

HSC4134 Emotional Health and Health
Counseling
Fall 2021

Class Number: 22894 Section: 4B27

<https://ufl.instructure.com/>

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COURSE DESCRIPTION

This course is designed to acquaint students with theories of emotion, behavior change, and health counseling as well as their application. The course will explore factors associated with the development and maintenance of emotional health and the means of incorporating positive mental health practices into health education/promotion programming and health counseling.

In addition, the course will focus on the development of a core set of health counseling skills. The course builds a base of health content, theory, and skills that are useful for students interested in health careers, and, most importantly, for the individual student's own health.

STUDENT LEARNING OUTCOMES

1. Identify key concepts and theories related to emotional health and health counseling.
2. Compare and contrast the major differences between counseling and therapy.
3. Identify and describe major factors affecting emotional well-being.
4. Recognize and assess sources of stress.
5. Implement healthful strategies for coping with personal sources of stress.
6. Implement strategies for enhancing personal emotional health.
7. Analyze personal behaviors in terms of health protective or health destructive behaviors.
8. Demonstrate the spirit of motivational interviewing in health behavior change interactions.
9. Demonstrate effective communication skills applicable to health education/promotion and other health related professional settings.

COURSE MATERIALS

Required Textbooks

- Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). New York, NY: The Guilford Press.
- Blonna, R., Loschiavo, J.& Watter, D. (2011) *Health Counseling: A Microskills Approach for Counselors, Educators, and School Nurses* (2nd ed.)

Recommended Textbooks

- Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books, New York, NY. (See pdf copy in associated modules)

Additional Readings

- Supplemental readings are included in course modules

All other course materials (and/or links) can be found on the course website.

COURSE FORMAT

This online course utilizes a variety of methodologies including but not limited to PowerPoint audio and video lectures, individual and multiparty activities, discussion board, and videos. PowerPoint lecture notes, for the most part, are simply outlines of the information presented in the audio lectures. Therefore, you are strongly encouraged to print the lecture notes prior to listening to the audio so that you can take additional notes as you listen to the lectures.

COURSE EVALUATION

Assessment Summary/Point Distribution

Overall course performance will be based on the following assessment tools:

Assessment Tool	Point Value
Case Studies	30
Discussion Board	45
Module Activities and Assignments	130
Health Counseling Skills Practice	45
Quizzes (6)	150
TOTAL	400

Points Value/Grading Scale			
380 - 400	A	292 - 307	C
360 - 379	A-	280 - 291	C-
348 - 359	B+	268 - 279	D+
332 - 347	B	252 - 267	D
320 - 331	B-	240 - 251	D-
308 - 319	C+	Below 240	E

Final grades/Letter Grades are determined by the total number of points.

Passing Grades and Grade Points: Credit Earned Effective May 11, 2009 - Summer A

Passing Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	S
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

Assessment Overview

Discussion Board: Discussion Board activities will be utilized to encourage and facilitate critical thinking, community building, and demonstration of knowledge key concepts.

You will have three Discussion Board assignments in which you will be asked to respond to at least one question/statement for each of the three assignments. Your responses must be clear, concise, credible, thoughtful, and considerate, and adhere to the mechanics of formal writing (spelling, grammar, etc.).

Additionally, each Discussion Board assignment will require you to read the responses posted by your classmates and respond to at least one of those postings. Your initial posts, which will be responses to the discussion prompt, must be posted no later than **11:55 p.m. on Wednesday** of the week the Discussion Boards assigned. Your responses to the answers posted by other students are due no later than **11:55 p.m. on the Friday** of that week. Each of your initial responses to the three Discussion Board assignments is worth 10 points and each of your replies to the postings of your classmates is worth 5 points for a total of 45 points.

Health Counseling Case Studies and Skills Practice. You will participate in three skills practice activities worth a total of **100 points**. Practice is by far the best method for developing and enhancing your Health Counseling skills. In addition, practicing skills greatly increases the likelihood that you will learn new information and effectively integrate it into other things.

Module Activities: You will complete an Introductory Video and several Module activities and assignments, which have been designed to enhance and supplement the PowerPoint lectures. Each activity is worth 10 points for a total of **100 points**.

Case Studies: There are three case study activities, worth 10 points each for a total of **30 points**. You will identify problems, issues, etc., in the scenarios, to demonstrate your developing knowledge of the role of Health Educators and codes of ethics and make decisions and recommendations to either explain, prevent, or solve some of the issues in the scenarios.

Assignments: You will complete three course assignments worth a total of **60 points**

- **Perception Collage:** Create an electronic personal collage in PowerPoint using various images (pictures, photos, drawings, etc.). Base your collages on how you see yourself and how you believe others see you. Use one half to depict your "inner self" and one half to depict your "outer self." Be sure to include emotional aspects of yourself. Also, you must include written narrative of the images in the notes section the PowerPoint slide (or other presentation software) and a video of the PowerPoint to include an audio narrative for peer review. (30 points, Examples will be provided)
- **Stress Awareness Paper.** For this paper builds upon Activity 1 (module 1) regarding your perception of health and it provides an opportunity for you to identify and assesses the management of major stressors in your life. (30 points)

Quizzes: There will be six proctored quizzes totalizing 150 points and utilizing a combination of multiple-choice, true-false, and matching items format. Quizzes will be available on the day of the exam from 6:00 a.m. to 11:55 a.p.m.

The university policy for online assessments and proctoring is that any assessment equivalent to 15% or more of a student's final course grade should utilize online authentication and proctoring solution. This course utilizes Honorlock, UF's designated online proctoring service.

COURSE POLICIES

Course Communication/Interaction

I am available for office hours upon request. To request an office hour appointment, please email me directly via the Canvas Inbox tool. You may also email me via the Canvas Inbox tool with questions about your grade, as well as questions of a personal nature. I will respond to all emails within 24 on weekdays and 48 on weekends. Please note that, for the purpose of this course, the weekend begins Friday at 5:00pm.

As many of you may have the same or similar questions, please use the Canvas Discussion tool for all class related questions. I will respond to questions as needed within 24 hours on weekdays and 48 on weekends. I also strongly encourage students to read and respond to these questions as appropriate. By doing so, you can help each other troubleshoot and resolve problems.

Please check your email and the Canvas Announcement tool often and regularly.

Assignments

All assignments are due on the date/time stipulated. I highly encourage you to not wait until the last minute to submit your assignments, as you might encounter events that may lead to you missing the deadline. Late assignments are not accepted

Assignments must be in the form of a Microsoft Word file document (unless otherwise noted) that is uploaded and submitted as an attachment.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within one hour of the technical difficulty if you wish to request a make-up.

Accommodations for Students with Disabilities

"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

(http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

UF Student Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>."

Course Technology

Access to and on-going use of a computer is required for all students. Competency in the basic use of a computer is required. Course work will require use of a computer and a broadband connection to the Internet.

Netiquette

Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Extra Credit

Simply put, there is no extra credit and there are no extra credit assignments. Additionally, no points will be “given” at the end of the semester to boost a grade. If you are having difficulty with the course or experiencing unusual problem – do not wait until the last minute to consult with me.

UF Online Handbook

Additional information can be found on

<http://handbook.uflonline.ufl.edu/>

GETTING HELP

For personal Wellbeing:

U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit

<http://www.distance.ufl.edu/student-complaints> to submit a complain

For issues with technical difficulties for E-learning, please contact the UF Help Desk at:

helpdesk@ufl.edu,

(352) 392-HELP - select option 2

<http://helpdesk.ufl.edu/>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from The Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

CLASS SCHEDULE

Week and Date	Assessment	Points	Due 11:55 P.M.
MODULE 1: FUNDAMENTALS OF EMOTIONAL HEALTH			
Week 1: 8/23 – 8/27			
<ul style="list-style-type: none"> • Course Overview • Fundamental of Emotional Health <ol style="list-style-type: none"> 1. Emotional Health: An Introduction 	<ul style="list-style-type: none"> • Student Introductory Video 	10	Friday
	<ul style="list-style-type: none"> • Activity 1: Reaction Paper (Ted Talk with Psychologist Guy Winch) 	10	
	<ul style="list-style-type: none"> • Activity 2: Dimensions of Health/Wellness 	10	
Week 2: 8/30 – 9/3			
2. Emotion: General Principles	<ul style="list-style-type: none"> • Discussion 1: Dimensions of Health/Wellness Initial Post 	10	Wednesday
	<ul style="list-style-type: none"> • Discussion 1: Dimensions of Health/Wellness Response to Peer 	5	Friday
Week 3: 9/6 – 9/10			
3. Emotional Intelligence	<ul style="list-style-type: none"> • Activity 3 Kognito Training 	10	Friday
	<ul style="list-style-type: none"> • Quiz 1: Modules 1 	30	
MODULE 2: CORE EMOTIONS (AND DEPRESSION)			
Week 4: 9/13 – 9/17			
<ul style="list-style-type: none"> • Core Emotions <ul style="list-style-type: none"> • Happiness • Fear and Anxiety 	<ul style="list-style-type: none"> • Activity 4: Happiness/Positive Emotion 	10	Friday
Week 5: 9/20 – 9/24			
<ul style="list-style-type: none"> • Anger • Sadness Grief, Death, and Dying 	<ul style="list-style-type: none"> • Discussion 2: End of Life Perspectives Initial Post 	10	Wednesday
	<ul style="list-style-type: none"> • Discussion 2: End of Life Perspectives Response to Peer 	5	Friday

Week 6: 9/27 – 10/1			
• Depression and Suicide	• Quiz 2: Modules 2	25	Friday
MODULE 3: INTER- AND INTRA-PERSONAL RELATIONS			
Week 7: 10/4 – 10/8			
• Intrapersonal and Interpersonal 1. Social Support 2. Self Esteem	• Activity 5: My Social Support System	10	Thursday
	• Assignment 2: Perception Collage	25	
Week 8: 10/11 – 10/15			
3. Spirituality 4. Mindfulness	• Peer Review to Assignment 2: Perception Collage	5	Friday
	• Activity 6: Practicing Mindfulness	10	
	• Quiz 3: Module 3	30	
MODULE 4: THE BASIS OF HEALTH COUNSELING			
Week 9: 10/18 – 10/22			
1. Introduction to Health Counseling	• Case Study #1: Erica – Health Educator	10	Friday
	• Activity 7: Metaphors of Feelings	5	
Week 10: 10/25 – 10/29			
2. Theories and Principles of Health Counseling	• Peer Reviews for Activity 7: Metaphors of Feelings	5	Wednesday
	• Assignment 3: Dimensions of Health and Stress Awareness Paper	30	Friday
Week 11: 11/1 – 11/5			
3. Ethical Issues in Health Counseling	• Discussion 3: Initial Post	10	Wednesday
	• Discussion 3: Response to Peer	5	Friday
	• Case Studies 2: Jeff – Health Educator	7	
	• Case Study 3: Susan – Health Educator	7	
	• Quiz 4: Module 4	20	

MODULE 5: MICROSKILLS APPROACH TO HEALTH COUNSELING

Week 12: 11/8 – 11/12			
<ol style="list-style-type: none"> 1. Introductory and Attending Skills 2. Observational and Responding Skills 	<ul style="list-style-type: none"> • Peer Reviews for Case Studies 2: Jeff – Health Educator 	3	Wednesday
	<ul style="list-style-type: none"> • Peer Reviews for Case Studies 2: Susan – Health Educator 	3	Wednesday
	<ul style="list-style-type: none"> • Skills Practice Skills Practice 1: Responding Skills – Paraphrasing, etc. 	15	Friday
Week 13: 11/15– 11/19			
3. Influencing Skills	<ul style="list-style-type: none"> • Skills Practice 2: Influencing Skills – Using Appropriate Goal Setting Resources 	10	Friday
	<ul style="list-style-type: none"> • Quiz 5: Module 5 	25	

MODULE 6: MOTIVATIONAL INTERVIEWING APPROACH TO HEALTH COUNSELING

Week 14: 11/22 – 11/26			
<ul style="list-style-type: none"> • Part I What is Motivational Interviewing? <ol style="list-style-type: none"> 1. Conversations about Change 2. The Spirit of Motivational Interviewing <p style="color: red; margin-top: 5px;">Thur. & Fri. Thanksgiving</p>	<ul style="list-style-type: none"> • Activity 8: Video – Motivational Interviewing, Good Example and Bad Example 	10	Wednesday
Week 15: 11/29 – 12/3			
3. The Method of Motivational Change	<ul style="list-style-type: none"> • Skills Practice 3: The Change Company 	10	Friday
Week 16: 12/6 – 12/8			
Last Week of Class	Module 6: Quiz 6	20	Wednesday

Please note that the class schedule is subject to revision based on certain conditions and/or circumstances.

Best wishes for a great semester!