



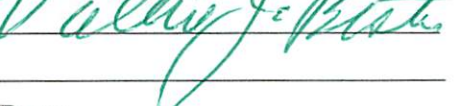
FLORIDA ATLANTIC UNIVERSITY™

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 5005	CURRENT COURSE TITLE: PROCESSES IN COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE COURSE NO. FROM: TO:	
CHANGE CREDITS FROM: TO:	
CHANGE GRADING FROM: TO:	CHANGE REGISTRATION CONTROLS TO:
CHANGE DESCRIPTION TO: EXAMINES THE DEVELOPMENT AND MAINTENANCE OF EFFECTIVE COUNSELING RELATIONSHIPS AND EMPHASIZES THE CORRESPONDING COMPETENCIES AND SKILLS IN COUNSELING CLIENTS.	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
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 561-297-2136

Approved by: Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair: _____ Graduate College Dean: _____	Date: 1/3/2012 1/18/12 1/20/12	ATTACHMENT CHECKLIST •Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) •Written consent from all departments affected by changes
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Email this form and syllabus to 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
COLLEGE OF EDUCATION

MHS 5005 - Processes In COUNSELING
Spring, 2012

Dr. Paul R. Peluso, LMHC & LMFT

Associate Professor

AAMFT Approved Supervisor

Office: ED 466 (Boca)

E-mail: ppeluso@fau.edu

Phone: (561) 297-3625

Office Hours: TBA

Other times by appointment

Department Office: ED 466 (Boca)

Phone: (561) 297-3602

FAX: (561) 297-2309

Class Meeting Time: Saturdays 8:30-5:00 (See Course Outline for dates)

CATALOG DESCRIPTION

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

COURSE OBJECTIVES

1. To provide students with a conceptual framework from which to understand client behavior and affect.
2. To provide an understanding of the counseling process from intake through termination stages.
3. To develop student's basic knowledge and skills in the techniques of counseling.
4. To develop student's ability to understand a client's presenting concerns, set treatment goals, and utilize strategies and techniques appropriate to both the stage of counseling and the particular needs of the client from an *integrative-multicultural-accountability* perspective.
5. To orient the student towards a professional mental health counseling identity.

CONCEPTUAL FRAMEWORK

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 as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and workshop facilitation skills.

COMPETENCIES:

Florida Doe subject area competencies: 1.3, 1.7, 1.9, 2.1, 3.5, 5.3, 5.6

CACREP: K.1.a, K.1.h, K.2.b, K.2.c, K.2.f, K.3.c, K.3.e, K.5.a-c, K.5.g.

CACREP Mental Health Competencies: A1, A2, A6, C1, C3, C5, C7
CACREP School Competencies: C.2.a, C.2.b

TEXTS AND SUPPLEMENTAL MATERIALS

1. Mozdierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.
2. Sperry, L., (2010). *Highly Effective Therapy*. New York: Routledge.
3. Supplemental Handouts
4. Recordable DVD

COURSE REQUIREMENTS

1. Complete all assigned readings. Each reading is to be done in advance of the classroom experience.
2. Attend ALL class sessions. Since this course will provide students time in class to practice counseling skills and to demonstrate progress in the acquisition of them, class attendance is fundamental to the successful completion of this course. Attendance at all classes is mandatory. Only one class absence is allowed. Each absence beyond the first will result in a 5-point reduction.
3. Complete assigned exercises in coordination with the material being discussed in class. These exercises are for the personal growth and development of the student so that she/he can individually react to the material. These exercises will be processed in class.
4. During several class meetings, students will videotape simulations with one another showing the student's counseling abilities. Students will be randomly assigned into teams for a duration, and then re-assigned. Each week, there will be class time set aside for viewing student videotapes for feedback. ALL STUDENTS ARE EXPECTED TO BE PREPARED TO SHOW A PORTION OF THEIR TAPE AT ANY TIME WHEN REQUESTED. This is crucial to the learning process.
5. Students are required to turn in 4 written taped exercises.

Tape I will consist of ten minutes demonstrating your natural helping ability. You will be required to find someone and have a discussion about a specific problem and you trying to help solve the problem. This is designed to get a “baseline” and is not an assessment of your counseling abilities, *per se*.

Tape II should focus on the basic counseling skills: attending, linear and non-linear listening and responding. The tape's function is for the STUDENT COUNSELOR to demonstrate the ability to connect and respond as well as make a basic assessment of the "client" (symptoms as well as strengths) Skills should include understanding, empathy, probing and summarizing. **THIS TAPE MUST BE TRANSCRIBED AND BE 15 MINUTES IN LENGTH.** (see guide handout)

Tape III will show a formal-diagnostic evaluation, as outlined in Sperry et al. Chapter 4 & 5, as well as Mozzierz et al. chapters 4 & 5. Students will have approximately 20 minutes to get the information to complete the assessment from their "helpee." Students will complete a summary assessment, in accordance with the formal-diagnostic format. In addition, the student will be required to discuss all three of the Level 1 domains (connecting and engaging, assessment, building and maintaining the therapeutic relationship) to determine: a. the extend to which the student was able to work in all 3 domains, b. the linear and non-linear aspects of these, and c. the areas that may have been missed or addressed more effectively.

Tape IV will show a longer format discussion of a person's schema dynamics, emotional system, and any areas of ambivalence that need to be addressed and resolved (approximately 30-40 minutes). Students will be given information regarding how to perform this task in class, as well as see an example of such an analysis. Students will be expected to submit a write-up of their analysis.

Note: Late tapes will result in a 5-point reduction.

6. Students will be required to watch 4 full-length counseling sessions by master practitioners. These are available on-line and students can access them via the FAU library page either on campus or at home.

Go to <http://www.fau.edu/library>, and (if off campus) login using EZProxy. Then go to "Indexes/Databases", select "C" and scroll down to "Counseling and Therapy in Video." This will take you to Alexander Street Press's video library. Then on the left hand side, click on "Therapists" under "BROWSE." There you will select from one of the following master clinicians:

Jon Carlson	John C. Norcross
Jeffery Kottler	William R. Miller
Susan Johnson	Kenneth Hardy
Insoo Kim Berg	Pat Love

Write up: 2 page summary of each session, including your assessment of how successful the therapist was, and evidence of their use of linear and non-linear listening and responding. Students will "cut and paste" the "evidence" of this non-linear listening and responding interactions with the client (including approximate "time stamp" of

interaction). In addition, students will be required to provide evidence of therapists use of Level 1 and Level 2 domains. These will be submitted electronically to the professor.

7. A final examination will be given. Students will act as both a simulated client AND a simulated therapist in a counseling setting. These interactions will be taped and students will be required to write about their experience. More information will be given in class later in the semester.

ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

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 part 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

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and in-class discussions. Students will have an opportunity to synthesize and apply what they are learning through in class and online discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills.

COE Syllabus Statement for Courses Designated to include LiveText Assessment Tracking

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>.

Students may use the following link to apply for financial assistance when obtaining a LiveText account. The link is given below and is on-line at the LiveText web-site until February 7.
<http://www.coe.fau.edu/students/livetext/livetextfinancialassistance.aspx>

EVALUATION:

Attendance:		15%
Exam		15%
Master Video Write ups		10%
Transcript/Tapes		60%
Total	B	100%

BIBLIOGRAPHY

- Carkhuff, R. R. (2000) *The art of helping in the 21st century*. Amherst, MA: Human Resource Development Press.
- Cormier, S. & Cormier, B. (1998) *Interviewing strategies for helpers: Fundamental skills cognitive behavioral interventions (4th ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Egan, G. (1998). *The skilled helper: A systematic approach to effective helping (6th Ed.)*. Pacific Grove, CA: Brooks/Cole.
- Ivey, A. E. (1994) *Intentional interviewing and counseling (3rd ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Skovholt, T. M. & Jennings, L (2004). *Master therapists: Exploring expertise in therapy and counseling*. Boston, MA: Pearson Education, Inc.

CLASS OUTLINE

Please note, a detailed Agenda will be handed out at each class meeting.

Week	Class Content and Activities	Student Preparation	CACREP Standards	Evaluation
Week 1 1/7/12	1. Overview of Course 2. Course Requirements 3. Overview of the Helping Process 4. Level 1 Domains	Introduction Mozdzierz et al, Intro, Chs. 1-5	K1a; K5a MH: A1, C1 SCH: C.2.a-b	
Week 2 1/28/12	1. Lecture 2. Skills Practice Demonstration of Formal Diagnostic Evaluation	Mozdzierz et al, Chs 6-9 Sperry Ch 2, 3, 5, 6	K2b; K5a MH: C5; C7 SCH: C.2.a	EXAM 1
Week 3 3/3/12	1. Lecture 2. View Videos 3. Skills Practice	Mozdzierz et al, Chs. 10-13 Sperry Ch.7, 8	K2b; K5a MH: C5; C7 SCH: C.2.a	TAPE I DUE View Videos Formal-Diagnostic
Week 4 3/31/12	1. Lecture 2. View Videos 3. Skills Practice Demonstration of Interview	Mozdzierz et al, Chs 14-16 Sperry Ch.4, 11	K2c; K5a MH: A6; SCH: C.2.b	View Videos TAPE II DUE
Week 5 4/14/12	Review Skills Practice Wrap-up Final Exam	Mozdzierz et al, Chs 17 & 18 Sperry Ch. 13, 14	K5a; K5b; MH: A2; C1; C3; C5; C7	EXAM 2 View Videos TAPE III Due Lifestyle Analysis
TAPE IV- Final DUE TO DR. PELUSO BY 5:00pm MONDAY APRIL 23, 2012				

REFERENCES

Mozdzierz, G, Peluso, P.R. & Lisiecki, J. (2009). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners*. New York: Routledge.

Sperry, L., Carlson, J., & Kjos, D. (2003). *Becoming and effective therapist*. Boston, MA: Pearson Education, Inc.

Sperry, L., (2010). *Highly effective therapy*. New York: Routledge.

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. Just Tuesday. Let me and I met 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 11:18 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

Tuesday, November 29, 2011 11:36 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...

- 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 I, Irene 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 title option changes with any...  Wed 11/30
- Darlene Epperson** From: Barbara Ridener Sent: Thursday, December 01, 2011 2:18 PM To: Darlene E... Thu 12/1
- Irene Johnson* Thanks Barbara - Irene Fri 12/2

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

Sue Graves

Actions

Friday, December 02, 2011 4:13 PM

To:

Cc:

You replied on 12/4/2011 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

irene.johnson

Friday, December 03, 2011 9:12 AM

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

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*