

University of Florida
College of Public Health & Health Professions Syllabus
SPA 6581 Counseling
(3 hours) Section
Spring Semester 2022
Delivery Format: In-person

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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 a role-playing student project.

Recommended Textbook: DiLollo, A. and Neimeyer, R.A. (2022). *Counseling in Speech-Language Pathology and Audiology: Reconstructing Personal Narratives* (2nd Edition). San Diego, CA: Plural.

Course Content Schedule

Week	Date	Topics	Readings	Assignments Due
1	1/6	Course Introduction Syllabus Review Introduction to counseling The StAAR Framework	Chapters 1, 2	
2	1/13	The Nature of Change The Leadership of Therapy	Chapters 3, 4	Ida Reflective Journal
3	1/20	Critical Thinking Culturally Informed Care	Chapters 5, 6	Quiz: Discussion Question Chapters 5,6
4	1/27	Basic Skills of Counseling	Chapter 7	Ida Reflective Journal
6	2/3	G. Paul Moore Symposium – Attend in lieu of class		
7	2/10	Basic Skills of Counseling (continued)	Chapters 8, 24	Quiz: Discussion Question -

		Preparing Yourself for the Counseling Relationship (Incl. Mindfulness chapter)		Chapters 7, 8, 24
8	2/17	Using Change Processes	Chapter 9	Ida Reflective Journal
9	2/24	Applying the framework Part I	Chapters 10, 11	Quiz: Discussion Question - Chapters 10, 11
10	3/3	Applying the framework Part II	Chapters 12, 13	Ida Reflective Journal
11	3/17	Clinician's toolbox I	Chapters 14, 15, 16, 17	Quiz: Discussion Question - Chapters 14,15,16, 17
12	3/24	Clinician's toolbox II	Chapters 18, 19, 20, 21	Ida Reflective Journal
13	3/31	Clinician's toolbox III	Chapters 22, 23, 25, 26	Reflection on Learning
14	4/7	Counseling Session Video Project Presentations		
15	4/14	Counseling Session Video Project Presentations		

** 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. **Quiz: Discussion Question** – Students will provide an in-class written responses to discussion questions relevant to the assigned readings.
2. **Ida Reflective Journal** - Ida’s Reflective Journal is a self-development tool for analyzing the client encounter – helping practitioners enhance the quality, efficiency, and outcome of future appointments while increasing their own job satisfaction. Students will submit bi-weekly Ida Journal entries beginning 1/13/22 (see schedule) (50 points each – 5 submissions). Please use format described by the Ida Institute link below. Students will be asked periodically to share their Journal entry during class time.

https://idainstitute.com/fileadmin/user_upload/documents/Tool_PDFs/Reflective_Journal.pdf

3. **Reflection on Learning Paper**- Students will write ONE reflection on learning paper (due on 3/31/22 – see schedule) on their learning. Paper should reflect the student’s learning about counseling, reflecting on content of classes and readings, as well making connections to their use and understanding of counseling in both personal and professional aspects of their life. There is no format requirement for this paper but they should be a minimum of 2-3 pages in length, double-spaced and Calibri font, 11 point (150 points).
4. **Counseling Session Video Presentation** - In groups of 2, students will be required to make a video of themselves conducting a counseling session. These videos will be reviewed and evaluated by the class and instructor late in the semester (see schedule) and presented (in a 15-20 minute presentation) to the class to demonstrate what they have learned from the course. (150 points).

Evaluation Criteria for Papers (i.e., Ida Reflective Journal, Reflection on Learning)

Criteria	Excellent (90-100%)	Competent (80-89%)	Minimal (70-79%)	Unacceptable (< 70%)
Depth of Reflection 40%	Response demonstrates in-depth reflection. Viewpoints and interpretations are	Response demonstrates general reflection. Viewpoints and interpretations are supported.	Response demonstrates minimal reflection. Viewpoints and interpretations are unsupported or	Response demonstrates a lack of reflection. Viewpoints and interpretations

	insightful and well supported.		supported with flawed arguments.	are missing, inappropriate, and/or unsupported.
Required Components 30%	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.
Structure 30%	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 or syntax errors total.	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.

Evaluation Criteria for Counseling Session Video

Criteria	Excellent (90-100%)	Competent (80-89%)	Minimal (70-79%)	Unacceptable (< 70%)
Presentation of Character 40%	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Minimal communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Use of non-verbal cues (e.g., gestures, eye contact) 35%	Impressive variety of non-verbal cues are used in an exemplary way.	Good variety of non-verbal cues are used in a competent way.	Minimal variety of non-verbal cues used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.
Imagination & Creativity 25%	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and enhance role play.	Choices demonstrate awareness and developing acceptable role play.	Choices demonstrate little awareness and do little to enhance role play.

Course Grade Calculation

Final grade will be determined as follows:

- Reading Reflection papers: 50 pts. x 4 = 200 pts. (Approx. 27%)
- Ida Reflective Journal entries: 50 pts. x 5 = 250 pts. (Approx. 33%)
- Learning Reflection paper: 150 pts. x 1 = 150 pts. (Approx. 20%)
- Counseling Session Video: 150 pts. x 1 = 150 pts. (Approx. 20%)

Total pts. = 750 100%

Thus to earn an 'A', you must earn 697 points (750 x 0.93) or above.

Thus to earn an 'A-', you must earn between 675 (750 x 0.90) and 696 points (750 x 0.929)

And so on.

Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
Grade points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	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.

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