

Virginia Tech – Dept of HNFE
HNFE 4644 – Health Counseling
HNFE 5984 – Advanced Health Counseling
Syllabus: Summer II 2018

TIME/LOCATION: 2018 Summer Session II

INSTRUCTOR: Kristen Chang, MS, RDN, CSSD
Kristen.chang@vt.edu

OFFICE: Wallace 252

OFFICE HOURS: I do not put aside office hours but am happy to make appointments with you. E-mail is best way to communicate with me to set this up.

COURSE WEBPAGE (CANVAS): TBD

COMMUNICATION: The preferred method of communication with Mrs. Chang is through WebEx office hours and secondly via email. For emails, you can expect responses within 48 hours and between the hours of 8 AM – 5 PM Monday – Friday. Please note: NO grades will be discussed via email. Please review the description below for additional **TIPS ON COMMUNICATING VIA EMAIL.**

COURSE DESCRIPTION: Adequate inter-personal and basic counseling skills are vital to the successful careers of health counselors and health professionals for the use with clients and fellow professionals. Such skills may be used in a variety of contexts ranging from one-on-one patient counseling, counseling for groups, and interactions with other health professionals during program development and administration. This course will focus on the application of health behavioral theory and motivational interviewing as a method to communicate with clients, facilitate health behavior change with your clients, and give you an in-depth understanding of how and why people change. This course will use lectures, reading materials, class discussion and class activities to provide the opportunity to practice applying strategies and skills taught in class.

LEARNING OBJECTIVES:

Having successfully completed this course, the student will be able to:

- Apply communication techniques to the process of health counseling and health promotion, disease prevention, and management.
- Identify problems most frequently encountered in health counseling and strategies that can be used to address those problems.
- Know the attributes of effective counselors and ethical practice.
- Understand the role of health counseling in relation to health behavior change for diverse individuals and groups.

Additional learning objectives for students registered for Graduate credit:

- Critique research related to the application of health behavior theory and counseling skills within medical professions.
- Translate evidence-based guidelines into behavior change practices.
- Practice the application of ethical principles, cultural sensitivity and awareness in health counseling.

COURSE MATERIALS:

- **REQUIRED: MILLER, W.R. & ROLLNICK, S. (2013). MOTIVATIONAL INTERVIEWING: HELPING PEOPLE CHANGE (3RD ED.). GUILDFORD PRESS, NEW YORK, NY.**
 - An e-book is available through the library at this link: <http://tinyurl.com/ckrh2pw>. You will need your PID and password to access.
 - Hard copy books are available through the VT bookstore if preferred.
 - You will need access to the book (either hard copy or e-copy) for to complete readings and prepare for exams.
- **READINGS:** Additional readings not on the course calendar will be posted on Canvas with an announcement.

COURSE REQUIREMENTS AND GRADING:

Learning will be evaluated through the following:

Requirement	Points
Individual Exam #1	100
Individual Exam #2	100
Comprehensive Final Exam	100
Assignments x 3	30
Health Counseling Project	60
Graduate Project*	50
Participation	10

**Additional project for students enrolled at 5000-level only.*

EVALUATION: Final letter grades will be assigned as follows:

A	93-100 %	C	73-76.999 %
A-	90-92.999 %	C-	70 – 72.999 %
B+	87-89.999 %	D+	67-69.999 %
B	83-86.999 %	D	63-66.999 %
B-	80-82.999 %	D-	60-62.999 %
C+	77-79.999 %	F	59.999 % or lower

- Any changes to the requirements or grading will be announced in class and/or posted on Canvas.
- **Grades will NOT be discussed via email.** To discuss your grade please make an appointment to speak with the instructor via Webex or Canvas chat.
- **There will be NO rounding of grades or opportunities for extra credit to “bump up grades” at the very end of the semester.**

EXAMS: Individuals will be graded in the form of exams. Learning objectives will be provided to help facilitate mastery of material and serve as a study guide for exam content. Exams will cover any/all material presented in class, class activities, or readings. The exam format will be true/false, multiple choice, and/or matching.

- **Exam Conflicts: You must show University approved documentation of your conflicts (e.g. university event, illness, emergency) with a scheduled exam.** Please email the instructor at least one week before the exam so that we can make arrangements for you to take the exam early. The validity of conflicts will be considered on a case-by-case basis. Examples of valid conflicts include required university events. **If you are ill or have a family emergency on the day of an exam, you must inform the instructor immediately via e-mail that you will be absent before the exam begins to reschedule a time to take the exam.**

- Exams will be available for review for 1 week after grades are posted. Any questions about an exam grade must be addressed within 1 week after grades are posted on Canvas. Further, any disputes for exam points must be presented and justified in writing (not via email).
- **FINAL EXAM:** The CUMULATIVE final exam will be taken individually and held on the date posted on Hokie Spa.

ASSIGNMENT SUBMISSION GUIDELINES & LATE ASSIGNMENTS:

- ALL assignments submitted shall be considered “graded work” and **ALL ASPECTS OF YOUR COURSEWORK ARE COVERED BY THE HONOR CODE**. All projects and assignments are to be completed individually unless otherwise specified.
- All assignments should be uploaded to Canvas from a laptop or desktop device and NOT a mobile device or IPAD.
- **All assignments/projects need to be uploaded on Canvas by 11:59 PM on the indicated due date. PLEASE double-check your submissions to ensure they were properly and successfully submitted. Students will be held responsible for assignments that were not submitted or unsuccessfully uploaded.**
- 20% of the available points will be deducted for each day the project is turned in past the indicated due date (including weekends).

ASSIGNMENTS: There will be a total of 3 graded assignments throughout the semester worth 10-pts each. These may include individual quizzes, journal reflections on lecture materials, learning objective check-ups or other activities at the discretion of the instructor. These assignments/quizzes will be announced in advanced and the standard late policy for grading applies (see below).

HEALTH COUNSELING PROJECT: Since counseling is an “applied” activity, each student will be required to develop and conduct activities with a client over the course of the semester. Each student is required to identify a willing client – a peer outside of HNFE 5984, roommate, parent, etc. Activities with the client will be conducted over the term of the semester and will be discussed in class. *Additional details regarding this assignment will be provided via Canvas (please see weekly schedule and separate Health Counseling Project document once posted to Canvas).*

GRADUATE PROJECT: Graduate credit additional project (only for those signed up for class at 5000 level)

Educational Tool Project: Graduate level students will need to conduct background research regarding the application of health behavior theory and counseling skills within a specific medical area of practice of their choosing. They will then develop an educational tool written at the appropriate reading level with the intent of translating evidence-based research into an effective counseling resource when working with clients. The education tool will need to employ principles of cultural sensitivity, utilize evidence-based practice and be specific to the area of medical practice of their choosing.

PARTICIPATION: Students are asked participate in class discussions and activities. *Participation may be determined through online discussion board questions and reviews at the discretion of the instructor.*

EXTRA CREDIT: At the discretion of the instructor, extra credit opportunities may be offered throughout the semester. ALL students will have **EQUAL** opportunity to earn extra credit.

POSTING OF GRADES: The Federal Department of Education stipulates that posting of grades, using even a portion of the student identification number, is considered a violation of the Family Educational Rights and Privacy Act (FERPA). FERPA protects the confidentiality of educational records and prohibits distribution of that record unless with the student's written consent. **Your grades may be obtained on Canvas or by seeing the instructor or GTA in person. No grades will be emailed, given out over phone or communicated in any other manner.**

CLASS EXPECTATIONS: This course will be conducted in complete fairness, and all students will receive equal rights and considerations. The following guidelines/expectations apply to course assignments:

- a. **It is expected that all students will abide by the Honor Code for ALL assignments and examinations.**
- b. It is expected that all students will treat their classmates & the instructor with respect. Given the nature of counseling, students will be expected to conduct themselves maturely and professionally in class which includes minimizing distractions from material unrelated to the course.
- c. It is expected that students will actively participate in team/group assignments.
- d. It is expected that all assignments will be written at a professional level (this includes proof-reading, grammar, spell check, and thoroughly conveying an idea or set of ideas).

VIRGINIA TECH HONOR CODE

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

**“As a Hokie, I will conduct myself with honor and integrity at all times.
I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

A student who has doubts about how the Honor Code applies to any assignment or examination is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code, please visit: www.honorsystem.vt.edu.

IF YOU HAVE QUESTIONS OR ARE UNCLEAR ABOUT WHAT CONSTITUTES ACADEMIC MISCONDUCT ON AN ASSIGNMENT, PLEASE SPEAK WITH ME. I TAKE THE HONOR CODE VERY SERIOUSLY IN THIS COURSE.

IMPORTANT DATES AND DEADLINES: Listing of 2017-2018 dates for drop/add and other information may be found at: <http://registrar.vt.edu/dates-deadlines-accordion/index/2017-2018.html>. Students are responsible for all deadlines listed on this calendar.

SPECIAL NEEDS: Any student who feels that he/she may need an accommodation because of a disability (learning disability, ADD, psychological, physical, etc.) is encouraged to make an appointment with Mrs. Chang within the first week of class.

TENTATIVE CLASS SCHEDULE: See following page

TENTATIVE LECTURE, READING AND ASSIGNMENT SCHEDULE:

<p>Week 1: July 2-6</p>	<p>July 2: Syllabus & Course Overview; Intro to Health Counseling</p> <p>July 3: Intro to Health Counseling, cont. <i>Read: Chapter 1: Introduction to Health Counseling</i></p> <p>July 4: Independence Day – No Class</p> <p>July 5: Adult Learning Theory in Practice in Healthcare</p> <p>July 6: Intro to the Socioecological Model & Health Behavior Theory, <i>Read: NCI Theory at a Glance, pgs 3-13</i></p> <p>DUE: PART 1A Health Counseling Project submitted via Canvas by 11:59PM</p> <p>DUE: Assignment #1 submitted via Canvas by 11:59PM</p>
<p>Week 2: July 9-13</p>	<p>July 9: Intro to the Socioecological Model & Health Behavior Theory</p> <p>July 10: Stages of Change (SOC), <i>Read: NCI Theory at a Glance, pgs 12-22</i></p> <p>July 11: Stages of Change (SOC), cont.</p> <p>July 12: Individual Goal Setting. <i>Read: Locke, et al, (2006); Shilts et al (2004); Overview Locke's Goal Setting Theory</i></p> <p>July 13: EXAM 1</p> <p>DUE: PART 2 Health Counseling Project submitted via Canvas by 11:59PM</p>
<p>Week 3: July 16-20</p>	<p>July 16: Motivational Interviewing (MI), <i>Read: MI text, Chapters 1-3</i></p> <p>July 17: Motivational Interviewing (MI)</p> <p>July 18: Engaging: The Relational Foundation, <i>Read: MI Chapters 4-7</i></p> <p>DUE: Assignment #2 submitted via Canvas by 11:59 PM</p> <p>July 19: Engaging: The Relational Foundation, cont.</p> <p>July 20: Focusing: The Strategic Direction, <i>Read: MI Chapters: 8-11</i></p> <p>DUE: PARTS 1B, 1C & PART 3 Health Counseling Project submitted via Canvas by 11:59PM</p>
<p>Week 4: July 23-27</p>	<p>July 23: Evoking: Preparation for Change, <i>Read: MI Chapters: 12-18</i></p> <p>July 24: Planning: The Bridge to Change, <i>Read: MI Chapters: 19-22</i></p> <p>July 25: Evidence-Based Practice</p> <p>July 26: Counseling for Low Health Literate Populations, <i>Read: Executive Summary Health Literacy: Pages 31-42 & Nutrition & Health Literacy; Carbone & Zoellner, 2012 (optional)</i></p> <p>July 27: EXAM 2</p> <p>DUE: PART 4 Health Counseling Project submitted via Canvas by 11:59PM</p>

<p>Week 5: July 30- Aug 3</p>	<p>July 30: Assessment & Counseling for Eating Disorders, <i>Read: Sociocultural Influences on the Development of Eating Disorders and Obesity, Smolak et al (2013).</i></p> <p>July 31: Assessment & Counseling for Eating Disorders, cont.</p> <p>Aug 1: Weight Bias & Health At Every Size, <i>Read: Impact of Weight Bias, Phelan et al (2015).</i> DUE: Assignment #3 submitted via Canvas by 11:59 PM</p> <p>Aug 2: Tobacco Cessation, <i>Read: Self-Efficacy and Stages of Change in Smoking Cessation, DiClemente et al (1985)</i></p> <p>Aug 3: Tobacco Cessation, cont.</p> <p>DUE: PART 5 Health Counseling Project submitted via Canvas by 11:59PM</p>
<p>Week 6: Aug 6-11</p>	<p>Aug 6: Health Belief Model & Social Cognitive Theory</p> <p>Aug 7: Theory of Planned Behavior, <i>Read: Theory at a Glance, pgs 19-21; Zoellner, et al. (2011) Exploring the Theory of Planned Behavior to Explain Sugar-sweetened Beverage Consumption; Zoellner (2012) Qualitative Application of the Theory of Planned Behavior to Understand Beverage Consumption Behaviors among Adults (optional)</i></p> <p>Aug 8: Community Level Theory, <i>Read: Theory at a Glance, pgs 22-31</i> DUE: Graduate Project submitted via Canvas by 11:59PM</p> <p>Aug 9: Final Exam Review</p> <p>Aug 10-11: FINAL EXAMS</p>