

# Emotional Health & Health Counseling

HSC5135 | Class # 19290 | Section 01DL I 3 Credits | Spring 2025

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## Course Info

### INSTRUCTOR

**Sadie B. Sanders, Ph.D.**

Office: FLG 18

Office Phone: 352-294-1810

Email: Canvas Inbox

Required Method of Contact: Canvas Inbox

### OFFICE HOURS

**Wednesdays: 10:00 a.m.– 11:45 a.m.** and By appointment

### COURSE ACCESS

Access the course through Canvas on UF e-Learning  
(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure.

## COURSE DESCRIPTION

This course, which includes undergraduate and graduate students, introduces theories related to emotional well-being and health education. It covers ways to incorporate positive mental health practices into health education programming and health counseling. The first half of the course is dedicated to exploring emotions, while the second half focuses on health counseling.

## REQUIRED MATERIALS

Goleman, D. (2005). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books, New York, NY.

Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change 3<sup>rd</sup> Edition*. New York, NY: The Guilford Press.

Supplemental readings are integral to the course and included in course modules. All other course materials (and links) are located within the course in Canvas.

## COURSE FORMAT

This course is 100% online and utilizes various methodologies, including PowerPoint lectures, individual and multiparty activities, discussion boards, case studies, and videos.

## **COURSE LEARNING OBJECTIVES:**

By the end of this course, students should be able to:

1. Identify key concepts and theories about emotional health and health counseling.
2. Compare and contrast the significant 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.

## **COURSE POLICIES**

### **UF 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 Conduct Code specifies some behaviors that violate this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor of this class.

### **Personal Conduct Policy**

Students are expected to exhibit behaviors that reflect highly upon themselves and our University. No Student may share, work, or collaborate with another student on any assessment activity in the course. 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-conduct-honor-code/>) specifies the number of behaviors that violate this code and possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to the appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

### **Class Participation and Assignments Policy**

Late work is not accepted unless there are extenuating circumstances as defined by the UF Attendance Policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> Links to an external site), which generally requires documentation. If an emergency causes you to miss a deadline, you must contact the instructor within 24 hours and provide documentation, if needed, within 48 hours.

I understand that personal circumstances or non-emergency situations might impact your ability to meet a deadline. Please inform the instructor at least 24 hours before the due date.

## **COURSE EVALUATION**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the Email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **CAMPUS RESOURCES**

### **Health and Wellness**

*U Matter, We Care:* If you or someone you know is distressed, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit the U Matter <https://umatter.ufl.edu/> We Care website to refer or report a concern. A team member will reach out to the student in distress.

*Counseling and Wellness Center:* Visit <https://counseling.ufl.edu/> or call 352-392-1575 for crisis and non-crisis services information.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information on finding the care you need, or visit <https://shcc.ufl.edu/>

*University Police Department:* Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>.

*GatorWell Health Promotion Services:* For prevention services focused on optimal well-being, including Wellness coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

### **Academic Resources**

*E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* There are several ways to receive assistance concerning using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010, or to make an appointment, 352- 392-6420. They offer general study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and drafting papers.

*Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> for more information.

*Students Complaints:* <https://flexible.dce.ufl.edu/student-complaints/> or <https://em.ufl.edu/complaint>

## OTHER INFORMATION

**Preferred Class Name:** You can modify your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is the name you want people to see in the UF Directory, such as "Jenn" instead of "Jennifer." To update your display name, follow these steps: 1. Go to one.ufl.edu 2. Click on the dropdown at the top right 3. Select "Directory Profile". 4. Click "Edit" on the right of the name panel. 5. Uncheck "Use my legal name" under "Display Name." 6. Update as needed and save the changes.

## ASSESSMENT AND GRADING

### Grading

Evaluation Components (Number of each)	Points Per Component
Module Quizzes (6)	140
Syllabus Quiz	5
Discussion Boards (3)	60
Major Project	80
Module Activities (5)	50
Counseling Skills Practice	45
Case Studies (3)	45
Personal Perception Collage	25
Stress Awareness Paper	25
Kognito Training	15
Student Introductory Video	10
<b>Total</b>	<b>500</b>

**Quizzes**—Honorlock will be used to proctor quizzes. Quizzes will consist of multiple-choice, matching, and essay/short answer items, concentrating on the learning objectives in the PowerPoint lectures. Quizzes do not incorporate supplemental readings or videos. **Quizzes will be available from 8:00 a.m. to 11:59 p.m. on their Friday due dates.**

**Discussion Board** – The Discussion Board activities are designed to promote critical thinking, build a community, and display your understanding of key concepts. Your responses should be clear, concise, credible, thoughtful, and considerate and comply with formal writing conventions such as spelling and grammar. For each Discussion assignment, you must read your classmates' responses and respond to at least two. Initial responses to the

discussion prompts are due on Wednesdays of the assigned week, and responses to other student's posts are due by 11:59 p.m. on Friday. **Please note that the Canvas due date applies only to the initial response (Wednesday). Therefore, you may need to set a reminder in your calendar or by other means to submit your peer reply by the Friday due date.**

**Peer Review** – Peer review provides students with feedback on their work from their peers. This process can potentially improve students' comprehension of the subject matter and enhance learning through knowledge diffusion and the exchange of perspectives. It can also improve students' critical thinking skills and their ability to give and receive constructive feedback. **Peer reviews are due the Wednesday after the assignment's due date.**

**Health Counseling Skills Practice**—Health educators must develop various skills to be effective in assisting individuals and groups in making positive behavior changes.

**Case Studies**—Cases will provide students with opportunities to think about their understanding and solutions to problems found in real-world situations. They will also challenge students' critical thinking and problem-solving skills in a safe, open learning environment.

**Personal Perception Collage** – Create an electronic personal collage in PowerPoint audiovisual presentation using various images (e.g., pictures, photos, drawings). Base your collages on how you see yourself and 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. The audio must consist of an oral narrative of the images in the notes section of the PowerPoint slide and a video of the PowerPoint to include an audio narrative for peer review.

**Stress Awareness Paper**—For this paper, students will examine their perception of health (completed in Module 1) and assess significant stressors in their lives.

**UF Kognito Training for Students** – In this 30-minute training, “users learn about the signs of psychological distress, learn effective techniques in approaching a peer who has shown signs of distress, and through a simulation learn how to check-in with a friend, educate them about available support services and encourage them to get a consultation.” <https://counseling.ufl.edu/resources/kognito/>

**Student Introductory Video** – During the first week of class, students meet each other and build a sense of community, creating a more comfortable learning environment.

**Major Graduate Project** – Choose one of the two options below OR propose an emotional health-related project that meets one of your professional or personal goals.

1. Research Paper
  - a. Using *Motivational Interviewing* in promoting a specific health behavior.
    - Number of pages: 6-8
2. Book Review
  - a. A book review on emotional and/or mental health.
    - Books you read for other classes will not be permitted for this book review.
    - The content of the review should include a thorough analysis of the following:
      1. Main ideas of the book
      2. Why you chose the book
      3. How the author(s) of the book approaches dimensions of health
      4. Information that you learned

5. Ideas you thought were interesting
6. To what audience is the author writing
7. How you have changed after reading the book
8. If you would or would not recommend this book to others, why or why not
9. Any other appropriate and interesting things you might include
10. Number of pages: 7-10

## GRADING SCALE

The total number of points determines final grades. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Letter Grade	Points Needed for Each Letter Grade
A	475 – 500 A
A-	450 – 474 A-
B+	435 – 449 B+
B	415 – 434 B
B-	400 – 414 B-
C+	385 – 399 C+
C	365 – 384 C
C-	350 – 364 C-
D+	335 – 349 D+
D	315 – 334 D
D-	300 – 319 D-
E	Below 300 E

The total number of points determines final grades.

## Course Schedule

### WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments: All Are Due Friday at 11:59 PM (Except Discussion Initial Post and Peer Review)
1	January 13 – 17	<b><u>Module 1</u></b> Introduction to Emotional Health	<ul style="list-style-type: none"> <li>• Student Introductory Video</li> <li>• Activity #1: Determining Dimensions of Health/Wellness</li> </ul>
2	January 20 – 24	<b><u>Module 2</u></b> Monday: Dr. Martin Luther King Jr. Holiday Emotion: General Principles	<ul style="list-style-type: none"> <li>• Discussion #1(initial post due Wednesday &amp; response to peer due Friday)</li> </ul>

		Emotional Intelligence	<ul style="list-style-type: none"> <li>Quiz 1: <i>Module 1</i></li> </ul>
3	January 27– 31	<u><b>Module 2</b></u> Happiness  Fear and Anxiety	<ul style="list-style-type: none"> <li>Activity #2: Metaphors of Feelings (Includes Peer Review)</li> <li>Activity #3: Positive Emotion</li> </ul>
4	February 3 – 7	<u><b>Module 2</b></u> Sadness, Grief, Death, and Dying	<ul style="list-style-type: none"> <li>Activity #2 Peer Review Due</li> <li>Discussion #2 (initial post due Wednesday &amp; response to peer due Friday)</li> </ul>
5	February 10 – 14	<u><b>Module 2</b></u> Anger	<ul style="list-style-type: none"> <li>UF Kognito Training for Students</li> <li>Quiz 2: <i>Module 2</i></li> </ul>
6	February 17 – 21	<u><b>Module 3</b></u> Social Support	<ul style="list-style-type: none"> <li>Activity #4: Personal Assessment of Social Support System</li> </ul>
7	February 24 – 28	<u><b>Module 3</b></u> Mindfulness Depression and Suicide	<ul style="list-style-type: none"> <li>Activity 5: Mindfulness in Practice</li> </ul>
8	March 3 – 7	<u><b>Module 3</b></u> Spirituality	<ul style="list-style-type: none"> <li>Personal Perception Collage (Includes Peer Review)</li> <li>Quiz 3: <i>Module 3</i></li> </ul>
9	March 10 – 14	<u><b>Module 4</b></u> Introduction to Health Counseling	<ul style="list-style-type: none"> <li>Personal Perception Collage Peer Review due Wednesday</li> <li>Case Study 1 - Erica</li> </ul>
10	March 17 – 21	<b>Spring Break</b>	
11	March 24 – 28	<u><b>Module 4</b></u> Theories and Principles of Health Counseling Ethical Issues in Health Counseling	<ul style="list-style-type: none"> <li>Discussion #3 (initial post due Wednesday &amp; response to peer due Friday)</li> <li>Case Study 2 - Jeff (Includes Peer Review)</li> </ul>
12	Mar – Apr 31 – 4	Module 4 Ethical Issues in Health Counseling	<ul style="list-style-type: none"> <li>Case Study 2 Jeff Peer Review due Wednesday</li> <li>Case Study 3 - Susan (Includes Peer Review)</li> <li>Quiz 4: <i>Module 4</i></li> </ul>
13	April 7 – 11	<u><b>Module 5</b></u> Health Counseling – Microskills Approach Introductory and Attending Skills	<ul style="list-style-type: none"> <li>Case Study 3 Susan Peer Review due Wednesday</li> </ul>

		Observational and Responding Skills Influencing Skills	<ul style="list-style-type: none"> <li>• Skills Practice</li> <li>• Quiz 5 (Modules 5)</li> </ul>
14	April 14 – 18	<b>Module 6</b> Health Counseling – Motivational	<ul style="list-style-type: none"> <li>• Skills Practice (Includes Peer Review)</li> </ul>
15	April 21 – 23	<b>Module 6</b> Health Counseling – Motivational Interviewing  Wednesday: Last Day of Class Thursday and Friday: Reading Days	<ul style="list-style-type: none"> <li>• Skills Practice Peer Review due Wednesday</li> <li>• Skills Practice</li> <li>• Quiz 6 (Modules 6)</li> </ul>

**The schedule is subject to change within the first two weeks of the semester. Please check Canvas daily as changes and updates are posted in the Announcement.**

### **SUCCESS AND STUDY TIPS**

Students should allow themselves ample time to complete assignments and prepare for quizzes. Some assignments will take more or less time than others. PowerPoints are, for the most part, outlines of the information presented in the audio lectures. Quizzes are based solely on lecture content. Therefore, I recommend students do the following:

1. Review each PowerPoint PDF before the video lecture, paying close attention to the Learning Objectives.
2. Take notes during the lecture, focusing on the Learning Objectives.

**BEST WISHES FOR A GREAT SPRING SEMESTER 2025!**