

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 6430	CURRENT COURSE TITLE: FAMILY COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012	____ 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 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. .	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.
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 6430 FAMILY COUNSELING

SUMMER, 2011

Dr. Joan M. Katz, M.Ed. (Mental Health Counseling), Ph.D. (Family Therapy) LMHC (Licensed Mental Health Counselor)

Email: jkatz13@fau.edu

Department Phone: (561) 297-3602

Class Meeting Time: Thursday 4:00- 7:00pm
Room ED 457

CATALOGUE DESCRIPTION

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.

COURSE DESCRIPTION

This course introduces students to a **family systems perspective** and its major contemporary approaches. Students will be introduced to the family development framework and common family issues across the family life cycle. This course provides a foundation in systems thinking and a theoretical analysis of the major family therapy approaches that are practiced in the United States today. Implications of systemic thought for ideas about the nature or change will be addressed via *in vivo & DVD clinical case examples* and *class activities*. This course also examines systems theory in the context of the relationships among and between community systems, family systems, and school systems, and how they interact to influence students and their families.

REQUIRED TEXTS AND SUPPLEMENTAL MATERIALS

Bitter, James R. (2009). *Theory and Practice of Family Therapy and Counseling* (1st edition). Belmont, CA: Brooks/Cole

Sperry L., Carlson, J. & Peluso, P. R. (2006). *Couples Therapy: Integrating Theory, Research, & Practice* (2nd Ed.). Denver, CO.: Love Publishers.

SUPPLEMENTAL READINGS

Becvar, D. S. & Becvar, R. J. (1996). *Family therapy: A systemic integration* (3rd ed.). Boston: Allyn & Bacon.

Carlson, J. & Kjos, D. (2002). *Theories and strategies of family therapy*. Boston: Allyn & Bacon.

Carter, B & McGoldrick, M., (Eds). (1999). *The Expanded Life Cycle: Individual Family and Social Perspectives*, Needham Heights, MA: Allyn & Bacon.

McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. New York: W.W. Norton & Company.

Satir, V. (1967). *Conjoint family therapy: A guide to theory and technique*. Palo Alto, CA: Science and Behavior Books, Inc.

Walsh, F., (Ed). (2001). *Normal family processes* (3rd ed.). New York: Guilford Press.

Walsh, W. M & Williams, G. R., (Eds). (1997). *Schools and family therapy: Using systems theory and family therapy in the resolution of school problems*. Springfield, IL: Charles C. Thomas Publisher, LTD.

COMPETENCIES

CACREP: General: K.2.a, K.2.b, K.2.c, K.3.a, K.5.a-d
School: C.2.f-h.
Mental Health: 2a,b,c,; 3a; 5a,b,c,d

Florida DOE Subject Area Competencies: 1.1, 1.3, 1.7, 5.2, 5.6, 10.3

COURSE OBJECTIVES

1. To introduce student to the history, basic concepts, assumptions, approaches, and research of systems theory and family counseling.
2. To introduce student to **normative** family development and the transitions that are experienced by families as they progress through the family life cycle.
3. To develop student's systemic interviewing, assessment, and counseling skills, as well as the ability to design intervention strategies utilizing a family counseling approach.
4. To utilize student reflection about their own family-of-origin in order to understand family therapy concepts and system dynamics.
5. To understand the structure, functions, roles and goals of families as influenced by culture, race, ethnicity, gender, age, socioeconomic status, religion, sexual orientation.
6. To understand multi-cultural and pluralistic trends including characteristics and concerns of diverse groups as applicable to family counseling.
8. To apply ethical standards to family counseling situations.

Course Connection to Conceptual Framework

As a result of participating in this course, students will be expected to conduct themselves in accord with the COE conceptual framework of being a reflective decision-maker, exhibiting ethical behavior, and making informed decisions for the well-being of their clients, client families, and the community at-large.

TEACHING METHODOLOGIES AND USE OF TECHNOLOGY

This course utilizes various methods of instruction: lecture, assignments and exercises, and most importantly, student reflection, participation, and discussion. It is critical to your success in this class that you **read the material prior to class and be prepared to discuss it.** The course is

designed to allow you to pursue and understand, via lecture, videotape presentation, debate, and group interaction, your own meanings regarding ideas that are the most prevalent and influential to contemporary family counseling.

COURSE REQUIREMENTS

1. **Participation:** All assigned readings should be done in advance so that you may participate fully in discussions and exercises. Your participation will enhance your learning experience. Active participation in class discussions and activities is an important part of this course.
2. **In-class Quizzes:** There will be three (3) formal (written) quizzes and ongoing oral questioning to assess basic understanding of essential elements of family therapy, and various theories of family therapy.
3. **Family Genogram and Family Patterns Paper:** Students are required to write a 5-8 page paper about their own family of origin that reflects an exploration and understanding of the family developmental framework espoused by McGoldrick and other systems theorists. This paper *must incorporate an analysis of the system dynamics* as it relates to your own family of origin.
4. **Family Case “Scenario”:** Students will write up a narrative of a family scenario for a family coming to therapy. The scenario will include details about each member of the family, as well as details about the presenting problem. Students may be asked to “direct” classmates in a simulation of the family for a session during the course.
5. **Group Presentations:** Students are required to join one of six groups that examine the impact of the following dynamics on family systems: Substance abuse/addiction, Grief and Loss, Domestic Violence, Infidelity, Parenting Issues, Sex. Other topics relating to Family Therapy will need instructor approval. These presentations should not exceed 40 min. and should address how each of these areas influences family interactions, function, and adaptation. Presentations must reflect adequate preparation and research. Provide handouts to class and references utilized in the preparation and presentation. In addition, the groups will produce a 15-20 page paper on the topic with *at least* 10 research articles related to the subject. Although sections of this paper may be written by different students, the whole should reflect a seamless synthesis of material presented. Groups will be finalized by the second class.
6. **Final Exam:** This final will be some form of take-home exam which may include an in-depth case presentation. It will require the student to be able to synthesize the learning that has taken place over the semester and be able to conceptualize the case from several theoretical and practical points of view. In other words, the student will be expected to practically apply what has been learned to a clinical case study.

Note: All assignments turned in late will be penalized by a letter grade.

Also note: Guidelines for the above assignments can be found on Blackboard.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." 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.

Since this course provides students with the opportunity to observe actual family counseling sessions that cannot be seen outside of class, 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 GRADE POINT REDUCTION.

COURSE EVALUATION:

Class Participation	45 pts.
Quizzes	30 pts. (3 @ 10 each)
Family Case Scenario	15 pts.
Family Paper & Genogram	60 pts.
Group Presentation/Paper	90 pts.
Final	60 pts.
 TOTAL	 300 pts.

GRADING

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

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/chapter4/4.01_Code_of_Academic_Integrity.pdf

FAMILY COUNSELING COURSE CALENDAR SUMMER 2011

Week	Class Content and Activities	Student Preparation	CACREP Standards	Evaluation
Week 1 May 19	Overview of Syllabus Family Therapy History & Systems Theory	Bitter- 1-3 S, C, P: 1-3	K.3a, 5c, d MH A1; SC C2.g	
Week 2 May 26	Bowenian Family Therapy and Genograms	Bitter-4 S, C, P: Ch. 6	K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5; SCH C2.g	
Week 3 June 2	Adlerian Family Therapy	Bitter-5 S, C, P: 7	K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5	QUIZ #1(on weeks 1,2,)
Week 4 June 9	1. Satir's Human Validation Model 2. Whitaker's Symbolic- Experiential Model	Bitter-6 S, C,P: Ch. 6 Bitter-7 S, C, P: 6	K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5	
Week 5 June 16	1. Structural Family Therapy	Bitter-8 S, C,P: 8	K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5	GENOGRAM AND PAPER DUE
Week 6 June 23	1. Strategic Family Therapy	Bitter-9 S, C,P: 6	K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5	PRESENTATION Family Case Due
Week 7 June 30	1. Solution-Focused Family Therapy 2. Narrative Family Therapy	Bitter-10 S, C, P: 7 Bitter-11 S, C, P: 7	K2a, b, 3a, 5a, b, c, d K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5	QUIZ #2 (on weeks 3-6) PRESENTATION
Week 8 July 7	Feminist Family Therapy	Bitter-12	K2a, b, 3a, 5a, b, c, d MH A2, C1- 3, 5	PRESENTATION
Week 9 July 14	Cognitive-Behavioral Family Therapy	Bitter-13 S, C, P: 5	K2a, b, 3a, 5a, b, c, d MH A2, C1, 2, 3, 5	PRESENTATION
Week 10 July 21	PARENTING INTEGRATION	Bitter-14 Bitter 15, 16	K2a, b, 3a, 5a, b, c, d	PRESENTATION
Week 11 July 28	Couples Therapy Assessment/Models	S, C, & P: Ch. 15 & 16	K.2a, b, 3a, 5a, b, c, d MH A1, A3, A6; SCH C2.f, h	QUIZ #3 (on weeks 7- 10) PRESENTATION
Week 12 Aug. 4	Family Therapy Research	Bitter-2 S, C, P: 14		FINAL EXAM DUE

Note: Bitter= Bitter text
S, C, P = Sperry, Carlson, & Peluso text

Grading Rubric for Papers

Criterion	'A' GRADE	'B' GRADE	'C' GRADE
Presentation	Clear, well summarized Delivery. Created interest with clarity	Some lack of clarity & Interest. Some lack of organization	A mere reading of the material, uninteresting, unclear
Written Format & Communication	Paper formatted APA style (including references). Excellent writing style, proper English usage, correct spelling	Some difficulty with citations or some lack of neatness in presentation. Proper English usage & spelling with adequate style	Paper either too short or rambling with inadequate citation. Deficient usage & spelling. Poor writing style
Understanding of Family Therapy Theories	Theories clearly understood & applied	A lack of clarity in theory presentation & application	Unclear or inaccurate presentation of theories. Theories not properly applied
Critical thinking/analysis/research ideas	Concepts, terms, analyses, conclusions clear, logical, thorough. Interesting & germane research referenced.	Concepts etc. sometimes clear, logical, thorough. Research not connected	Concepts etc. often not clear, logical, thorough. Insufficient research
Creativity	Synthesis of material reflects perspective beyond text	Some integration of personal perspectives, but often just quoted thoughts of others	No personal integration. Lacking in interest

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 an 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 as 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 advanced 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. Last Tuesday, Jan 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

Tue 11/29, November 29, 2011, 11:34 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 FSE 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 for... Tue 11/29

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

James McLaughlin

Tue 11/29, November 29, 2011, 11:47 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 1:28 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 9:31 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

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