

Emotional Health & Health Counseling

HSC5135 | Class # 13257/28302 | Section MHEI/BSM | 3 Credits | Fall 2025

Connect with HHP



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COURSE CORRESPONDENCE

- All emails should be sent via **Canvas Inbox**.
- Emails received Monday through Thursday will be responded to within 24 hours of receipt. Emails received after 5:00 p.m. on Friday will be responded to the following Monday.
- Please check Canvas daily, as you are responsible for the information posted in the Announcements and sent through Canvas Inbox.

COURSE DESCRIPTION

This course is designed to introduce students to theories of emotion, behavior change, and health counseling, as well as their practical applications. The course examines factors influencing the development and maintenance of emotional health, as well as strategies for incorporating positive mental health practices into health education/promotion programming, and health counseling. Additionally, the course emphasizes the development of a core set of health counseling skills. The course establishes a foundation in health content, theory, and skills that are beneficial for students interested in health careers, and, most importantly, for the individual student's own health.

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, 3rd Edition*. New York, NY: The Guilford Press.

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

COURSE 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 personal stress.
5. Implement strategies for enhancing personal emotional well-being.
6. Engage in effective health counseling for various health-related conditions using Micro-counseling skills and Motivational Interviewing approaches.

COURSE FORMAT

This course utilizes various methodologies, including, but not limited to, pre-recorded lectures, videos, documentaries, podcasts, discussion forums, and case studies.

STUDENTS WITH DISABILITIES

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

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 outlines behaviors that violate it, along with the corresponding 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/>) outlines the behaviors that violate this code and the corresponding 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.

Participation Policy

This course’s participation policy is consistent with the *University of Florida’s Excused and Unexcused Absences*. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Students may only participate in classes if they are officially registered or have been approved to audit, with evidence of having paid the audit fees.

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first assignment.

Acceptable reasons for failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows for the late submission of an assignment or activity must inform the instructor via Canvas Inbox at least 72 hours before the due date. Documentation may be required, except for religious holidays.

For all unplanned absences because of accidents or emergency situations, students should contact the instructor within 24 hours of an assignment's due date or as soon as conditions permit. Documentation may be required, except for religious holidays.

Students shall be allowed a reasonable amount of time to make up any material or activities missed due to an inability to participate in class activities for the reasons outlined above.

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, 352-392-1575, or visit the U Matter We Care website at <https://umatter.ufl.edu/> 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 information on crisis and non-crisis services.

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.

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 with brainstorming, formatting, and drafting papers.

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

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information. <https://uf.tfaforms.net/f/ombuds-contact>

GRADING AND ASSESSMENT

Grading

Evaluation Components		Points Per Component
Module Quizzes		140
Major Project		80
Student Introductory Video		10
Module Activities		270
	Discussion Board	
	Case Study	
	Skills Practice	
	Personal Assessment	
	Total	500

Assessment Overview

Throughout the course modules, you must participate in various activities that will support and build upon the PowerPoint lectures and meet the course objectives/learning outcomes.

Quizzes—Honorlock will be used to proctor quizzes. Quizzes will consist of essay and 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 the Friday of the week they are due.**

If you encounter a problem while taking an exam, log out and log back in as quickly as possible. Remember that if the assessment is timed, the timer will continue to run while you are logged out. If you still have difficulties, call the UF Computing Help Desk (352-392-4357) immediately and take a screenshot of the issue. This allows the Help Desk to investigate, which can serve as proof of the problem for your instructor. I recommend taking assessments during UF Computing Help Desk hours whenever possible. [Honorlock-Student-Guide-UF-Update.pdf](#)

Discussion Forum – The Discussion Forums are designed to promote critical thinking, foster a sense of community, and demonstrate 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 students' posts are due by 11:59 p.m. on Friday. **Please note that the Canvas due date applies only to the initial response, which is on 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.**

If you do not have experience with peer reviews, please refer to *How to Submit a Peer Review to an Assignment*:

https://elearning.ufl.edu/media/trainingitufledu/documents/elearningfaq/peer-review-in-canvas/how-to-review-peer-review-assignments_final.pdf

Health Counseling Skills Practice—Health educators must develop a range of skills to effectively assist individuals and groups in making positive behavioral changes.

Case Studies—These cases will provide students with opportunities to reflect on their understanding and solutions to problems encountered 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 a PowerPoint audiovisual presentation using various images (e.g., pictures, photos, and drawings) that reflect how you perceive yourself and how you believe others perceive you. Use one half to depict your “inner self” and one half to depict your “outer self.” Be sure to include your emotional aspects. The audio portion of the video must consist of an oral narrative of the images in the PowerPoint presentation.

Fellowshipping with you was such a joy.

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 Course Project – Choose one of the three options below. Descriptions and Instructions will be available in Canvas Assignments.

1. Stress Awareness Paper
2. Book Review

GRADING SCALE

Letter Grade	Points Needed for Each Letter Grade
A	93% - 100%
A-	90% - 92.9%
B+	88% - 89.9%
B	83% - 87.9%
B-	80% - 82.9%
C+	78% - 79.9%
C	73% - 77.9%
C-	70% - 72.9%
D+	68% - 69.9%
D	63% - 67.9%
D-	60% - 62.9%
E	0% - 59.9%

SUCCESS AND STUDY TIPS

- As a student, managing time wisely to complete assignments and prepare for quizzes is crucial. Some assignments may require more time than others, so plan accordingly. PowerPoints are usually just a summary of the audio lectures, while quizzes are solely based on lecture content. To make the most of your study time, follow these steps:
 1. Review the PowerPoint PDFs before viewing the video lecture and pay attention to the Learning Objectives.
 2. Take notes during the lecture focusing on the Learning Objectives.
- If you are experiencing difficulties with the course or life, please do not hesitate to contact me. I can meet via phone or Zoom at times convenient for your schedule.
- Check Canvas daily for course updates, which will be reflected in the Announcement.
- Remember not to procrastinate and start working on assignments as soon as possible to avoid rushing or missing the deadline.

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.

COURSE SCHEDULE

Critical Dates and UF Observed Holidays

- Withdrawal with 25% Refund: September 12
- Drop Deadline: November 20
- Withdrawal Deadline: November 17
- Labor Day: September 1
- Homecoming: October 17 – 18
- Veterans Day: November 11
- Thanksgiving Break: November 24 – 29
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2025-2026/#fall25text>

Due Days for Assessments

- Discussion Initial Response: Wednesday
- Discussion Reply to Peers' Posts: Friday
- Peer Review: Wednesday (following the associated assignment's due date)
- Quizzes and all other assignments: Friday

Week	Dates	Topic	Due
1	August 21-22	Course Overview	Friday: <ul style="list-style-type: none"> • Student Introductory Video
2	August 25-29	<u>Module 1</u> Introduction to Emotional Health	Friday: <ul style="list-style-type: none"> • Activity #1: My Dimensions of Health/Wellness
3	September 1-5	<u>Module 1</u> Emotion: General Principles Emotional Intelligence Monday: Labor Day	Friday: <ul style="list-style-type: none"> • Activity #2: Metaphors of Feelings
4	September 8-12	<u>Module 2: Core Emotions</u> A Meaningful Life What "Makes" Me Happy?	Wednesday: <ul style="list-style-type: none"> • Activity #2 Peer Review Due Friday: <ul style="list-style-type: none"> • Activity #3: Positive Emotion • Quiz 1: <i>Module 1</i>
5	September 15-19	<u>Module 2</u> Sadness, Grief, and Loss	Due Wednesday: <ul style="list-style-type: none"> • Discussion #1 initial post Due Friday <ul style="list-style-type: none"> • Discussion #1 Response to Peers' Posts
6	September	<u>Module 2</u>	Friday:

	22-26	Why are they so Angry? Why am I Afraid?	<ul style="list-style-type: none"> Activity #4 UF Kognito Training for Students
7	Sept. 29 – Oct. 3	<u>Module 3: Interpersonal and Intrapersonal</u> Social Support Depression and Suicide	Due Friday: <ul style="list-style-type: none"> Activity #5: Personal Assessment of Social Support System
8	October 6-10	<u>Module 3</u> Mindfulness Spirituality	Monday –Tuesday <ul style="list-style-type: none"> Quiz 2: <i>Module 2</i> (moved from 10/3) Friday: <ul style="list-style-type: none"> Activity #6: Mindfulness in Practice
9	Oct. 13-17	<u>Module 4: The Basis of Health Counseling</u> Introduction to Health Counseling	Friday <ul style="list-style-type: none"> Activity #7 Personal Perception Collage
10	October 20-24	<u>Module 4: The Basis of Health Counseling</u> Introduction to Health Counseling Theories and Principles of Health Counseling	Wednesday: <ul style="list-style-type: none"> Activity #7 Peer Review Friday <ul style="list-style-type: none"> Case Study#1: Erica, Health Educator
11	Oct. 27-31	<u>Module 4</u> Theories and Principles of Health Counseling Ethical Issues in Health Counseling	Wednesday: <ul style="list-style-type: none"> Discussion #3 initial post Friday: <ul style="list-style-type: none"> Discussion #3 response to peers' posts
12	November 3-7	<u>Module 5: Health Counseling</u> Microskills Approach to Health Counseling	Friday: <ul style="list-style-type: none"> Case Study #2: Jeff, Certified Health Education Specialist Case Study #3: Susan, Ethical Conflict Quiz 3: Module 3
13	November 10-14	<u>Module 5: Health Counseling</u> Microskills Approach to Health Counseling <u>Module 6: Health Counseling</u> Motivational Interviewing Approach to Health Counseling Tuesday: Veterans Day	Wednesday: <ul style="list-style-type: none"> Case Study #2 Peer Review Case Study #3 Peer Review Friday: <ul style="list-style-type: none"> Skills Practice #1 and #2 Quiz 4: Module 4
14	November 17-21	<u>Module 6: Health Counseling</u> Motivational Interviewing Approach to Health Counseling	Friday <ul style="list-style-type: none"> Skills Practice #3

			<ul style="list-style-type: none"> • Quiz #5: Module 5
15	November 24-28	Thanksgiving Break	
16	December 1-5	Wednesday: Last Day of Class Thursday and Friday: Reading Days	Wednesday <ul style="list-style-type: none"> • Skills Practice #3 Peer Review • Major Project • Quiz 6 (Module 6)

Disclaimer: This syllabus reflects my current plans and objectives. As we progress through the semester, these plans may need adjustments to enhance the learning opportunities in the class. Such changes will be communicated clearly through Canvas Announcements and/or Canvas Inbox. These modifications are not unusual and should be anticipated.

BEST WISHES FOR A GREAT SEMESTER