaling | A complete and thorough log was submitted which included six weeks' worth of data. | The log contained most of the data for six weeks. | An incomplete log was submitted. | A log was not submitted. | |
| Successes | Successes were discussed thoroughly in the video. | Successes were discussed in the video. | Successes were hardly discussed in the video. | Successes were not addressed. | |
| Challenges | Challenges were discussed thoroughly in the video. | Challenges were discussed in the video. | Challenges were hardly discussed in the video. | Challenges were not addressed. | |
| Reflection | A thorough reflection included what the student learned about themselves and self-care in the video. | A reflection was included in the video. | A reflection was hardly discussed in the video. | A reflection of the challenge was not included. | |
| Total | | | | | 15 |

Appendix C:
Self-Care Vision Board Rubric

| Self-Care Vision Board | 3 | 2 | 1 | 0 | Total |
|---|---|--|--|---|-----------|
| Creativity | The vision board is highly creative and original. | The vision board is creative and original. | The vision board is slightly creative. | Creativity is not evident. The work does not seem original. | |
| What energizes you? | The vision board thoroughly demonstrates what energizes the student. | The question is somewhat answered. | The question is vaguely answered. | The question is not answered. | |
| What is restful for you? | The vision board thoroughly demonstrates what is restful for the student. | The question is somewhat answered. | The question is vaguely answered. | The question is not answered. | |
| What do you want to do to find calm? | The vision board thoroughly demonstrates what calms the student. | The question is somewhat answered. | The question is vaguely answered. | The question is not answered. | |
| What does it look like when you take care of you? | The vision board thoroughly demonstrates what it looks like to take care of themselves. | The question is somewhat answered. | The question is vaguely answered. | The question is not answered. | |
| Total | | | | | 15 |