

Emotional Health & Health Counseling

HSC4134 | Class # 24366 | Section 00DL I 3 Credits | Spring 2024

Connect with HHP



Course Info

INSTRUCTOR

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Office Phone: 352-294-1810

Email: Canvas Inbox

Required Method of Contact: Canvas Inbox

OFFICE HOURS

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 both undergraduate and graduate students, focuses on introducing theories related to emotional well-being and health education. The course 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 3rd 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 a variety of 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 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.

Course and University Policies

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. Please consult the instructor or TA in this class if you have any questions or concerns.

LATE ASSIGNMENT/EXAM MAKE POLICY

Assignments are available at least two weeks in advance of their due dates and therefore, are not accepted late and make-up quizzes are not permitted unless they are per university policies which can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency, or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies.

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 need to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

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/>.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>
- Inclusion is one of UF's six core values and it is the connective tissue that unites these values in common purpose. The Office of the Chief Diversity (CDO) works in concert with other key offices on campus to ensure that inclusion and a sense of belonging are realized for all members of the Gator Nation www.cdo.ufl.edu/

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2), or e-mail Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Several ways to receive assistance concerning using libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and drafting papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>
- **Civility, Accessibility and Community Resources:** www.cdo.ufl.edu/
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STUDENT ASSESSMENT

Grading

Evaluation Components (Number of each)	Points Per Component
Quizzes (6)	20 pts each = 120 pts
Discussion Boards (3)	20 pts each = 60 pts
Module Activities (5)	10 pts each = 50 pts
Counseling Skills Practice	50 pts
Case Studies (3)	15 pts each = 45
Personal Perception Collage	25 pts
Stress Awareness Paper	25 pts
Kognito Training	15 pts
Other: Student Introductory Video	10 pts

Quizzes –Quizzes are open notes and students are permitted to use only lecture-generated notes. Questions will be majorly multiple choice, matching, and short answer items. Quizzes are based on PowerPoint lectures with an emphasis on the learning objectives. This course does not include a final or comprehensive exam.

Module Activities – A variety of Module activities will enhance, supplement, and/or expand on the PowerPoint lecture content.

Discussion Boards – Discussion Board activities will be utilized to encourage and facilitate critical thinking, community building, and demonstration of knowledge key concepts. Your responses must be clear, concise, credible, thoughtful, and considerate, and adhere to the mechanics of formal writing (e.g., spelling, grammar). Each Discussion 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 by 11:55 p.m. on the Wednesday of the week the Discussion Board is assigned. Your responses to the answers posted by other students are due 11:55 p.m. on the Friday of that week. Please be aware that the Canvas due date listed is the date for the initial response (Wednesday.). You must remember and/or place a reminder in your calendar that the peer response is due Friday.

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

Case Studies – Cases will provide students with opportunities to think about their understanding and solutions to problems found in real-world situations, and challenge students' critical thinking skills 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 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. The audio must include 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 major stressors in their life.

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/>

Other: Student Introductory Video

GRADING SCALE

Final grades are determined by the total number of points. 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 to Each Letter Grade
A	≥ 380
A-	360 – 379
B+	348 - 359
B	332 - 347
B-	320 - 331
C+	308 - 319
C	292 - 307
C-	280 - 291
D+	268 – 279
D	252 – 267
D-	240 – 251
E	<240

Final grades are determined by the total number of points.

Course Schedule

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Assessments: All Are Due Friday at 11:55 PM (Except Discussion Initial Post and Peer Review)
1	January 8 – 12	<u>Module 1</u> Introduction to Emotional Health	<ul style="list-style-type: none"> • Student Introductory Video • Activity #1: Determining Dimensions of Health/Wellness
2	January 15 – 19	<u>Module 1</u> Monday: Dr. Martin Luther King Jr. Holiday Emotion: General Principles Emotional Intelligence	<ul style="list-style-type: none"> • Discussion #1(initial post due Wednesday & response to peer due Friday) • Quiz 1: <i>Module 1</i>
3	January	<u>Module 2</u>	

	22 – 26	Happiness Fear and Anxiety	<ul style="list-style-type: none"> • Activity #2: Metaphors of Feelings (Includes Peer Review) • Activity #3: Positive Emotion
4	January 29 – Feb 2	<u>Module 2</u> Sadness, Grief, Death, and Dying	<ul style="list-style-type: none"> • Activity #2 Peer Review Due • Discussion #2 (initial post due Wednesday & response to peer due Friday)
5	February 5 – 9	<u>Module 2</u> Anger	<ul style="list-style-type: none"> • UF Kognito Training for Students • Quiz 2: <i>Module 2</i>
6	February 12 – 16	<u>Module 3</u> Social Support	<ul style="list-style-type: none"> • Activity #4: Personal Assessment of Social Support System
7	February 19 – 23	<u>Module 3</u> Mindfulness Depression and Suicide	<ul style="list-style-type: none"> • Activity 5: Mindfulness in Practice
8	February 26 – Mar 1	<u>Module 3</u> Spirituality	<ul style="list-style-type: none"> • Personal Perception Collage (Includes Peer Review) • Quiz 3: <i>Module 3</i>
9	March 4 – 8	<u>Module 4</u> Introduction to Health Counseling	<ul style="list-style-type: none"> • Personal Perception Collage Peer Review due Wednesday • Case Study
10	March 11 – 15	Spring Break	
11	March 18 – 22	<u>Module 4</u> Theories and Principles of Health Counseling Ethical Issues in Health Counseling	<ul style="list-style-type: none"> • Discussion #3 (initial post due Wednesday & response to peer due Friday) • Case Study (Includes Peer Review)
12	March 25 – 29	Module 4 Ethical Issues in Health Counseling	<ul style="list-style-type: none"> • Case Study Peer Review due Wednesday • Case Study (Includes Peer Review) • Quiz 4: <i>Module 4</i>
13	April 1 – 5	<u>Module 5</u> Health Counseling – Microskills Approach Introductory and Attending Skills Observational and Responding Skills	<ul style="list-style-type: none"> • Case Study Peer Review due Wednesday • Skills Practice

		Influencing Skills	
14	April 8 – 12	Module 6 Health Counseling – Motivational	<ul style="list-style-type: none"> • Skills Practice (Includes Peer Review)
15	April 15 – 19	Module 6 Health Counseling – Motivational Interviewing	<ul style="list-style-type: none"> • Skills Practice Peer Review due Wednesday • Skills Practice
16	April 22 – 26	Wednesday: Last Day of Class Thursday and Friday: Reading Days	<ul style="list-style-type: none"> • Quiz 5 (Modules 6))

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 in advance of 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 2024!