

# 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 6220	CURRENT COURSE TITLE: APPRAISAL AND EVALUATION 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: EXAMINES THE ADMINISTRATION, INTERPRETATIONS AND APPLICATIONS OF TESTS AND OTHER APPRAISAL DEVICES IN THE COMPETENT ASSESSMENT OF CLIENTS.	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: <u><i>Irene H. Johnson</i></u> College Curriculum Chair: <u><i>Linda Webb</i></u> College Dean: <u><i>Valerie J. Ruston</i></u> UGPC Chair: _____ Graduate College Dean: _____	<b>Date:</b> <u>1/3/2012</u> <u>1/18/12</u> <u>1/20/12</u>	<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.

**DEPARTMENT OF COUNSELOR EDUCATION**  
**Florida Atlantic University/MacArthur Campus**  
**APPRAISAL AND EVALUATION IN COUNSELING**

MHS 6220.001 Spring Term 2012; Mondays, 4:20 pm to 7:00 pm

**Professor:** Adam White, Ph.D.

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**Catalog Description**

Examines the administration, interpretations and applications of tests and other appraisal devices in the competent assessment of clients.

*Prerequisites: Permission of Instructor*

**Required Readings and Materials**

Aiken, L.R., & Groth-Marnat, G. (2006). *Psychological Testing and Assessment* (12th Edition). Boston, MA: Allyn & Bacon.

- Additional readings will be made available.
- You are expected to access library resources to complement the textbook.

**Required Resources: LiveText**

Students in this course are required by the Department of Education to have an active LiveText account to track mastery of program 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:** K.1.h, 4.f, 7.a-I, 8.c-d.

**CACREP: School:** A.6-9, B.1, B.2, C.1. a-c.

**CACREP: Mental Health:** C. 1.,3.-4., 7.

**FEAPS:** 1.1, 1.2, 8.1, 8.2

**Subject Area Competencies and Skills (SAC&S):** 3.3, 3.4, 3.5

<b>CONCEPTUAL FRAMEWORK</b>
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As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through

the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

### **COURSE POLICIES**

1. Sharing of personal experiences is encouraged in the classroom. However, please share personal information as examples and only to your level of comfort.
2. The instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by the instructor, students or guest speakers outside of the classroom setting.
3. **Assignments are due on the dates noted on the course syllabus. No late submissions will be accepted.**
4. **Students are expected to exhibit active participation and professional conduct in class. No laptop or other electronic devices (e.g., cell phone) is allowed to be used in class unless its use is related to a class activity. Students must obtain the permission from the instructor in advance of such use.**

### **COURSE OBJECTIVES**

Based on information covered in this course, the student will develop:

1. a solid and informed professional stance regarding the use, utility and appropriateness of psychological assessment results on which to base clinical decisions, including a knowledge of the ethical standards of ACA as they relate to appraisal and evaluation.
2. familiarity with the primary categories of psychological assessments (e.g., intellectual, academic, neuropsychological, objective and projective personality, and vocational/career assessment).
3. basic skills in the evaluation and interpretation of psychological reports and the ability to communicate assessment findings to clients and others.
4. skills to recognize and appreciate the relationship between the assessment process and counseling processes.
5. abilities to discern the fundamentals of test construction and administration. Including an understanding of the: statistical concepts of measurement, validity and reliability.
6. abilities to conduct assessment interviews, compose reports based on the results of assessments instruments and processes, and provide oral reports based on findings.
7. abilities to connect results of assessment instruments to clinical diagnoses and treatment strategies.
8. abilities in the use of statistical programs that can be used in conjunction with assessment, including in the areas of career, school, personality and research.
9. skills to understand multicultural issues as they relate to assessment, along with an understanding of the historical perspective of assessment.
10. a few fun ideas about statistics that will impress your friends.

### **COURSE REQUIREMENTS**

1. **Class attendance and participation** (40 points)

- A seminar/limited lecture format is used in this course. Therefore your attendance and participation contributes to the determination of your final grade
- Any absence will be penalized except for legitimate class absence (such as severe illness, family emergencies, military service, court-imposed legal obligations, or participation in University-sponsored activities). These absences require submission of the proper documents in advance. If the reason for absence was an emergency, students are expected to submit the document within one week after the incident.
- Even with the legitimate class absence, only one (1) absence is excused throughout the semester. More than one absence may result in the point deduction in your attendance and participation score (maximum = 30 points). **More than three (3) absences** for the entire semester may result in an incomplete or lower grade (B at best).
- Attendance is defined as being in class on time and being focused. Participation is defined as your contribution to the class that reflect conceptual and factual understanding of information about psychological assessment.
- Participation will be evaluated in both the verbal and non-verbal presentation of the student in class. Students are expected to respond to the instructor's questions and to speak their thoughts and opinions at any time. The non-verbal indications of excellent attendance and participation may be summarized by the acronym **SOLER**: Face the person/instructor/client *Squarely*; Adopt an *Open* posture; *Lean* toward the other; Maintain good *Eye Contact*; Try to be *Relaxed*.

## 2. Journal Article Summaries (40 points)

- Read journal articles assigned or approved by the instructor and post your summary of the article on the Blackboard.
- Due dates/times and the titles of the articles are listed in the course content and will be discussed in class.
- Do not post your summary as an attachment. Always write in the Message box. Articles should be available on the FAU library online data base.
- The Summary should be written based on the following questions: 1) What is the author's rationale to write this paper (i.e., gaps in knowledge); 2) What is the purpose of the paper?; 3) What is the conclusion of the paper?; 4) What information or knowledge stood out to you? Identify at least three (3) points.; 5) What is your personal reaction to the paper? What question(s) do you want to ask the class for further discussion? Unacceptable answer: "I have no questions relating to this paper."

## 3. Online Discussions (40 points)



This online discussion will be based on other student's journal article summaries. Participate in the online discussion by: 1) reading other student's abstracts or article summaries and 2) posting your best answers to the questions raised by the other students. Students are expected to reply to every other student's summary to receive full credit. Due dates are listed in the Course Content and Outline Table contained in this syllabus.

4. **Examinations** (20 points each)

There will be two examinations which will be based primarily on the reading assignments and which will be administered in class. The format includes objective multiple choice or True/False and Short Answer questions.

5. **Group Presentations** (40 points)

The group presentation out to cover the subject matter in less than one (1) hour. Presentations consist of two parts: **Oral Presentation (35-40 minutes) and Activity (15-20 minutes)**. There are six (6) presentation topics and students are expected to choose one of the following:

- Objective Personality Assessment
- Projective Personality Assessment
- Intellectual Assessment
- Aptitude/Educational Assessment
- Vocational Interest or Aptitude Assessment
- Neuropsychological Assessment

### **General Guidelines for the Group Presentation**

**Oral Presentation:**

The main portion of your presentation should address "Counseling Implications" and "Issues and Controversies" in the area you selected (e.g., "Ethnic and Cultural Issues in the Assessment of Intelligence", "...Assessment of Children and Adolescents", "in Educational Assessment", "in Vocational Assessment", etc.). The Issues and Controversies may include ethnic, racial and gender bias or discrimination; test validity; costs of tests; dissimulation and faking; cheating and dishonesty; privacy, confidentiality and informed consent, etc. You should address the following five (5) questions:

- 1). **What are the most common assessment instruments employed in this area? Introduce them briefly in terms of by whom or/and how they were developed;**
- 2). **Include psychometric information such as reliability and validity information for each instrument;**
- 3). **What are the advantages and weaknesses of each instrument?**
- 4). **How do test results help counselors determine therapeutic effects when used?**
- 5). **What are Ethnic and Cultural Issues for each instrument or in a given area of assessment?**

**Activity:**

- Demonstrate a class activity that will help improve student's understanding of the topic.
- The Activity should be strictly relevant to the presentation topic.

- You may give a demonstration of the administration process, scoring, or interpretation if you use a test for demonstration.
- If you do have access to a school or clinical psychologist consult with them.
- Do not utilize a reviewing type or activity (such as Jeopardy or other quiz)

**References:**

- You may use any relevant material to address the topic selected.
- Materials from scientific publications (i.e., peer-reviewed journal articles) and recently published books should be used.
- You have to include reference on each slide as you cite to provide the reference list at the end in APA format.

**Manner of Presentation:**

- Appropriate use of PowerPoint is required.
- All of the group members need to be involved in the presentation.
- Videotapes, audiotapes, and internet video clips can be useful.
- You may use videotapes but do not rely heavily on any particular tape.
- Presentation should not be top-down, one-way communication.
- Presenters should involve the audience by asking for questions or comments, etc.
- Presenters should be knowledgeable on the materials and should not read off slides or personal notes.
- All group members will receive the same evaluation.
- In preparations, therefore, group members should monitor and make suggestions openly for each other to reach for the one best result.

**PowerPoint and Handout:**

- A hard copy handout is to be distributed in class on the day of your presentation.
- Make sure the handout contains key points only (be careful not to include too much information in you PowerPoint and Handout).
- Your Powerpoint should be of integrative group work, not just a collection of individual parts.
- **Your PowerPoint should be submitted to the Instructor at least 24 hours prior to the presentation.**

**Grading Criteria:**

- 1). Quality of answers to the five (5) questions: 15 points.
- 2) Manner of the presentation and time completion : 5 points.
- 3) Quality of PowerPoint slides, handout, use of citations, references specified on each slide: 5 points.
- 4) Usefulness, creativity and relevancy of activity: 5 points.

<b>ATTENDANCE</b>
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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 in determined by the instructor, and the University reserves the right at any time to deal with

individual cases of non-attendance. Attendance includes active involvement in all class sessions, discussion, activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations (e.g. jury duty), or participation in University-sponsored activities (such as athletic or scholastic team, musical or theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any unanticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because University-based professional programs are charged with the responsibility of preparing student's for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two (2) absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, discussions, and activities as well as professional, ethical conduct in class.

#### **RELIGIOUS ACCOMODATION**

In accordance with the rules of the Florida Board of Education and Florida statutes, students have a 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 reasonable opportunity to make up for 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.

#### **INFORMATION FOR STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. The OSD is apart of the Office of Diversity Student Services on the MacArthur Campus in Jupiter and is located in the Student Resource building in SR 117. The phone number is 561-799-8585, and the TTY number is 561-799-8565.

#### **UNIVERSITY HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student

enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. 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).

## **Evaluation and Grading Criteria**

**Grades will be assigned based on the points earned.**

<b>Assignment:</b>	<b>Points:</b>
Exams (2)	40 points total; 20 points per exam
Article summaries (4)	40 points (10 points per summary)
Online discussions (4)	40 points (10 points per discussion)
Group presentation	40 points
Attendance and Participation	40 points
	Total: 200 points

Final grades will be assigned following the College of Education (COE) guidelines.

### **Grading Scale:**

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

A = 94 to 100%	C = 74 to 76%
A- = 90 to 93	C- = 70 to 73%
B+ = 87 to 89%	D+ = 65 to 66%
B = 84 to 86%	D = 64 to 66%
B- = 80 to 83%	D- = 60 to 63%
C+ = 77 to 79%	F = < 60

### **Period for final grade confirmation:**

During this period, the student's final grade will be available on the Blackboard. It is the student's responsibility to contact the instructor via e-mail if there is any concern or problem. Otherwise, the final grades will be entered into the FAU system after this period. No change will be available after this time. An e-mail notice will be sent to all students regarding this period as we approach the dates. Make sure to check you e-mail regularly especially after the last class, until your grade will be finalized.

## **Course Content and Schedule of Events\***

<b>Week and date</b>	<b>Readings, Topics and Online Activities</b>
1 1-9	Introductions, Syllabus Review, Conditions of Satisfaction, Class overview, Questions and Answers; History of Assessment, How to learn about a test.



- 2 1-16 **NO CLASS-Dr. Martin Luther King Holiday**
- 3 1-23 *Nature and Use of Psychological Tests:*  
Legal and Ethical Issues; Qualifications of test users and related concepts;  
Historical and professional matters. Chapter 1 and the ACA Ethical Standards  
regarding tests (ACA web-site).
- 4 1-30 *Measurement and Statistical Issues:*  
Basic measurement and statistical concepts; Basic rationale and assumptions;  
Descriptive, inferential and explanatory statistics; Types of reliability and  
validity; Scoring and interpreting tests. Appendixes A & B, Chapters 4, 5  
GROUP Selection. **First abstract/article summary due by 4:20pm; Topic:**  
**Ethical codes and standards**
5. 2-6 *Technical and Methodological Issues:*  
Test Construction, Development and administration ; Reliability; Validity;  
Communicating test results. Chapters 2, 3, 4, 5. **First online discussion due.**
- 6 2-13 *Clinical Assessment and Documentation Issues:*  
The role of the examiner; psychosocial evaluation; mental status examination;  
psycho-diagnosis (DSM-IV-TR Multi-axial System); clinical judgment and  
decision making; Chapters 14, 15.
- 7 2-20 *Clinical Assessment and Documentation (Continued):* Interpreting scores; check  
lists and rating scales; report writing. Chapters. 14, 15, 16, DSMIV-TR (pp.4-5,  
27 – 37);
8. 2-27 *Clinical Assessment and Documentation;* Review; **Mid-Term Examination**  
**Second abstract/article summary due by 4:20pm; Topic: The Mental Status**  
**Examination**
- 9 3-5 **NO CLASS-Spring Break**
- 10 3-12 *Intellectual Assessment:*  
Nature and theories of intelligence; rationale for IQ testing/reasons to refer;  
individual and group intelligence tests; classification of intelligence  
Psychological Attributes and Decisions  
Chapters 6, 7 **Second online discussion due.**

**Week and date** **Readings, Topics and Online Activities**

11. 3-19 *Academic Achievement and Ability Testing:*  
Assessing Learning Disabilities; Psycho-educational testing;  
School assessment, standardized achievement tests; ability tests  
Chs. 9, 10; Handout

12 3-26 *Personality Assessment:*

Rationale/reasons to refer;  
 “Objective” assessment (The MMPI-2, BDI, etc.)  
 “Projective” assessment (Rorschach, TAT, etc.)  
 Personality Disorders  
 Chapter 14, 17, 18, DSM-IV-TR (pp. 685-690); handouts  
**Third/article summary due by 4:20pm; Topic: MMPI-2**

13. 4-02 *Vocational and Occupational Assessment*  
 Chapters 11, 12, & 13 **Third online discussion due.**
- 14 4-09 *“Special Topics in Assessment”*  
 Computers in testing (Text: pp. 71 -75, 196, 298, 366, 390, 411);  
 Neuropsychological Assessment: From the Bender-Gestalt to the Halstead-Reitan,  
 Ch. 8; Forensic Assessment (Baker Act, Insanity, Competency, Child Custody,  
 Guardianship, etc.), Ch. 14, pp. 336 - 338; Assessment of Couples and Families,  
 Handouts.  
**Fourth abstract/article summary due by 4:20pm; Topic: Interest Inventories**
- 15 4-16 **Begin Class Presentations; Fourth online discussion due**
- 16 4-23 **Class Presentations Continue**
- 17 4-30 Conclude Class Presentations; Review; **Final Examination**  
 \*Deviations from the schedule may be necessary

#### **METHODS OF INSTRUCTION**

To provide the student with a variety of learning experiences, the following methods of instruction will be used in this class:

1. Lecture with and without audiovisual support (e.g., PowerPoint).
2. Class and small group discussions.
3. Skill demonstrations
4. Student demonstrations
5. Library research using on-line date bases (e.g, ERIC, PsychLit)
6. Term projects
7. E-mail
8. Internet resources
9. Web-based instruction (e.g., Blackboard)

#### **REFERENCES**

- Archer, R.P., Smith, S.R. (2008). *Personality assessment*. New York: Routledge
- Cook, M., & Cripps, B. (2005). *Psychological assessment in the workplace: A manager's guide*. Chichester, England: Wiley.
- Drummond, R.J., & Jones, K.D. (2010). *Assessment procedures for counselors and helping professionals*. Boston: Pearson.

Gambrill, E.D. (2005). *Critical thinking in clinical practice: Improving the quality of judgments and decisions*. Hoboken, N.J.: Wiley.

Gaur, A.S., & Guar, S.S. *Statistical methods for practice and research: A guide to data analysis using SPSS*. Los Angeles: Response.

Kaplan, R.M. & Saccuzzo, D.P. (2009). *Psychological testing: Principles, applications and issues*. Belmont, CA: Wadsworth Cengage Learning.

Paniagua, F.A. (2005). *Assessing and treating culturally diverse clients: A practical guide*. Thousand Oaks, CA: Sage Publications.

Popham, W.J. (2006). *Assessment for educational leaders*. Boston, MA: Pearson/Allyn and Bacon.

Rubin, S.E., Roessler, R. (2008). *Foundations for the vocational rehabilitation process*. Austin: Texas: PRO-ED.

Van, B.M. (2009). *Measurement and statistics for teachers*. New York: Routledge.

## **BIBLIOGRAPHY**

Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). Psychological Testing and Assessment: an Introduction to Tests and Measurement. California: Mayfield.

Drummond, Robert (2004). Appraisal Procedures for Counselors and Helping Professionals. New Jersey: Prentice-Hall.

Golden, Charles (1981). Diagnosis and Rehabilitation in Clinical Neuropsychology. Springfield, Illinois: Thomas.

LaBruzza, A.L. (1997). Using DSM-IV: A Clinician's Guide to Psychiatric Diagnosis. New Jersey: Jason Aronson, Inc.

## **BIBLIOGRAPHY (continued)**

Murphy, K.R., & Davidshofer, C.O. (1998). Psychological Testing: Principles and Applications, Fourth Edition, New Jersey: Prentice-Hall.

Olin, J.T., & Keatinge, C. (1998). Rapid Psychological Assessment. New York: Wiley.

Rogers, R. (2008). The Clinical Assessment of Malingering and Deception. New York: Guilford.

Tallent, N. (1983). Psychological Report Writing, Second Edition. New Jersey: Prentice-Hall.

Wetzler, S. (Editor, 1989). Measuring Mental Illness: Psychometric Assessment for Clinicians. Washington, D.C.: American Psychiatric



## 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. Can you meet wi... Tue 11/29
- Linda Webb** Irene, It would 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 11:41 AM

**To:** ;

You replied on 11/29/2011 3:31 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**

Tue 11/29/2011 11:41 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...**

- 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

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