

Module 12-1 Activities

Activity 1: Dimensions of Wellness and Charitable Acts

Scenario: Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

Target Behavior – Increasing Charitable Acts (Step 1)

Now consider what specific dimensions of wellness may be affected by this behavior being increased (currently a deficit). Complete the table stating why it would be affected or not. Be specific about why.

As a reminder, SAMHSA proposes eight dimensions of wellness as follows (this information is directly from their website):

- Physical – Recognizing the need for physical activity, healthy foods, and sleep.
- Emotional – Coping effectively with life and creating satisfying relationships.
- Environmental — Good health by occupying pleasant, stimulating environments that support well-being
- Financial — Satisfaction with current and future financial situations
- Intellectual — Recognizing creative abilities and finding ways to expand knowledge and skills
- Occupational — Personal satisfaction and enrichment from one's work
- Social — Developing a sense of connection, belonging, and a well-developed support system
- Spiritual — Expanding a sense of purpose and meaning in life

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NOTE: You may consider **all** aspects of charitable acts when answering. In other words, you do not have to rely on the previously used behavioral definition only in other activities.

Dimension	Reason Why it Would be Affected or Not
Physical	
Emotional	
Intellectual	
Spiritual	
Occupational	
Financial	
Social	
Environmental	

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Activity 2: Dimensions of Wellness and Your Plan

Dimension	Reason Why it Would be Affected or Not
Physical	
Emotional	
Intellectual	
Spiritual	
Occupational	
Financial	
Social	
Environmental	

Note that you will write about the dimensions relevant to your project in your Proposal Self-Reflection.

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Activity 3: Final Exam Practice

Directions: Using antecedent, behavior, and consequence focused strategies suggest specific strategies that can be used to change the behavior in question, whether increasing a deficit or reducing or eliminating an excess. Select all strategies that may apply to the scenario.

1. Jesse has a fear of heights. Whenever he looks out a window that is two stories or more above the ground, he experiences autonomic arousal. The higher he goes, the worse it gets. Jesse avoids heights as much as possible and this has had a negative impact on his life such as declining to go out with friends who were eating at a seventh-floor restaurant. Help Jesse overcome his fear.

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2. Glenda is a first-grade teacher with 20 students in her classroom. She runs a number of structured and unstructured activities in the classroom in which the children work individually and in groups. She has found that when the students are in group activities that are less structured such as arts and crafts, some students act out and engage in minor disruptive behaviors. The behaviors are not dangerous but disrupt the class and set a bad example for other students. What advice might you give Glenda to help end this unwanted behavior?

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