

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: COUNSELOR EDUCATION	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: MHS 6801	CURRENT COURSE TITLE: ADVANCED PRACTICUM IN COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	___ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM:            TO:  CHANGE COURSE NO. FROM:        TO:  CHANGE CREDITS FROM:            TO:  CHANGE GRADING FROM:           TO:  CHANGE DESCRIPTION TO: SUPERVISED COUNSELING PRACTICE AT AN INTERMEDIATE LEVEL, INVOLVING INDIVIDUALS, FAMILIES, AND GROUPS IN FIELD PLACEMENT SETTINGS. INCLUDES A UNIVERSITY BASED SEMINAR IN WHICH SKILLS AND COMPETENCIES ARE EVALUATED IN CASE REPORTS AND SESSION PRESENTATIONS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
<b>Attach syllabus for ANY changes to current course information.</b>	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each ESE- no overlap, CCEI- no overlap, T & L – no overlap, ES & HP – no overlap, EDLRM – no overlap

Faculty contact, email and complete phone number:  
 Dr. Irene H. Johnson      [ijohnso9@fau.edu](mailto:ijohnso9@fau.edu)      561-297-2136

<b>Approved by:</b> Department Chair: College Curriculum Chair: College Dean: UGPC Chair: _____ Graduate College Dean: _____	<b>Date:</b> 1/3/2012  1/20/12  _____ _____	<b>ATTACHMENT CHECKLIST</b>  ♦ <b>Syllabus</b> (see guidelines for requirements: <a href="http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php">http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php</a> )  ♦ <b>Written consent</b> from all departments affected by changes
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**MHS 6801  
ADVANCED PRACTICUM IN COUNSELING  
Tuesdays 4:20-7:00 pm  
Spring, 2012**

Instructor: Len Sperry, M.D., Ph.D., Professor  
Office Hours: Mondays and Tuesdays 1-4 p.m.  
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Email: lsperry@fau.edu

**COURSE DESCRIPTION**

Supervised counseling practice at an intermediate level, involving individuals, families and groups in field placement settings. Includes a university based seminar in which skills and competencies are evaluated in case reports and session presentations.

*Prerequisites: MHS6800 and permission of instructor.*

**COURSE RATIONALE**

This course, along with other MH core courses, has been revised to be a competency based course wherein students are expected to demonstrate more personal, professional and clinical effectiveness than in the initial practicum [MHS 6800], but less than that in the internship [MHS 6830] which has as its stated endpoint the attainment of overall competency equivalent to that of an entry level professional counselor. Accordingly, the Advanced Practicum will provide students the opportunity to (1) acquire and enhance clinical competencies, (2) to develop a 'cognitive map' of the counseling/therapy process--beginning, middle, and end/termination, and, to (3) present case presentations--with a written case report as well as a tape and session transcription--that include a comprehensive assessment, a clinical case conceptualization--including a cultural formulation, and a treatment plan. Stated another way, this course will assist trainees to "think", "act", and "reflect" like highly effective therapists.

This course consists of two components: (1) counseling practice under the *direct clinical supervision* of a site supervisor, and (2) *case consultation* and a seminar experience facilitated by the university instructor. The focus of clinical supervision-- which is provided at an assigned site(s)--is on formal, weekly and informal individual supervision sessions which provides both clinical guidance to interns on their specific cases, and which deals with transference and countertransference and related issues. The focus of the weekly group seminar is on case

consultation, i.e., on enhancing students' competencies in assessment, case conceptualization including a cultural formulation, intervention planning and implementation, and intervention monitoring. This is accomplished primarily through formal student case presentations, feedback from seminar participants, feedback from the instructor, and didactic instruction.

### **REQUIRED READINGS & MATERIALS**

#### **Required:**

1. Sperry, L. (2010). *Highly Effective Therapy: Developing Essential Clinical Competencies in Counseling and Psychotherapy*. New York: Routledge.

#### **Supplemental:**

2. Handouts and other assigned reading from the professional counseling literature.

### **REQUIRED RESOURCES: LiveText– [NOT APPLICABLE IN FALL, 2011]**

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

### **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

**CACREP: General:** J1c, 1d; 2a, 2b, 2c, 2d; 3c, 3d,3e; 4d, 4e, 4e; 6f, 6g, 6h,7c, 7d, 7e; 8d; 8f, 8g;

**CACREP: Mental Health Competencies:** A3, A4, A5; B1, B2, B3, B4; C1, C2, C3, C4,C5, C6, C7, C8.

### **CONCEPTUAL FRAMEWORK**

This course supports the College of Education's Conceptual Framework. Accordingly it is expected that as a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional at their practicum training sites by providing appropriate and effective counseling services to assigned clients and by acting in a professional manner in the seminar portion of this course. More specifically, it means acting in a manner that is consistent with research, best practices, the code of ethics of the American Counseling Association, and the Department of Counselor Education's policies and procedures regarding practicum/internship training.

<b>COURSE GOAL &amp; OBJECTIVES</b>
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**Course Goal:** By the completion of the advanced practicum, a trainee should be able to function with the level of competency expected of advanced trainees but not yet that of entry-level professional counselors, which is the end-point of the internship in mental health counseling.

**Course Objectives:** In order to achieve the stated course goal, the following course objectives are set forth in terms of general competencies and specific endpoints.

**General competencies** – demonstrate an adequate capacity for:

1. Familiarity with the assigned clinical setting and adherence to its policies and procedures.
2. Integration and application of theoretical knowledge in actual counseling practice
3. Development of an effective, professional counseling relationship with clients and supervisors as well as other therapists and staff.
4. Utilization of supervision and consultation feedback in assessing, intervening and addressing clients' concerns.
5. Self-reflection and self-directed change for continued personal development
6. Continued development of an ethical orientation and the identity of a professional counselor who advocates for both clients and the profession

**Specific competencies and endpoints**– demonstrate an adequate level of competency to:

7. Develop a *coherent and tailored treatment plan* based on an *integrative assessment* and *case conceptualization*, including diagnostic, cultural, clinical, and treatment formulations.
8. Implement the tailored treatment plan and interventions, and then establish a *treatment focus* and *treatment strategy* to accomplish *treatment goals* and targets.
9. Utilize the *Outcomes Rating Scale* and the *Session Rating Scale* to monitor treatment progress and provide feedback to revise treatment focus and the therapeutic alliance.
10. Recognize and deal with *transference* and *countertransference* and other professional and ethical issues, and seek supervision and/or consultation when indicated.
11. Prepare and make *compelling clinical case presentations*, including session transcription, and write succinct, accurate clinical case reports and other case documentation, e.g., session notes.
12. *Reflect* systematically on clinical experience to improve clinical competencies.

**Additional**

13. Observe a counseling/therapy case from initial evaluation to planned termination.

**DISCLAIMER**

Clinical supervision is provided only by assigned site supervisors, and not by the university instructor. The university instructor's involvement in the student's training is strictly limited to the seminar itself, which involves didactic instruction and case consultation. This means that any comments made about cases presented in the seminar are purely descriptive and not prescriptive,

and should not be construed as influencing clinical decisions about particular cases. Accordingly, the university instructor assumes and bears no direct or vicarious liability for the actions of internship students with regard to their client cases or any other site-related considerations.

### **LIABILITY INSURANCE**

CACREP guidelines and university policy require practicum and internship students to carry their own professional liability insurance. Students must submit written verification of current coverage at the outset of the semester.

## **COURSE REQUIREMENTS**

### **Clock Hours**

Completion of a minimum of **250 verified clock hours** involving counseling and related activities at your designated site throughout the semester. It is expected that a minimum of **100 will be direct, face-to-face contact in counseling** with clients and that at least **150 of those hours involve indirect counseling services**. *Important:* The site supervisor is responsible for providing signed verification of hours for licensure.

### **Site Supervision**

Meet at least weekly with the site supervisor(s) for at least one hour of individual supervision. Seek out informal supervision and participate in available case conferences or group supervision at the site. The supervisor may require audio/videotapes and a case transcription or process notes.

### **University Seminar**

Attend and participate in each scheduled seminar meeting. These involve various educational activities including such as lecturettes, role-playing, and discussion. To gain further perspective on the roles of helper and helpee, the student will undertake a personal change activity which will be described and monitored in the student's *Advanced Practicum Journal*.

**Reflection.** To foster reflection on clinical processes, students will keep an *Advanced Practicum Journal* of day-to-day on-site professional experiences in a 80 page spiral bound 8 ½" x 11" notebook. Entries should contain a reflection on a specific incident/event of each day [a guide to follow is the case example of Patricia on pp. 270-271 of *Highly Effective Therapy*. Use a separate page each day to describe and **reflect** on a specific practicum experience of being a therapist-in-training on that particular day,

**Case Presentations:** Prepare and make a minimum of three (3) formal case presentations in the weekly seminar as assigned. The 75 + minute presentation/discussion will be based on a written **Case Report**– which you will distribute to all seminar participants– and which follows the specified case prototype (Cf. “Illustration of an Integrative Clinical Case Report” about the Case of Geri in *Highly Effective Therapy* pp. 156-163). **Presentation** includes a video tape (*if the site*

*expressly prohibits videotaping clients, than an audio tape is acceptable*) AND a typed session transcription (following the exemplar model provided by the instructor. Starting with the third transcription, a third column will identify the type of counseling skill or intervention utilized and/or the trainee's intention. Each transcription will The *Session Plan Sheet* will specify session goal, treatment focus, etc.

The presentations should be rehearsed and delivered in a formal, professional manner. In addition, an audio (or video) tape and a typed transcription of an entire session with that client is to be submitted at the time of the case presentation. The “Case Report Evaluation Rubric,” and “Session Presentation Evaluation Rubric” will be utilized to rate your performance in terms of the essential clinical competencies.

For the first two presentations, you are to provide the instructor and each seminar participant with a packet containing (1) a copy of the Case Report, (2) a copy of the Session Transcription, and (3) copies of both the *Outcomes Rating Scale* and the *Session Rating Scale* for that session and the previous session. [This rating scales requirement does not apply for the first round of presentations]. For the third and subsequent presentation you will present a follow up session with a previously presented client; accordingly, no Case Report is needed.

**Documentation**–Submission of these ten required documents must be submitted at the specified seminar meetings

- (1) Verification of liability insurance coverage
- (2) “Advanced Practicum Letter of Agreement” [signed by site supervision(s)]
- (3) *Personal Plan for the Internship*
- (4) *Advanced Practicum Journal* [your daily reflection on learning experiences in the practicum]
- (5) Activity Log [weekly entries of hours accrued]
- (6) Activity Log [total of entries for the semester]
- (7) Site Evaluation Form
- (8) Supervisor Evaluation Form
- (9) *Report on Advanced Practicum Journal*
- (10) *Report of Personal Plan for the Internship*

**1. Second Seminar Meeting:** Present a printed verification of current liability insurance coverage and (1) copy of site supervision agreement (2).

**2. Third Seminar Meeting:** Submit a typed copy of your *Personal Plan for the Internship* (3). This is a 2-3 page single spaced, typed document [plus an Appendix which is your completed “Self-Assessment of Competencies”] which details your specific plan for developing or enhancing general competencies [specific endpoints or *learning targets*] for this internship experience. as well as related professional and personal goals. The plan should include specific goals for individual supervision based on the written contract(s)

with your site supervisor(s), as well as factors such as case conceptualization, cultural formulations, dealing with transference and countertransference, etc. Summarize these learning targets as *bullet points at the end of the paper (at least 5 learning targets)*.

3. **Ongoing:** (1) Keep an “*Advanced Practicum Journal*” (4) of your day-to-day internship experiences in a *spiral bound 8 ½" x 11" notebook*. Your entries should contain a reflection on a specific incident/event of each day [a guide to follow is the case example of Patricia on pp. 270-271 of *Highly Effective Therapy*. (2) Maintain counseling notes, at your field site on every client (process and clinical chart notes) in accordance with policies of the site and ACA standards.
4. **Second Last Seminar Meeting:** Submit, your *Report of Personal Plan for the Internship* (10). It is a 1-2 page, single spaced, typed report that includes ratings the 5 [or more] bullet points/ learning targets from your *Personal Plan for the Internship* (3) and then rate each (on 1-10 scale) on how well you met these learning targets over the course of the semester.
5. **Last Seminar Meeting:** Submit the following 6 items:
  - a. Activity Logs (5) which summarizing all professional counseling activities, i.e., clients seen, groups co-lead, workshops attended, etc., signed by your site supervisor.
  - b. Client Contact Forms (6)
  - c. Site Evaluation Form (7) [downloadable from FAU MHS Practicum website]
  - d. Supervisor Evaluation Form (8) [downloadable from FAU MHS Practicum website]
  - e. *Advanced Practicum Journal* (4) [instructor will check at mid-semester and at the last class to see that it was completed and will returns it to you then]
  - f. *Report on Advanced Practicum Journal* (9). This is a 4-5 page single spaced, typed report. It is essentially a summary and reflection paper based on your *Advanced Practicum Journal* (4). The purpose of this report is to summarize what you learned during your practicum experience. It must have the following six (6) separate sections: (a) your experience of doing counseling, (b) what you learned about your own transferences and countertransferences, (c) description the clients you worked and the progress o lack of progress with each of them (be honest and forthright), (d) your experience monitoring treatment with the SRS and ORS, (e) working under supervision in a counseling setting. Then, (f) speculate on your expectations for your internship, where it will be, and how it can best meet your unique training needs.

<b>COURSE EVALUATION</b>
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**Grades will be assigned based on points earned.**

Activity	Points
Case Report and Session Presentation	60

Reports, Plan, Journal	15
Attendance	5
Site Performance	20
<b>Total</b>	<b>100</b>

### **GRADING SCALE**

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 62 – 0
A - = 90-93	B = 84-86	C = 74-76	D = 64-66	
	B- = 80-83	C- = 70-73	D- = 60-63	

### **ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Because university-based professional programs are charged with the responsibility of preparing students for state licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Advanced practicum students are expected to attend and participate in every seminar meeting, just as they are expected to be at their assigned internship site during specified hours. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Students who must be absent from the seminar because of extraordinary circumstances, such as illness or family emergencies, should notify the instructor to the class missed or as soon as possible thereafter. It is essential that you notify the instructor—directly or leave a written phone message with department secretary- if you will be late or absent for the seminar. Such notification reflect both the level of professionalism and basic respect expected of all professional counselors. The stated policy over the years—as per MHS 6801 syllabi—has been that since professional behavior and respect is expected of practicum students, unexcused absences may result in a failing grade in the this course. More than two absences may result in an incomplete or lower grade in the course.

### **RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in



religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **DISABILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act (ASA), students who require special accommodations due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD)—in Boca Raton, Su 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585; or at the Treasure Coast, CO 128 (792-873-3305)- and follow all OSD procedures.

### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **METHODS OF CLASS INSTRUCTION & SELF-INSTRUCTION**

**Class.** Lecturettes. Videos. Discussion. Case presentation by students. Students will follow protocols provided by the instructor.

**Self-Instruction.** Reflection. Research shows that trainees who systematically reflect on their clinical experiences achieve both increased clinical competencies and greater clinical outcomes with clients. Accordingly, a key self-instructional method is keeping an *Advanced Practicum Journal* of day-to-day on-site professional experiences (described in detail in the "University Seminar" section).

### **REFERENCES**

References are more befitting a didactic course than a clinical field course. Nevertheless, the student may want to review the following practice-oriented handbook.

Engels, D., Minton, C., Ray, D., & Associates (2010). *The Professional Counselor: Portfolio*,

*Competencies, Performance Guidelines, and Assessment. 4ed.* Alexandria, VA: American Counseling Association.

## BIBLIOGRAPHY

Faiver, C., Eisengart, S., & Colonna, R. (2003). *The Counselor Intern's Handbook*. Belmont, CA: Thomson--Wadsworth Publishing.

## COURSE CONTENT & OUTLINE

The content and activities for each session are described below. This schedule is subject to change by the instructor. Each learning activity (classes 1-10) is keyed to a chapter in *Highly Effective Therapy*. Learning is maximized by reading that chapter prior to a given class.

CLASS	ACTIVITY	DOCUMENTS
1. 1/10	Introduction & overview session 1	
2. 1/17	session 2	1 & 2
3. 1/24	session 3	3
4. 1/31	session 4	
5. 2/7	session 5	
6. 2/14	session 6	
7. 2/21		
8. 2/28		
9. 3/6	SPRING BREAK	
10. 3/13		
11. 3/20		
12. 3/27		

13. 4/3

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14 4/10

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15 4/17

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16 4/24

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10

4-9

## FAU Catalogue – Revised Descriptions for MH Courses [10-21-11]

### ***Processes in Counseling*** (MHS 5005) 3 credits

Prerequisite: Department Permission

Examines the development and maintenance of effective counseling relationships and emphasizes the corresponding competencies and skills in counseling clients.

*UNIVERSITY CATALOGUE: Processes in Counseling (MHS 5005) 3 credits*

*An introduction to principles and procedures utilized in providing human services through the helping relationship. Experiential components will focus on facilitative skill-building.*

### ***Counseling Special Needs Populations*** (MHS 5428) 3 credits

Prerequisite: Department Permission

Examines special issues and methods involved in counseling minority, bilingual, low SES, those with disabilities, and other special populations. Emphasizes the competencies of cultural sensitivity and culturally-sensitive interventions in counseling clients.

*UNIVERSITY CATALOGUE: Counseling Special Needs Populations (MHS 5428) 3 credits*

*Course explores special issues and methods involved in counseling minority, bilingual, disabled, low SES, and other special population groups.*

### ***Psychopathology in Counseling*** (MHS 6070) 3 credits

Prerequisite: Department Permission

Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system, and emphasizes diagnostic and treatment competencies in professional counseling settings.

*UNIVERSITY CATALOGUE: Psychopathology in Counseling (MHS 6070) 3 credits*

Prerequisite: Permission of instructor.

*Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system. Specific mental disorders are reviewed with an emphasis on recognizing symptoms associated with the disorder and treatment.*

### ***Appraisal and Evaluation in Counseling*** (MHS 6220) 3 credits

Prerequisite: Department Permission

Examines the administration, interpretation, and application of tests and other appraisal devices in the competent assessment of clients.

*UNIVERSITY CATALOGUE: Appraisal and Evaluation in Counseling (MHS 6220) 3 credits*

Prerequisite: Permission of instructor.

*The use, interpretation, and application of tests and other tools of a psychosocial nature in the assessment and diagnosis of individual, marital, family, group, and systemic dysfunctions are examined.*

### ***Career Development*** (MHS 6340) 3 credits

Prerequisite: Department Permission

Examines career development and emphasizes competency in the process of assisting clients with career planning and decision-making.

*UNIVERSITY CATALOGUE: Career Development (MHS 6340) 3 credits*

Prerequisite: Permission of instructor.

*Factors contributing to career development that need to be considered by counsellors assisting clients with career planning and decision-making. There will be presentation of career guidance models, materials, and strategies for various client groups.*

***Counseling Theories and Techniques (MHS 6401) 3 credits***

Prerequisite: Department Permission

Examines the cognitive-behavioral and other counseling theories with an emphasis on case conceptualization and other competencies, skills, and techniques in counseling clients.

*UNIVERSITY CATALOGUE: Counseling theories and Techniques (MHS 6401) 3 credits*

Prerequisite: Permission of instructor.

Theory and application of cognitive/behavioural counseling models and other current counseling theories and models.

***Family Counseling (MHS 6430) 3 credits***

Prerequisite: Department Permission

Examines family systems and family counseling practice, and emphasizes the family systems perspective. Includes competencies, skills, ethics, culture, and the role of family counseling in various settings.

*UNIVERSITY CATALOGUE: Family Counseling (MHS 6430) 3 credits*

*Examines family systems and family counseling practice. Emphasizes family systems perspective to presenting issues. Includes techniques, ethics and current status of family counseling in various work settings.*

***Substance Abuse Counseling (MHS 6450) 3 credits***

Prerequisite: Department Permission

Examines the history, etiology and maintenance factors, and the diagnostic assessment and treatment competencies in counseling client with substance abuse issues.

*UNIVERSITY CATALOGUE: Substance Abuse Counseling (MHS 6450) 3 credits*

Prerequisite: Permission of instructor.

Course addresses the history, policies, etiology and current maintenance factors, diagnosis, and counseling treatments for the abuse of alcohol and other drugs.

***Counseling and Human Sexuality (MHS 6470) 3 credits***

Prerequisite: Department Permission

Examines human sexuality considerations in counseling clients with an emphasis on assessment and intervention competencies.

*UNIVERSITY CATALOGUE: Counseling and Human Sexuality (MHS 6470) 3 credits*

Prerequisite: Permission of instructor.

Human sexuality issues will be explored with an emphasis on assessment and intervention in mental health counseling practice.

***Life Span Development (MHS 6482) 3 credits***

Prerequisite: Department Permission

Examines the major theories of human development across the life span, and emphasizes the relationship of developmental stages and tasks to the process of normal development. Skills and competences in fostering resilience in clients is addressed.

*UNIVERSITY CATALOGUE: Life Span Development (MHS 6482) 3 credits*

*Addresses the major theories of human development across the life span. Relates how life span stages and developmental tasks relate to normal development, prevention, and counseling. Concerns of individuals at different life span stages are addressed.*

***Group Counseling (MHS 6510) 3 credits***

Prerequisite: Department Permission

Examines effective group counseling practice which emphasizes leadership skills, competencies,

and knowledge of organizing, implementing, and evaluating group counseling programs. Includes an experiential group component.

*UNIVERSITY CATALOGUE: Group Counseling (MHS 6510) 3 credits*

Prerequisite: Permission of instructor.

Stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating group counseling programs. Includes and experiential group component.

***Legal, Ethical, and Professional Issues in Counseling (MHS 6700) 3 credits***

Prerequisite: Department Permission

Examines legal, ethical, and professional issues in competent counseling practice are viewed from a national, state, and local perspective.

*UNIVERSITY CATALOGUE: Legal, Ethical, and Professional Issues in Counseling (MHS 6700) 3 credits*

*Legal, ethical, and professional issues in counseling are viewed from a national, state, and local perspective.*

***Issues in Mental Health Counseling (MHS 6701) 3 credits***

Prerequisite: Department Permission

Examines mental health counseling as a profession including history, identity, roles, and trends affecting the field and practice of mental health counseling, and overviews the essential skills and competencies of effective mental health counseling practice.

*UNIVERSITY CATALOGUE: Issues in Mental Health Counseling (MHS 6701) 3 credits*

*Course addresses professional practice issues in mental health counseling. Includes history, identity, roles, and trends affecting the field and practice of mental health counseling.*

***Practicum in Counseling (MHS 6800) 3 credits***

Prerequisite: Department Permission

Supervised counseling practice at a beginning level, involving individuals, families, and groups in field placement. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

*UNIVERSITY CATALOGUE: Practicum in Counseling (MHS 6800) 3 credits*

Prerequisite: Permission of instructor.

Supervised counseling practice involving individuals, families, and groups in field placement settings.

***Advanced Practicum in Counseling (MHS 6801) 3 credits***

Prerequisites: MHS 6800 and Department Permission

Supervised counseling practice at an intermediate level, involving individuals, families, and groups in field placement settings. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

*UNIVERSITY CATALOGUE: Advanced Practicum in Counseling (MHS 6801) 3 credits*

Prerequisite: MHS 6800 and Permission of instructor.

*The class requires additional clinical responsibilities with the intent to deepen counseling skills. The student is expected to demonstrate advanced knowledge, skills, and abilities congruent with a personal "orientation" based on the integration of theoretical and empirical knowledge.*

***Internship in Mental Health Counseling (MHS 6830) 3-6 credits***

Prerequisites: MHS 6801 and Department Permission






Supervised counseling practice at a more advance level, involving individuals, families, and groups in field placement settings. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

***UNIVERSITY CATALOGUE: Internship in Mental Health Counseling (6830) 3-6 credits***

**Prerequisite: MHS 6801 and Permission of instructor.**

**The internship provides students with a supervised opportunity to perform a broad range of counseling activities that regular employees with similar or equivalent educational background conduct in a given clinical setting.**

Revised Course Descriptions for Mental Health courses in the Counselor Ed. Departm...

- Darlene Epperson** Sent per Dr. Johnson Hello Colleagues, Current changes for some of the...   Tue 11/29
- Irene Johnson* Linda, This is the first group of courses I sent Tuesday. Let me know if you need any...   Tue 11/29
- Linda Webb** Irene, If you'd be most helpful to have a written statement outlining the outco...  Tue 11/29

In response to the message from Darlene Epperson, Tue 11/29

**Michael Brady**

**Actions**

Tuesday, November 29, 2011 1:18 PM

**To:** ;

You replied on 11/29/2011 3:11 PM

I've reviewed the course descriptions and see no overlap with the courses in the ESE Department. Good luck with your changes.

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281

*Irene Johnson* Thanks, Michael. Irene Tue 11/29

In response to the message from Darlene Epperson, Tue 11/29

**James McLaughlin**

Tuesday, November 29, 2011 1:36 AM

**Irene:**

There is no conflict of the proposed course description changes with any courses in the Department of Curriculum, Culture, and Educational Inquiry. Take care.

**Jim**

H. James McLaughlin, Ph.D.  
Professor and Chair  
Department of Curriculum, Culture, and Educational Inquiry  
338 Education building  
Florida Atlantic University  
Boca Raton, FL  
561-297-3965





**Revised Course Descriptions for Mental Health courses in the Counselor Ed. Departm...**

<b>Darlene Epperson</b>	Sent per Dr. Johnson: Hello Elizabeth, I current changes for some of the M...	Tue 11/29
<i>Irene Johnson</i>	Linda: This is the first group of courses that I have reviewed and I met with t...	Tue 11/29
<b>Linda Webb</b>	Irene: It would be most helpful to have a written statement explaining the outcome...	Tue 11/29
<b>Michael Brady</b>	I've reviewed the course descriptions and see no overlap with the courses in the ES...	Tue 11/29
<i>Irene Johnson</i>	Thanks Michael. Irene	Tue 11/29
<b>James McLaughlin</b>	Irene: There is no conflict of the proposed course description changes with any...	Wed 11/30
<b>Darlene Epperson</b>	From: Barbara Ridener Sent: Thursday, December 01, 2014 2:18 PM To: Darlene E...	Thu 12/1
<i>Irene Johnson</i>	Thanks Barbara. Irene	Fri 12/2

In response to the message from Darlene Epperson, Tue 11/29

**Sue Graves**

**Actions**

[Reply](#) [Reply All](#) [Print](#) [Print All](#)

**To:**

**Cc:**

You replied on 12/4/2014 8:03 PM

Dr. Johnson, our department does not have any conflicts with these courses.

B. Sue Graves, Ed. D., HFS, FACSM, FISSN  
 Department Chair  
 Exercise Science and Health Promotion Department  
 Florida Atlantic University  
 777 Glades Road, Field House 11  
 Boca Raton, Florida 33431  
 561-297-2938 (main office)  
 561-297-2790 (office)  
 561-297-2839 (fax)  
 Website:  
 Facebook:

*Irene Johnson*

*Sue Graves*

Sunday, December 14, 2014 12:05 PM

Thanks Sue.

Irene

Revised Course Descriptions for Mental Health courses in the Counselor Ed. Departm...

- Darlene Epperson** Sent per Dr. Johnson Hello Colleagues. Current changes for some of the M... Tue 11/29
- Irene Johnson* Linda: This is the first group of courses. Last Tuesday, Len and I met with t... Tue 11/29
- Linda Webb** Irene: It would be most helpful to have a written statement outlining the outcome ... Tue 11/29
- Michael Brady** I've reviewed the course descriptions and see no overlap with the courses in the ES... Tue 11/29
- Irene Johnson* Thanks Michael. Irene Tue 11/29
- James McLaughlin** Irene: There is no conflict of the proposed course description changes with any... Wed 11/30

In response to the message from Darlene Epperson, Tue 11/29

**Darlene Epperson**

Actions

Thursday, December 01, 2011 2:18 PM

**To:**

You replied on 12/2/2011 1:11 PM

**From:** Barbara Ridener

**Sent:** Thursday, December 01, 2011 2:18 PM

**To:** Darlene Epperson

**Subject:** RE: Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department

The Department of Teaching and Learning does not have any conflicts

Dr. Barbara Ridener, Chair  
Department of Teaching and Learning  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431

*Irene Johnson* Thanks Barbara. Irene Fri 12/2

**Sue Graves** Dr. Johnson, our department does not have any conflicts with these courses. B. Su... Fri 12/2

*Irene Johnson*

*Sent Items* Sunday, December 04, 2011 9:02 PM

Thanks Sue.

Irene

## Darlene Epperson

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**From:** Darlene Epperson  
**Sent:** Tuesday, November 29, 2011 8:57 AM  
**To:** 'shockley@fau.edu' (SHOCKLEY@fau.edu); 'jmclau17@fau.edu' (jmclau17@fau.edu); Barbara Ridener (BRIDENER@fau.edu); 'Mike Brady' (mbrady@fau.edu); 'sgraves@fau.edu' (SGRAVES@fau.edu); 'wener@fau.edu' (wener@fau.edu)  
**Cc:** Irene Johnson  
**Subject:** Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department  
**Attachments:** course descriptions.pdf  
**Importance:** High

Sent per Dr. Johnson

Hello Colleagues;

Current changes for some of the Mental Health courses are necessary to correct the graduate catalog description to a more complete and up-to-date description of the course.

These changes do not affect or overlap any other courses in the College of Education.

The Revised description is listed first with the current catalog description written below it.

Please review and return notification of your support of these changes by the end of semester, 12/9. If you have questions don't hesitate to contact me.

Thanks,

Irene H. Johnson. Ph.D.  
Chair/Professor  
Counselor Education Department

*OK  
12/1/11  
ED LRM - NO  
Conflict in our  
course*