

HSC 4134/5135 – Fall 2025

Emotional Health

I. General Information

CLASS MEETINGS

- Tuesday: 11:45am – 1:40pm
- Thursday: 12:50pm – 1:40pm
- Matherly 0119

INSTRUCTOR

- Ashlee Ossiboff, MA, MS, PhD, MCHES, NBC-HWC
- **Office:** FLG 20
- **Phone:** (352) 294-1023
- **Office Hours:** Wednesday 10-11:30 am, Thursday 10:45-12:15
- **Email:** ahoffmanossiboff@ufl.edu

COURSE COMMUNICATION

ALL communication through the Canvas inbox tool. Expect responses through this modality during normal, weekday business hours (9am-5pm).

Canvas Inbox: tool in the left panel. This is to prioritize student needs and execute the question.

Course Announcements: Students are sent weekly (and supplemental) announcements throughout the course. These are created to assist and respond to any potential concerns. Reading these communications is a REQUIREMENT of the course.

COURSE DESCRIPTION

This course is designed to acquaint students with theories of emotion, behavior change, and health counseling as well as their application. In this course, we 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/ client care. 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.

For questions about course content, your grade or other personal issues, use the Canvas mail tool. Expect a response within 48 hours.

Note: This course is a stacked course, meaning undergraduate and graduate students are enrolled in the same class section and participate in shared learning experiences. While core content, learning objectives, and instructional activities are aligned for all students, graduate students are expected to demonstrate a higher level of academic engagement, critical analysis, and independent inquiry. Graduate-level assignments may include additional readings,

expanded writing expectations, deeper application of theory, or more advanced project components. Undergraduate students will complete the standard course requirements as outlined in the assignment descriptions.

All students are held to the University of Florida's academic integrity standards, professional conduct expectations, and course policies. Specific distinctions between undergraduate and graduate requirements are clearly indicated in Canvas and in the assignment instructions.

COURSE POLICIES

Quizzes

- Quizzes are random and drawn from a quiz bank.
- Lowest TWO quiz score will be dropped.
- Course includes syllabus quiz, one for each module (13 modules), and an overall quiz
- Quizzes are locked at the time they are due and CANNOT be made up for any reason (two are dropped for unexpected issues [i.e. something comes up, loss of internet access, illness, etc.]).
- Incorrect answer feedback is provided immediately following submission.
- Questions about quiz questions will be answered following the completion of the quiz by all students.
- Students have ONE WEEK from submission to view address any concerns with quiz questions (must include question [not number, since all questions are random and each student will have different questions], a specific reference from the textbook or supplemental materials presented in the module (i.e. source, page number, paragraph number, time in film, etc.-be as detailed as possible).
- Quizzes are locked at the time they are due and CANNOT be submitted late to protect the integrity of the quiz. In the event of a documented emergency, an essay-based quiz may be offered.

Assignment Submissions

- Assignments are due according to the due dates described in the directions (in the Eastern Standard time zone) and listed in course schedule/calendar
- All assignments include corresponding rubrics, under assignment directions in Canvas
- All assignments must be uploaded or submitted through the assignment listing on Canvas
- Emailed assignments will not be accepted

Growth Submissions

- Must be uploaded as .doc(x) unless otherwise noted (course settings limit submissions to .doc[x] unless otherwise specified - submissions through assignment comments are NOT permitted)

Discussion Submissions

- Must be submitted directly in the 'body' of the discussion post, by selecting Reply under the discussion prompt.

Microsoft Word

Microsoft Word is accessible and FREE to all UF students. It can be accessed through GatorCloud: <https://cloud.it.ufl.edu/> > Office365. Once accessed and used, document must be saved to computer via File (top toolbar) > Save As (left menu) > Download a Copy > a prompt will appear that says, Do you want to download a copy of

this file and work offline? > select Download a Copy > a pop up box may appear asking about opening the file, select Save As > for most, it will save their document in the Download file. Some may have their computer settings to save to desktop (it will appear on your desktop).

Office365 can also be accessed directly through Canvas on the left button bar.

Incomplete & Corrupt File Submissions

Incomplete assignment submissions will be graded as incomplete. Corrupt file submissions will be graded as a 0. If missing components are submitted after the due date, they will be graded at 50% of the earned value of the assignment.

It is students' responsibility to ensure assignment submission is correct, viewable, and accurate. This can be done by selecting the assignment > (under Submission on right) select Submission Details > (to right of document link) select View Feedback. Students should be able to see their document.

Assignment Feedback

Depending on detail needed for each assignment submission, feedback will be provided through rubrics, on assignment comments, and directly on submitted document (select assignment > Submission Details > View Feedback [feedback looks similar to Track Changes in Microsoft Word]). Students are expected to review all feedback and incorporate it prior to the next module submission. Any questions about grading and/or feedback must be addressed within one week (7 calendar days) of when the assignment is returned.

Paraphrasing & Quotations

All assignments are designed to assess students' ability to synthesize and apply information learned in the course. Therefore, ALL assignment submissions MUST be in students' OWN words. Direct quotes ARE NOT accepted

Turnitin

All assignments in this course will be evaluated through Turnitin once submitted through Canvas. Turnitin generates a report on the originality of writing by comparing it with a database of periodicals, books, online content, a repository of previously submitted student papers, and other published work. This report helps determine appropriate use of sources, proper citation, and paraphrasing effectively —skills essential to academic performance.

Early assignment submission is encouraged to review associated Turnitin report prior to the due date. This allows the opportunity to revise, reach out with concerns, or contact the Writing Studio (<https://writing.ufl.edu/writing-studio/>) for assistance.

Original work is expected in this course. All responses must illustrate individual interpretation and presented in your own words. Assignments are used to assess student ability to understand, synthesize, and explain course content. Therefore, plagiarism of any kind is unacceptable. Similarity scores 20% and above will not be accepted and will be further reviewed for potential Honor Code Violation (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>).

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at Attendance Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

Format & References

Format and references are aligned with the American Psychological Association (APA) Style Guide (7th edition). Included in assignment directions are templates to use. This course also includes a APA Format page, which includes descriptions and examples.

Each Growth assignment, as well as the literature review (if applicable) must be submitted as a Word document and include the following formatting elements:

- Page number on each page in header (Word setting)
- 12-point font
- Times New Roman, Calibri, or Arial font
- Double-spaced (no extra spacing between paragraphs or references)
- 1-inch margins all around
- Reference list on own pages, titled References (bold and centered)
- Title of the document should be on first line below document header and be centered and bold
- Specific headings included for each question asked or item addressed

VIDEO RECORDING FOR ASSIGNMENTS

Some assignments and discussion activities in this course require a video component. All videos **must be embedded directly within your Canvas submission**. Videos **may not** require downloading or accessing an external site to view.

Because video files can be large and sometimes difficult to upload directly to Canvas, students are encouraged to upload their video to **YouTube (set to Unlisted)** and then embed it.

How to Embed a Video in a Canvas Assignment

1. Open the assignment and select **“Text Entry”** as the submission type.
2. In the Rich Content Editor toolbar, click the **Apps icon** (small plug/stacked shapes).
3. Choose **“YouTube”** or **“Embed”** if pasting an embed code.
4. Insert your video link or embed code.
5. Confirm the video displays in the editor before clicking **Submit**.

How to Embed a Video in a Canvas Discussion Post

1. Open the discussion and click **“Reply.”**
2. In the Rich Content Editor toolbar, click the **Apps icon**.
3. Select **“YouTube”** or paste an **embed code** using the **“Embed”** option.
4. Once inserted, ensure the video appears directly in the reply box.
5. Click **“Post Reply.”**

If you need assistance embedding your video, please contact the **UF Help Desk** or Canvas Support **well before the deadline**.

IMAGE EMBEDDING REQUIREMENTS

Some assignments and discussion posts require you to embed images directly within your Canvas submission. All images **must be embedded**—not attached as separate files—and must display clearly within the text entry area.

Please note that Canvas works best with **.png** or **.jpeg/.jpg** formats.

Images taken on an iPhone often save as **.heic**, which **Canvas does not reliably support**. If your image is in **.heic** format, you must convert it to **.png** or **.jpeg** before embedding.

How to Embed an Image in a Canvas Assignment or Discussion

1. In the Text Entry box (for assignments) or the Reply box (for discussions), place your cursor where you want the image to appear.
2. In the Rich Content Editor toolbar, click the **Image icon** (mountains/sun picture icon).
3. Choose **“Upload Image.”**
4. Select your **.png** or **.jpeg** file from your device.
5. Once uploaded, the image will automatically appear in the editor.
6. Adjust size if needed, then click **Submit** (for assignments) or **Post Reply** (for discussions).

Converting iPhone Images (HEIC → JPEG/PNG)

If your image is an **.heic** file, use one of the following options:

- **On iPhone:**
Go to *Settings → Camera → Formats → Select “Most Compatible”* to save future images as JPEG.
- **Convert Manually:**
Use your computer’s default photo viewer, screenshot tool, or an online converter to save the image as **.png** or **.jpeg** before uploading.

If you have difficulty embedding images, please reach out to the **UF Help Desk** or Canvas Support **before the assignment deadline**.

Make-Up Work

- Growth and discussion assignments will be accepted late for 50% reduction in score. Submit work early to avoid technical problems.
- Quizzes CANNOT be made up.
- 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 email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Extra Credit

Extra credit may be offered in this class. To take advantage of these opportunities, students must also meet the following requirements:

- Complete and submit ALL growth, discussion posts, and required discussion peer replies
- Attend at least 90% of class meetings

REQUIRED READINGS & WORKS

- Rivera, J. (Producer), & Docter, P. (Director). (2015). Inside out [motion picture]. Pixar.
- Brown, B. (2012). The power of vulnerability: Teachings on authenticity, connection and courage [audio book]. Sounds True

- Miller, W.R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed.). The Guilford Press.

COURSE OBJECTIVES

By the end of this course, you will be able to:

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

II. Graded Work

DESCRIPTION OF GRADED WORK

My aim as an educator is to facilitate an educational environment conducive to learning and personal growth while providing an atmosphere that engages students and provokes further interest in the designated subject area. I would like to strengthen students' confidence and belief in their ability and future. Further, I strive to increase students' capacity of lifelong learning by exposing them to various methods of learning, understanding, and participation in a diverse and captivating setting.

Individuals learn in unique ways; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged.

This class is divided into 13 modules. Each module is interactive and includes the following components:

Discussion/Reflection – Students will respond to provided question prompts on a larger discussion board. Initial response is due on WEDNESDAY of each week. Once posting your response, you will see other classmates' responses. You are expected to respond, thoughtfully and comprehensively to at least TWO peers (double check the activity instructions for response requirements). Peer replies are due on SUNDAY of each week. For full credit include and cite information from your course materials and/or readings.

Growth – Reflection-based activities. These are related to the module lesson and then reflect on your thoughts and/or results using provided question prompts. For full credit, include and cite information from your course materials and/or readings (if applicable). Due on Sunday of each week.

Quiz – One quiz for each module, as well as the introduction materials. Each quiz will be worth 20 points and will be over the information presented in the corresponding module (lectures, videos, readings, and/or assignments). Quiz questions are all in true/false, multiple choice, or matching format - they are random (your questions will not be the same as others). The lowest quiz grade will be dropped. While you may choose to have resources in front of you, know

that these quizzes are timed (20 minutes) and you must work alone. There are no make-up quizzes to protect the integrity of the quiz. Due on Wednesday of each week.

Literature Review (Graduate Students Only) – Graduate students will complete an independent literature review focused on a topic that impacts emotional health among college students. Students will identify a specific issue affecting emotional well-being—such as stress, anxiety, loneliness, sleep disturbances, academic burnout, or social isolation—and examine the current research base surrounding that topic.

In addition to describing the scope and significance of the issue, the literature review must evaluate three evidence-based methods a university can implement at the systems level to address the problem. Examples may include policy initiatives, campus-wide programming models, structural or environmental changes, community-building strategies, or institution-wide prevention and intervention frameworks. Students should analyze how each method functions, the theoretical or empirical support behind it, and its potential impact on emotional health outcomes within a college population.

The final literature review should reflect graduate-level scholarship, including synthesis of peer-reviewed research, critical evaluation of findings, and clear articulation of how systems-level approaches can shape student well-being across a university environment.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering a program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)
- Minimum Technical Skills
- To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

MATERIALS & SUPPLIES

There is no supply fee for this course.

Zoom

Office hours and meetings with the instructor will be held through Zoom. Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the UFIT's Zoom page: <https://ufl.zoom.us/>

Grading Scale

All assignments are graded according to associated rubrics. Specific feedback on assignments and APA formatting will be provided through document feedback, submission comments, and described directly on rubric. Students are expected to

review feedback and ask any questions for clarity prior to submitting future assignments. Efforts to have each assignment graded and posted within one week of the due date will be made.

All questions related to grades must be asked through the Canvas Inbox within 7 days of when the grade is presented.

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76.9%
A-	90 – 92.9%		C-	70 – 72.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	83 – 86.9%		D	64 – 66.9%
B-	80 – 82.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	< 60

POINT BREAKDOWN

ASSIGNMENT	POINTS EACH	POINTS TOTAL
Reflection Discussion 13 modules & course intro – 1 drop	10 points each	130 points
Quizzes 13 modules/syllabus/overall – 2 dropped	20 points each	240 points
Growth 13 modules – 1 drop	20 points each	240 points
Participation 13 modules – 1 drop	20 points each	240 points
TOTAL POINTS		740 points

It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment. Under no circumstances will I 'round up' a student's grade (an 89.99% is a B+), nor will I offer additional extra credit assignments. If a grade input error occurs, students are required to notify me as soon as possible. I will examine the eLearning grade to determine whether a calculation error has occurred. If an error occurs, the grade will be adjusted.

All assignments are graded according to associated rubrics. Specific feedback on assignments and APA formatting will be provided. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made.

Note: Students have 7 days to review assignment grades/comments and contact the instructor with questions concerning their assignment grade. Students who fail to review their assignment scores within 7 days of the release of grades may not request retroactive adjustments on scores at the end of the term.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<p>Week 1</p> <p>August 21 - August 24</p>	<p>Topic: <i>Course Introduction</i></p> <p>Summary: Familiarize students with course materials and expectations of the course. Students will engage in introductory tasks to ensure a complete understanding of course requirements and how to succeed in the course.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Syllabus <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 0 – <i>Course Introduction: Course Orientation Quiz</i> Discussion 0 – <i>Student Introduction</i> GroupMe Add
<p>Week 2</p> <p>August 25 - August 31</p>	<p>Topic: <i>Introduction to Emotional Health</i></p> <p>Summary: The six dimensions of health—physical, emotional, social, intellectual, spiritual, and environmental—affect well-being, with emotional health influencing resilience, while strategies like mindfulness and positive relationships help improve overall flourishing and well-being</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Rolston, A. & Lloyd-Richardson, E. (n.d.). <i>What is emotion regulation and how do we do it?</i> Cornell Research Program on Self-Injury and Recovery. https://www.selfinjury.bctr.cornell.edu/perch/resources/what-is-emotion-regulationsinfo-brief.pdf National Council of Social Service (2018, September 7). <i>A social experiment on mental health stigma: Beyond the label</i> [Video]. YouTube. https://www.youtube.com/watch?v=VQoiz4wfV_c Nathifa “Tifa Tifa” (2021, March 24). <i>PERMA the wellbeing model of positive psychology</i> [video]. YouTube. https://www.youtube.com/watch?v=mnl1ZUgFPIM&t=39s <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 1 – <i>Introduction to Emotional Health</i> Discussion 1 – <i>Emotions & Health</i> Growth 1 – <i>Core Beliefs About Emotions</i>
<p>Week 3</p> <p>September 1 - September 7</p>	<p>Topic: <i>Emotions & Society</i></p> <p>Summary: This module examines the history of emotional and mental health treatment, the factors behind deinstitutionalization, and the importance of mental health promotion, while exploring key concepts of emotions, moods, and their social functions.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Mental Health America (2021). <i>The State of Mental Health in America</i>. https://www.mhanational.org/ Sturgeon, S. (2006). Promoting mental health as an essential aspect of health promotion. <i>Health Promotion International</i>, 21(1), 36-41. https://doi.org/10.1093/heapro/dal049 Lim, N. (2016). Cultural differences in emotion: differences in emotional arousal level between the East and the West. <i>Integrative Medicine Research</i>, 5(2), 105-109. https://doi.org/10.1016/j.imr.2016.03.004 Robot433i (2021, September 25). <i>The Original Rachel Leigh Cook Brain on Drugs</i> [Video]. YouTube. https://www.youtube.com/watch?v=dAHoxaphbEs CDC (2012). CDC: Tips From Former Smokers- Terrie’s Tip Ad. <i>YouTube</i>. https://www.youtube.com/watch?v=5zWB4dLYChM <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 2 – <i>Emotions & Society</i> Discussion 2 – <i>Mental Health Stigma</i> Growth 2 - <i>Culture & Mental Health</i>
<p>Week 4</p>	<p>Topic: <i>Emotions & The Brain</i></p> <p>Summary: This module explores brain systems in emotion recognition, the concept of amygdala hijack, the effects of eustress and distress, and the natural stress response, including the differences between acute and chronic stress and its long-term impacts.</p> <p>Required Readings/Works:</p>

<p>September 8 - September 14</p>	<ul style="list-style-type: none"> Clark, D. (n.d.). <i>Reduce Emotional Hijacking with Emotional Intelligence</i>. https://blog.ttisi.com/emotional-intelligence-prevents-amygdala-hijack Khan Academy Medicine (2013). Emotions: limbic system Processing the Environment MCAT Khan Academy [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=GDI DirzOSI8 PMSL Training (2015). Amygdala hijack – ENGLISH [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=9u3UvXqArqs Girton, J. (2014, November 17). Amygdala Hijack example [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=nkJ-ThN70Es AsapSCIENCE. (2013). Can Stress Actually Kill You? [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=vzrjEP5MOT4 <p>Assignment:</p> <ul style="list-style-type: none"> Quiz 3 – <i>Emotions & The Brain</i> Discussion 3 – <i>Inside Out</i> Growth 3 – <i>Inside Out</i>
<p>Week 5 September 15 - September 21</p>	<p>Topic: <i>Core & Common Emotions Part I</i></p> <p>Summary: This module compares fear and anxiety, explores their physiological responses, covers anxiety disorders and treatments, discusses academic challenges for college students, and introduces a new stress management technique.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Psychology Today. (2025). <i>The Truth About Anxiety</i>. https://www.psychologytoday.com/us/blog/emotional-connection/201107/the-truth-about-anxiety-0 Abblett, M. (2017). How to be mindful when you're anxious. <i>Mindful</i>. https://www.mindful.org/mindful-youre-anxious/ American Psychological Association. (2021). Stress in America- One year later, a new wave of pandemic health concerns. https://www.apa.org/news/press/releases/stress/2021/sia-pandemic-report.pdf American Psychological Association. (2020). Stress in America 2020- Stress in the time of COVID-19. <i>American Psychological Association</i>. 1. American Psychological Association (2020). Stress in America 2020- Stress in the time of COVID-19. <i>American Psychological Association</i>. 1. American Psychological Association. (2020). Stress in America 2020- Stress in the time of COVID-19. <i>American Psychological Association</i>. 1. Ball, J. (2025, January 24). Human Nature: What is Fear? [Video]. <i>Vimeo</i>. https://vimeo.com/57222614 Life Noggin. (2014, November 3). FEAR VS ANXIETY [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=aTqcgjCWu-o As/is. (2014, December 12). What Panic Attacks Feel Like [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=uPlhgtQqA6c AskDoctorJo. (2020). Relieve Stress & Anxiety with Simple Breathing Techniques [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=odADwWzHR24 <p>Assignment:</p> <ul style="list-style-type: none"> Quiz – <i>Health & Illness</i> (Textbook – Chapter 4) Photovoice Reflection – <i>Population Similarities & Differences</i>
<p>Week 6 September 22 - September 28</p>	<p>Topic: <i>Core & Common Emotions Part II</i></p> <p>Summary: This module explores anger and its management, the role of disgust in health, the effects of shame on health promotion, and distinguishes between shame, guilt, and embarrassment while discussing shame resilience.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> Audiobook: Power of Vulnerability (Session 1 & 2) American Psychological Association. (2022). Controlling anger- Before it controls you. <i>American Psychological Association</i>. https://www.apa.org/topics/anger/control D'Arienzo, J. (n.d.). Anger Management Techniques That Work. <i>D'Arienzo Psychology</i>. https://www.drdaerienzo.com/anger-management-techniques-that-work/ TED. (2012). The strange politics of disgust David Pizarro [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=5YL3LT1zVOM UF Counseling & Wellness Center. (2018). Progressive Muscle Relaxation [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=Y7e59InUyl4 <p>Assignment:</p>

	<ul style="list-style-type: none"> • Quiz 5 – <i>Core & Common Emotions Part II</i> • Discussion 5 – <i>Power of Vulnerability</i> • Growth 5 – <i>Strengths</i>
<p>Week 7</p> <p>September 29 - October 5</p>	<p>Topic: <i>Core & Common Emotions Part III</i></p> <p>Summary: This module explores the components of empathy, the role of positive emotions and happiness, barriers to positivity, and how messages of shame vary across demographics.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Audiobook: Power of Vulnerability (Session 3 & 4) • Greenberg, M. (2015). How Gratitude Leads to a Happier Life. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/the-mindful-self-express/201511/how-gratitude-leads-to-a-happier-life • Nlemllec, R. M. (2014). Boosting Happiness: One of the Best Exercises You Can Do. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/what-matters-most/201402/boosting-happiness-one-the-best-exercises-you-can-do • RSA. (2013). Brené Brown on empathy [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=1Evwgu369Jw <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 6 – <i>Core & Common Emotions Part III</i> • Discussion 6 – <i>Shame & Gender</i> • Growth 6 – <i>Living Authentically</i>
<p>Week 8</p> <p>October 6 - October 12</p>	<p>Topic: <i>Depression, Suicide, & Grief</i></p> <p>Summary: This module explores the differences between sadness, grief, and depression, including types of depression, suicide risk factors, the grieving process, and age-related views on death and dying.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • US Department of Health and Human Services. (2024). Depression. <i>National Institute of Mental Health</i>. • US Department of Health and Human Services. (2015). Depression. <i>National Institute of Mental Health</i>. • CDC Vital Signs. (2018). Suicide Rising across US. <i>CDC</i>. • #BeThe1To. (2019). How the Five Steps can Help Someone Who is Suicidal. https://www.bethe1to.com/bethe1to-steps-evidence/ • Firestone, L. (2017). The Role of Anger in Depression. <i>Psychology Today</i>. https://www.psychologytoday.com/us/blog/compassion-matters/201710/the-role-anger-in-depression • #BeThe1To. (2022). Stories. https://www.bethe1to.com/stories/ • Sprouts. (2021). Cognitive Behavioral Therapy [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=Jz55Uk9EH6U&t=67s • Carepatron. (2023). Rational Emotive Behavior Therapy [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=OqZ-fjOLK6o • Sprouts. (2023). The 5 Stages of Grief [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=Zk7pOnUPL74 • NBC News. (2018). How Grief Affects Your Brain and What to Do About it [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=eEcaUhxAH2g&t=127s&pp=ygUbaG93IGdyaWVmIGFmZmVjdHMgdGhIGJyYWlu <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 7 – <i>Depression, Suicide, & Grief</i> • Discussion 7 – <i>Suicide rates or suicide prevention</i> • Growth 7 – <i>Resilience</i>
<p>Week 9</p> <p>October 13 - October 19</p>	<p>Topic: <i>Emotional Resilience Part I</i></p> <p>Summary: This module explores how resilience and self-compassion impact health, the four types of social support, the six qualities of healthy relationships, and key factors in communication.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Audiobook: Power of Vulnerability (Session 5 & 6) • Waters, B. (2013). 10 Traits of Emotionally Resilient People. <i>Psychology Today</i>. https://www.psychologytoday.com/intl/blog/design-your-path/201305/10-traits-emotionally-resilient-people • Klawans, K. (2013). The Importance of Nonverbal Cues as told by Friends [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=OvEci5Bjgd4 • Dweck, C. (2014). Developing a Growth Mindset with Carol Dweck [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=hiiEeMN7vbQ <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 8 – <i>Emotional Resilience Part I</i> • Discussion 8 – <i>Ten Guideposts</i>

	<ul style="list-style-type: none"> • Growth 8 – <i>Personal Integration</i>
Week 10 October 20 - October 26	<p>Topic: <i>Emotional Resilience Part II</i></p> <p>Summary: This module examines the link between resilience and spiritual well-being, distinguishing religion from spirituality, exploring the characteristics of major world religions, and analyzing the role of spirituality, rituals, and self-esteem in health across gender and age.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • University of Florida. (2025). Center for Spirituality and Health. <i>College of Medicine</i>. https://spiritualityandhealth.ufl.edu/ • Riopel, L. (2020). Building Self-Esteem: 7 Effective Tools & Activities. <i>Positive Psychology</i>. https://positivepsychology.com/self-esteem-tools-activities/ • Ackerman, C. E. (2017). 15 Best Self-Esteem Worksheets & Activities. <i>Positive Psychology</i>. https://positivepsychology.com/self-esteem-worksheets/ • TEDxYouth. (2013). Meet Yourself: A User’s Guide to Building Self-Esteem [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=uOrzmFUJtrs <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 9– <i>Emotional Resilience Part II</i> • Discussion 9 – <i>Self-Esteem</i> • Growth 9 – <i>Spiritual Well-being</i>
Week 11 October 27 - November 2	<p>Topic: <i>Introduction to Counseling</i></p> <p>Summary: This module covers health counseling, comparing health and illness behaviors, exploring behavior change theories, factors influencing client adherence, and the importance of licensure, certification, and appropriate referrals.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Miller, W. R. & Rollnick, S. (2025). <i>Motivational Interviewing: Helping people change and grow</i> (4th ed.) <i>Guilford Press</i>. Chapters 1 & 2 • Rose, G. S. & Miller, W. R. (2009). Toward a Theory of Motivational Interviewing. <i>Am Psychol</i>, 64(6): 527-537. <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 10 – <i>Introduction to Counseling</i> • Discussion 10 – <i>Professional Considerations</i> • Growth 10 – <i>Life Influencers</i>
Week 12 November 3 - November 9	<p>Topic: <i>Motivational Interviewing Part I</i></p> <p>Summary: This module explores motivational interviewing, focusing on effective motivators, psychological reactance, power dynamics, the four core components, engagement processes, and reflective listening skills.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Miller, W. R. & Rollnick, S. (2025). <i>Motivational Interviewing: Helping people change and grow</i> (4th ed.) <i>Guilford Press</i>. Chapters 3-8 • Counseling Microskills Worksheet • YouTube channel with MI demonstrations • Affirmations & summary worksheet • MerloLab. (2009). The Ineffective Physician: Nonmotivational Approach [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=80XyNE89eCs&t=230s • MerloLab. (2009). The Effective Physician: Motivational Interviewing Demonstration [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=URiKA7CKtfc • Oregon Department of Human Services. (2022). William Demo Series Using Agenda Mapping to Focus the Conversation [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=bUHzd56fFL8 • BMJ Learning. (2014). Motivational interviewing in brief consultations: role-play focusing on engaging [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=bTRRNWrwRCo <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 11– <i>Motivational Interviewing Part I</i> • Discussion 11 – <i>Core Skills Activity</i> • Growth 11 – <i>Tracking OARS</i>
Week 13 November	<p>Topic: <i>Motivational Interviewing Part II</i></p> <p>Summary: This module emphasizes the use of reflections over questions, the role of affirmations, different types of summaries, agenda mapping for focus, and the importance of uncertainty in client interactions.</p> <p>Required Readings/Works:</p>

<p>10 - November 16</p>	<ul style="list-style-type: none"> • Miller, W. R. & Rollnick, S. (2025). <i>Motivational Interviewing: Helping people change and grow</i> (4th ed.) <i>Guilford Press</i>. Chapters 9-14 • MerloLab. (2015). <i>The Effective Athletic Director With a Low-Risk Teen: Motivational Interviewing Demonstration</i> [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=GCoCq2o6Ye8 <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 12– <i>Motivational Interviewing Part II</i> • Discussion 12 – <i>Change Talk</i> • Growth 12 – <i>Motivational Interviewing Treatment Integrity</i>
<p>Week 14 November 17 - November 23</p>	<p>Topic: <i>Motivational Interviewing Part III</i></p> <p>Summary: This module teaches strategies for encouraging change talk, managing discord, building confidence, and enhancing client readiness and commitment to behavior change.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Miller, W. R. & Rollnick, S. (2025). <i>Motivational Interviewing: Helping people change and grow</i> (4th ed.) <i>Guilford Press</i>. Chapters 1 & 2 • MerloLab. (2015). <i>The Effective Athletic Director With a Low-Risk Teen: Motivational Interviewing Demonstration</i> [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=GCoCq2o6Ye8 • MerloLab. (2015). <i>The Effective Youth Minister With a High-Risk Teen: Motivational Interviewing Demonstration</i> [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=wSrpYVszdms <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 13– <i>Motivational Interviewing Part III</i> • Discussion 13 – <i>Continuous Growth</i> • Growth 13– <i>Perception Collage</i> • Graduate Assignment- <i>Literature Review</i>
<p>Week 15 November 24 - November 30</p>	<p>THANKSGIVING BREAK!! NO CLASS</p>
<p>WEEK 16a December 1 - December 3</p>	<p>Topic: <i>Course Wrap-Up</i></p> <p>Summary: In our closing class session, we wrap up the course and ensure everyone is set for a strong finish. Students can submit any remaining work for partial credit, ask questions, and review their current standing in the course. This is a great time to clarify final details, check on any outstanding assignments, and make sure your grades accurately reflect your efforts throughout the semester. We will also address any last questions so to close out the course together.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 14 – <i>Overall</i> • Graduate Assignment – <i>Literature Review</i>
<p>WEEK 16b December 4 - December 5</p>	<p>READING WEEK – NO CLASS</p>
<p>WEEK 17 December 8 - December 12</p>	<p>FINALS WEEK – NO CLASS – NO FINAL</p>

VI. Required Policies

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF EVALUATIONS PROCESS

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 in a professional and respectful manner 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/>.

UNIVERSITY HONESTY POLICY

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu> to an external site.

- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should 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 should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH & WELLNESS

Counseling and Wellness Center: Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit UF Student Health Care Center (<https://shcc.ufl.edu/>).

University Police Department: Visit UF Police Department (<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 in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; UF Health Shands Emergency Room/Trauma Center (<https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>).

ACADEMIC & STUDENT SUPPORT

Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Career Connections Center: 352-392-1601. Career assistance and counseling services UF Career Connections Center (<https://career.ufl.edu/>).

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. UF George A. Smathers Libraries Ask-A-Librarian (<https://uflib.ufl.edu/>).

Teaching Center: 352-392-2010 General study skills and tutoring: UF Teaching Center (<https://academicresources.clas.ufl.edu/>).

Academic Complaints: Office of the Ombuds. Visit the Complaint Portal webpage for more information (<https://ombuds.ufl.edu/complaint-portal/>).

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information (<https://em.ufl.edu/complaint>).

TIPS FOR SUCCESS

- Schedule "class times." It is important to do coursework on time each week.
- Read ALL material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Take advantage of the GroupMe chat listed above. Ask for any clarification needed in the course. Do not wait to ask questions
- Complete course work well before the due dates – Sometimes things happen (WiFi goes down, car trouble, etc.)
- Back up your work to an external hard drive, thumb drive, or through a cloud service.

- ALL information for each module are described in each module page. Review ALL information PRIOR to completing any assignments or quizzes.

PRIVACY & ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

- Infrastructure (Canvas)
 - <https://www.instructure.com/policies/product-privacy-policy>
 - <https://www.instructure.com/products/canvas/accessibility>
- Sonic Foundry (Mediasite Streaming Video Player)
 - <https://mediasite.com/wp-content/uploads/Mediasite-7-Content-Accessibility.pdf>
- Zoom
 - <https://www.zoom.com/en/trust/privacy/>
 - <https://www.zoom.com/en/accessibility/>
- YouTube (Google)
 - <https://policies.google.com/privacy>
 - <https://support.google.com/youtube/answer/189278?hl=en>
- Microsoft
 - <https://www.microsoft.com/en-us/privacy/privacystatement>
 - https://support.microsoft.com/en-us/office/accessibility-tools-for-microsoft-365-b5087b20-1387-4686-a0a5-8e11c5f46cdf?activetab=pivot_1%3Aprimaryr2
- Adobe
 - <https://www.adobe.com/privacy/policy.html>
 - <https://www.adobe.com/trust/accessibility.html>

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

NETIQUETTE & COMMUNICATION COURTESY

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security: Your password is the only thing protecting you from pranks or more serious harm.

- Do not share password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines: When communicating online, you should always...

- Treat instructor with respect, even via email or in any other online communication.
- Always use professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, do not refer to a professor by their first name.

- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Times New Roman and use a size 12- or 14-point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email: When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “Reply All.”
- Be sure that the message author intended for the information to be passed along before you click the “Forward” button.

Discussion Boards: When posting on the discussion board in your online class, you should:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:
 - Make posts on-topic and within the scope of the course material.
 - Be sure to read all messages in a thread before replying.
 - Be brief as possible while still making a thorough comment.
 - Do not repeat someone else’s post without adding something of your own to it.
 - Take posts seriously. Review and edit your posts before sending.
 - Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
 - If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
 - Always give proper credit when referencing or quoting another source.
 - If you reply to a classmate’s question, make sure your answer is correct, don’t guess.
 - Always be respectful of others’ opinions even when they differ from your own.
 - When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
 - Do not make personal or insulting remarks.
 - Do not write anything sarcastic or angry.
 - Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom: When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
- Your background can express your personality but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.