

University of Florida  
College of Public Health & Health Professions Syllabus  
SPA 6581 Counseling  
(3 hours) Section  
Fall Semester 2023  
Delivery Format: On-Campus

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Preferred Course Communication: e-mail

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## **PURPOSE AND OUTCOME**

### **Course Overview**

The purpose of this course is to provide students with a theoretical and applied understanding of counseling theory, practice, and techniques. Moreover, this course will provide the student with an understanding of the psychological implications of hearing loss, and rehabilitation techniques for the child, parent, and family. Clinical and theoretical counseling strategies for parents, children, adults, and geriatric individuals, and for specific patient populations, will be discussed and provided. The course provides interactive opportunities for students to practice basic counseling skills.

### **Relation to Program Outcomes**

The content of this course is designed to help you meet the following CCC-A Standard IV: Knowledge and Skills. Content will be learned from assigned readings, lectures, and class discussions. Outcomes will be assessed through class discussions, projects and written examinations.

### **Course Objectives:**

Students will gain:

1. Knowledge of normal psychological, psychosocial, psycho-educational development.

2. Knowledge of various factors that can compromise psychological, psychosocial, psycho-educational development.
3. Knowledge of the effects of hearing loss on psychological, psychosocial, psycho-educational development in families, children, adults, and geriatric individuals, and specific patient populations (e.g., persons with tinnitus).
4. Knowledge of the various types of counseling theories, practices, and techniques, and other selected strategies that can be used in improving psychological, psychosocial, psycho-educational functioning for the individual with hearing impairment and their families.
5. Knowledge of what professional counseling constitutes and when referrals to professional counselors should be made.

**Instructional Methods:** Lectures, class discussions, writing assignments, and projects

**Required Textbook:** Clark, J. G., and English, K. M. (2018) *Counseling-Infused Audiologic Care* (3rd Edition). Ingram Book Company.

## Course Content Schedule

Week	Date	Topics	Assigned Readings	Assignments Due
1	8/29	Course Introduction Syllabus Review Introduction to Counseling	Chapters 1, 2 and 3  See CANVAS for additional readings	
2	9/5	The Stages of Grief Approaches to Counseling	Chapters 4 and 5  See CANVAS for additional readings	Assignment 1 Due

3	9/12	Building Patient-Centered Relationships The Initial Audiologic Consultation	Chapters 6 and 7 See CANVAS for additional readings	Quiz 1: Discussion Questions – Chapters 1-5, lectures, and CANVAS readings
4	9/19	Counseling Considerations for Pediatrics and Teenagers	Chapter 8 See CANVAS for additional readings	Assignment 2 Due
6	9/26	Counseling Considerations for Adults Dizziness, Tinnitus and Hyperacusis	Chapter 9 See CANVAS for additional readings	Quiz 2: Discussion Questions – Chapters 6-8, lectures, and CANVAS readings
7	10/3	The Hearing Aid Consultation	Chapter 10 See CANVAS for additional readings	Assignment 3 Due
8	10/10	Counseling Considerations for the Aging Adult	Chapter 11 See CANVAS for additional readings	Quiz 3: Discussion Questions – Chapters 9-10, lectures, and CANVAS readings
9	10/17	Patient Education	Chapter 12 See CANVAS for additional readings	Assignment 4 Due
10	10/24	Counseling Toward Better Communication	Chapter 13 See CANVAS for additional readings	
11	10/31	Group Counseling with Hearing Loss Intervention	Chapter 14 See CANVAS for additional readings	Quiz 4: Discussion Question – Chapters 11-13, lectures, and CANVAS readings

12	11/7	Multicultural Issues in Patient care		Assignment 5 Due
13	11/14	Project Presentations		<b>ALL PRESENTATIONS DUE</b>
14	11/21	Project Presentations		
15	11/28	Special Topics Role-Playing Exercises Exam Review		<b>REFLECTION PAPERS DUE</b>
16	12/5	FINAL EXAM		<b>FINAL EXAM</b>

\*\* Syllabus may be modified during the semester to facilitate student learning.

### **Class Participation**

Please be an active consumer of this course. Ask questions, be willing to share experiences, and express concerns. This is information that you may use in both your professional and personal lives. Confidentiality in this class is of paramount importance to facilitate trust.

### **Course Assignments & Assessments**

1. Quizzes : Students will provide an in-class written responses to discussion questions relevant to the assigned readings and lecture material (50 points each).

2. Bi-weekly Assignments - Students will submit bi-weekly assignments (see schedule). Details of each assignment will be accessible in CANVAS. Assignments will include reflective writing and use of Ida Institute counseling tools. Students will be asked periodically to share their work and/or experience with the assignment during class time (50 points each).
3. Reflection on Learning Paper- Students will write ONE reflection paper (see schedule) on their overall learning throughout the course. Paper should include self-reflections on their personality type, related experiences in their clinical rotations with patients of all ages and backgrounds, and how they intend to incorporate the counseling strategies and skills they have learned in both personal and professional aspects of their life. Papers should be a minimum of 3 pages in length, double-spaced and Calibri font, 11 point (150 points).
4. Counseling Project/Presentation\*\* Details to come (150 points).
5. Cumulative Final Exam – Students will take a cumulative final assessment on 12/05/2023, during class (150 points).

## Evaluation Criteria for Reflection Paper and Writing Assignments

Criteria	Excellent (90-100%)	Competent (80-89%)	Minimal (70-79%)	Unacceptable (< 70%)
<b>Depth of Reflection</b>  <b>40%</b>	Response demonstrates in-depth reflection. Viewpoints and interpretations are insightful and well-supported.	Response demonstrates general reflection. Viewpoints and interpretations are supported.	Response demonstrates minimal reflection. Viewpoints and interpretations are unsupported or supported with flawed arguments.	Response demonstrates a lack of reflection. Viewpoints and interpretations are missing, inappropriate, and/or unsupported.
<b>Required Components</b>  <b>30%</b>	Response includes all components and exceeds all requirements indicated in the instructions.	Response includes all components and meets all requirements indicated in the instructions.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed.	Response excludes essential components and/or does not address the requirements indicated in the instructions.
<b>Structure</b>  <b>30%</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar	Writing is clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar or syntax errors total.	Writing is unclear, and/or disorganized. Thoughts are not expressed in a coherent and logical manner. There are more than five spelling, grammar or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar or syntax errors.

	or syntax errors total.			
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**Course Grade Calculation**

Final grade will be determined as follows:

- o Quiz Discussion Questions: 50 pts. x 4 = 200 pts.
- o Assignments: 50 pts. x 5 = 250 pts.
- o Reflection Paper: 150 pts. x 1 = 150 pts.
- o Counseling Project/Presentation 150 pts. x 1 = 150 pts.
- o Final Exam 150 pts. x1 = 150 pts.

Total pts. = 900 = 100% Thus to earn an 'A+', you must earn 837 points (900 x 0.93) or above.

**Grading Scale**

Letter Grade	A	A-	B+	B	B-	C+	C-	D+	D	D-	E
Percentage	93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	70-76.9	67-69.9	63-66.9	60-62.9	<60
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0



## **Expectations Regarding Course Behavior and Communication Guidelines**

You are expected to attend class and participate. Each class member has a different perspective and sharing provides a more meaningful exchange of ideas and interest. As a professional you will often be required to voice your opinion and perspective. Be respectful to the ideas of peers or the instructor if they differ from your own beliefs or experiences.

You **may use** your laptop or tablet for class notes and class participation. **HOWEVER**, reviewing your e-mail, on-line shopping, Facebook, Netflix, completing other assignments or any other non-class related activity is disrespectful and distracting and you will be asked to remove yourself from class. Use of cell phones during class is unacceptable. There will be breaks in class for you to attend to your personal calls or texts. If there is an impending emergency or pressing issue, please discuss with me prior to the beginning of class.

## **Policy Related to Make up Exams or Late Assignments**

In general make-up exams will not be given. If you have an extenuating circumstance, please contact the instructors in advance when possible or as soon as possible afterwards (within 48 hours) of an emergency to discuss if the absence qualifies for an excused absence and to set make-up dates as needed. You may not be given the same exam as the class for any approved makeup exams.

Students are expected to complete assignments via CANVAS (unless otherwise indicated) by the due date (see schedule). Late assignments will be accepted with a penalty of 10% grade reduction each day, up to three days post due date. Any submission after three days will not be accepted, and the student will receive a "0".

## **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

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

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu> . On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/> . If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter WeCare website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:

Alachua County Crisis Center:

(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

**Important:** Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

## **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we

provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans ' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)