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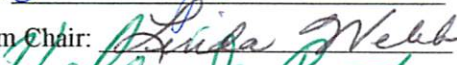
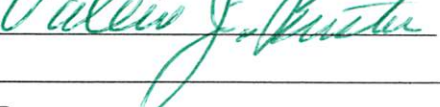
FLORIDA ATLANTIC UNIVERSITY™

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 6470	CURRENT COURSE TITLE: COUNSELING AND HUMAN SEXUALITY
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 HUMAN SEXUALITY CONSIDERATIONS IN COUNSELING CLIENTS WITH AN EMPHASIS ON ASSESSMENT AND INTERVENTION COMPETENCIES.	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.

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

**MHS 6470 Counseling & Human Sexuality
Tuesdays: 7:10 PM – 9:50 PM
Spring 2012**

Instructor:
Office:
Email:

COURSE DESCRIPTION

Catalog Description:

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

Course Description:

This course is designed for counseling and human service professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course is designed to develop: a) students' knowledge base related to human sexuality, b) an understanding of the varied sexuality issues which may be encountered in professional counseling practice, c) students' skills in assessment and intervention skills with sexuality issues and d) increased awareness of one's personal perceptions, attitudes and affect related to sexuality issues. Course participants will become more effective in identifying, assessing and intervening with human sexuality related counseling issues.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Long, L.L, Burnett, J.A. & Thomas, R.V. (2006). Sexuality Counseling: An integrative approach. Upper Saddle River, NJ: Pearson Merrill Prentice-Hall.

REQUIRED RESOURCES: LiveText

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

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: A2, A6, C1, C2, C3, C4, C7

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

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignments	Points
Class attendance and Participation	20
Reading and learning log (5 each * 11 weeks)	55
Self-Directed Learning Experience Report (15 each * 2 reports)	30
Self-Directed Learning Experience Online discussion	20
Group Presentation	30
Sexual History & Assessment Report	45
TOTAL	200

COURSE OBJECTIVES

1. To introduce students to the many facets of human sexuality and promotion of healthy knowledge and attitudes in relation to sexuality in both preventive and intervention.
2. To help students to desensitize to the issues related to human sexuality which historically has been a taboo topic in our society and to understand the impact of culture on sexuality attitudes and behaviors.
3. To develop and improve students' clinical interviewing, assessment and counseling skills related to sexuality issues.
4. To encourage student reflection about their own sexuality and the impact this has on their own life, both as an individual and in an intimate relationship.
5. To develop student awareness of role and function of mental health counselors in the assessment and treatment of sexuality issues in counseling practice with individuals and couples.
6. To develop knowledge of the assessment, diagnosis and treatment of sexuality related concerns in counseling including the paraphilias, sexual dysfunctions and relationship issues.

COURSE REQUIREMENTS

1. **Class Attendance and Participation**
 - 1) Students are expected to attend all class sessions and participate in in-class learning experiences.
 - 2) This course will be a seminar style class; therefore students are expected to come to class prepared to discuss the assigned readings including specific questions and reflections they have from the readings. The reading log assignment will guide you for such preparation.

- 3) **Acceptable** class absences include **medical emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities).**
- 4) **Even with acceptable absences, more than 3 absences in total may be considered a serious situation where a student may not continue in this course. Students in such situation are strongly recommended to consult with the instructor.**
- 5) It is the student's responsibility to give the instructor **notice prior to any anticipated absence and within a week after unexpected absence.**

2. Reading and learning log

- 1) Write a log on each week's reading assignment by answering to 6 questions listed below.

Length: minimum 500 words in total.

- (1) How would you evaluate your pre-reading knowledge on this week's topic?
 - (2) What are your assumptions and/or prejudices related to this week's topic before reading?
 - (3) What are your life experiences that influenced those assumptions/prejudice/bias if any?
 - (4) What ideas stand out from your reading?
 - (5) How did your thoughts about sexuality counseling change or develop in the light of these ideas?
 - (6) What questions do you want to address in class?
- 2) Post your reading log on the blackboard discussion board **on Tuesdays 7:10pm**. No late submission will be accepted; discussion board will be closed on time.

3. Self-Directed Learning Experience Report and Online Discussions:

Each student is to identify one human sexuality issue to **explore in more complete depth** than might be possible during class time as a group. Students will **select movies and books that are closely related to "Human Sexuality" to write a report and participate in the online discussion**. This assignment is designed to increase students' awareness toward what is influencing and reflected on our thoughts and feelings toward Human sexuality issues through the prevailing multimedia materials.

- 1) **Report:** Post your report on the discussion board on the assigned day.
 - Report 1 "Movies" posting due: 7:10pm on 1/31**
 - Report 2 "Books" posting due: 7:10pm on 3/13**
 - a. This report will consist of four sections: (1) rationale for your choice (2) a brief summary (3) your own thoughts and feelings about the movie or book (4) controversial issues that stand out from the perspective of Human Sexuality (5) any further comments (optional).
Length: minimum 1000 words in total.
 - b. Late submission of your report will receive ZERO point based on the date and time of your submission on the blackboard.
- 2) **Online Discussion:** Read other students' reports (*at least 5 other students*) to engage online discussion by making questions and/or comments on each of the reports.
 - Online discussion 1 on "Movies" posting due: 7:10pm on 2/21**
 - Online discussion 2 on "Books" posting due: 7:10pm on 4/3**

- a) Suggested Movies on human sexuality
- 1) You don't know Dick (Documentary)
 - 2) Boys don't cry
 - 3) Just like a woman
 - 4) Chasing Amy
 - 5) Philadelphia
 - 6) Kinsey
 - 7) Mysterious Skin
 - 8) Mr. Mom
 - 9) Little Children
 - 10) Sita: A Girl from Jambu (Documentary)
 - 11) The Secretary

- b) Suggested Books on human sexuality

Gender Issues

- 1) Bornstein, Kate. 1994. *Gender outlaw: On men, women, and the rest of us*. New York:Routledge. 245pp.
- 2) Moberly, Elizabeth R. 1982. *Psychogenesis, the early development of gender identity*. London, Boston:Routledge and Kegan Paul. 111pp.
- 3) Payne, Judith A. 1992. *Ambiguity and gender in the new novel of Brazil and Spanish America*. Iowa City:University of Iowa Press. New York:Plenum Press.

History

- 4) Eisler, Riane Tennenhaus. 1995. *Sacred pleasure: Sex, myth, and the politics of the body*. San Francisco:Harper San Francisco. 495pp.
- 5) Marcus, Greil. 1989. *Lipstick traces: A secret history of the twentieth century*. Cambridge, Mass.:Harvard University Press. 496pp.
- 6) Stoller, Robert J. 1991. *Porn: Myths for the twentieth century*. New Haven:Yale University Press. 228pp.

Sex Offenders and Paraphilias

- 7) Coleman, S. Margretta Dwyer. 1992. *Sex offender treatment : psychological and medical approaches*. New York:Haworth Press. 233pp.
- 8) Greer, G, Joanne. 1983. *The sexual aggressor: Current perspectives on treatment*. New York:Van Nostrand Reinhold. 369pp.
- 9) O'Connell, Michael A. 1990. *Working with sex offenders: Guidelines for therapist selection*. Newbury Park, Calif.:Sage Publications. 131pp.
- 10) John Money (1986). *Lovemaps: Clinical Concepts of Sexual/Erotic Health and Pathology, Paraphilia, and Gender Transposition of Childhood, Adolescence, and Maturity*. Irvington Publishers; ISBN: 0829015892.
- 11) John Money and Margaret Lamacz (Contributor) (1989). *Vandalized Lovemaps: Paraphilic Outcome of Seven Cases in Pediatric Sexology*. Prometheus Books; ISBN: 087975513X.

Social Issues

- 12) Lewis, Howard R. 1986. *The electronic confessional: A sex book of the 80's*. New York:M. Evans. 272pp.
- 13) Manca, Luigi and Alessandra Manca. eds. 1994. *Gender and utopia in advertising: A critical reader*. Lisle, IL:Procopian Press. 168pp.
- 14) Reynolds, Helen. 1985. *The economics of prostitution*. Springfield, Ill.:C.C. Thomas. 206pp.

4. **Group Presentation:** Competently and thoroughly conduct an **oral presentation** as a group about a given area of multicultural counseling and demonstrate a **class activity** that will help improve students' awareness related to your topic or that could be applicable in counseling session for your topic population. Each group should submit the presentation materials to instructor prior to 7:10 pm of the presentation day via email. Students will choose one topic area from the following list.

Group 1: Disorders of female sexuality

Group 2: Disorders of male sexuality

Group 3: STDs and making responsible sex

Group 4: Same sex parenting

Group 5: Atypical sexual behaviors

Group 6: Abortion: laws and controversies.

1) **Time:**

Your presentation ought to cover the subject matter for **50 minutes (Oral presentation: 30 minutes. Activity: 20 minutes)**. If you need more time to do justice to the topic, your interest, and the amount of material that you researched, we will negotiate for 10 minutes increments. However, carefully watch the content of your presentation.

2) **Material:**

You may use any relevant material to address the topic selected. Materials from more recently **published books and scientific publications** (e.g. peer-reviewed journal articles) are preferred. **Do not use the course textbook as your reference.**

3) **Manner of presentation:**

- (1) Appropriate use of **PowerPoint** is expected.
- (2) **All of the members** of your group need to be involved in the presentation.
- (3) **Video-tapes, audio-tapes, and internet video clips** can be valuable resources of information to be presented in addition to text. But don't rely heavily on any particular tape.
- (4) Presentation should not be a top-down, one-way communication. Presenters should involve audience by asking questions or comments, etc.
- (5) Presenters should be **knowledgeable** on the materials and should not read off the slides.
- (6) All group members will receive the same evaluation. In preparation, thus, group members should monitor and make suggestions openly for each other to reach for the one best result.

4) **PowerPoint and Handout:**

- (1) A hard copy handout is to be distributed in class the day of your presentation. Make sure the handout contains key points only (be careful not to include too much information in your PowerPoint and handout).

- (2) You have to include references (in APA format) in the PowerPoint handout.
- (3) Your PowerPoint should be of integrative group work, not just a collection of individual parts.

5) **Grading Criteria: See the attachment for the evaluation matrix**

- (1) Manner of presentation and timely completion of the presentation: 5
- (2) Quality of PowerPoint slides, handout, and use of citation: 5
- (3) Content of presentation: 10
- (4) Usefulness and relevancy of activity: 10

5. **Sexuality History & Assessment Report:** Each class participant will conduct a sexual history and assessment report.

1) Following outlines provided in class, you are to have an **one-hour individual interview with a member of the class (anonymity must be maintained!)** regarding his or her sexual history and then prepare a written assessment report identifying:

- (1) significant perceptions, attitudes and assumptions regarding gender roles and sexuality issues
- (2) treatment plan indicating how you, as the therapist, might be most helpful to this individual regarding their sexuality issues.

2) **Length and format: 5~6 pages. Typed and double spaced. References in APA style.**

3) **Due: 4/24**

4) The objective of this assignment is to: a) learn to become more comfortable (desensitized), and to help others become more comfortable, discussing sexuality topics in counseling, b) practice conducting a sexuality interview and history and c) for the interviewee to have an opportunity to reflect upon his/her own sexuality issues and how they may affect his or her performance as a professional counselor when working with a client presenting with sexuality related concerns.

GRADING SCALE

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

A = 184-200	B+ = 174-179	C+ = 154-159	D+ = 134-139	F = 124 – 0
A - = 180-183	B = 168-173	C = 148-153	D = 128-133	
	B- = 160-167	C- = 140-147	D- = 120-127	

🌸🌸🌸🌸🌸🌸 **Period for final grade confirmation: 4/30 – 5/4** 🌸🌸🌸🌸🌸🌸
 During this period, students' final grade will be available on the blackboard. It is students' responsibility to check their final grades and contact the instructor via email if there is any concern or problem. Otherwise, the final grades will be entered into the FAU system after the period. No change will be available after the point of time. An email notice will be sent to all students regarding this period as we approach the dates. Make sure to be able to check your email everyday especially after the last class until your grade will be finalized.

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the

instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as **medical emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities)**. It is the student's responsibility to give the instructor **notice prior to any anticipated 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 students 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 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.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Disability policy Statement

In compliance with the Americans with Disabilities Act(ADA), students who require special accommodations due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD)—in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-12222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, Co 128 (772-873-3305) – and follow all OSD procedures.

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

Instructional methods including discussion, lecture, multimedia, and experiential learning opportunities will be utilized to assist students to develop the appropriate course competencies.

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://Blackboard.fau.edu>). You should be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check Blackboard and your FAU email routinely to obtain class updates, schedule changes, and assignments. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings. **Please be sure to set your Blackboard account so that all email is automatically forwarded to your FAU net id or other Internet addresses you use. FAU Blackboard support can be reached at 297-3999.**

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
7. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person

8. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1) if you experience login or connection issues.
9. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	READINGS	ASSIGNMENTS DUE
1/10	Introductions Course Objectives & Processes Group Selection What is sexuality counseling?	Chapters 1	
1/17	Concepts and issues in Sexuality Counseling	Chapter 1	Reading and learning log 1
1/24	Theories applied to sexuality counseling	Chapter 2	Reading and learning log 2
1/31	Self-Directed Learning Experience 1 "Movies on human sexuality" (E-discussion on Blackboard)		Report 1 posting by 7:10pm
2/7	Assessment in sexuality counseling	Chapter 3	Reading and learning log 3
2/14	Treatment planning in sexuality counseling	Chapter 4	Reading and learning log 4
2/21	Guest Speaker: LMHC & Florida Board Certified Sex Therapist "Practice of sex therapy: assessment and treatment"		Online discussion 1
2/28	Female sexuality Group Presentation 1: Disorders of female sexuality	Chapter 6	Reading and learning log 5
3/6	Spring Break: No Class		
3/13	Self-Directed Learning Experience 2 "Books on human sexuality" (E-discussion on Blackboard)		Report 2 posting
3/20	Male sexuality Group Presentation 2: Disorders of male sexuality	Chapter 7	Reading and learning log 6
3/27	Sexuality Transmitted Diseases Group presentation 3: STDs and making responsible sex	Chapter 8	Reading and learning log 7

4/3	Gender Identity and sexual orientation Group presentation 4: Same sex parenting Guest speaker	Chapter 9	Reading and learning log 8 Online discussion 2
4/10	Sexual variations Group presentation 5: Sexual Addictions	Chapter 12	Reading and learning log 9
4/17	Counseling sexual Abuse and rape victims Group presentation 6: Abortion: laws and controversies.	Chapters 13 & 14	Reading and learning log 10
4/24	Special Issues in Human Sexuality: Aging, Disabilities, and chronic illness Course wrap-up: Reading and Learning log review and discussion	Chapters 10 & 11	Reading and learning log 11 Sexuality History & Assessment Report Due

BIBLIOGRAPHY

Daniluk, J.C. (1998). *Women's sexuality across the lifespan: Challenging myths, creating meanings*. New York, NY: Guilford Press.

Davidson, J.K. & Moore, N.B. (2001). *Speaking of sexuality: Interdisciplinary readings*. Los Angeles, CA: Roxbury Publishing.

D'Emilio, J. & Freedman, E.G. (1988). *Intimate Matters: A history of sexuality in American*. New York: Harper & Row

Geer, J.H. & O'Donohue, W.T. (1987). *Theories of Human Sexuality*. New York: Plenum Press

Harvey, J.H., Wenzel, A. & Sprecher, S. (2004). *The handbook of sexuality in close relationships*. Mahwah, NJ: L. Erlbaum Associates.

Kaplan, H.S. (1974). *The new sex therapy: Active treatment of sexual dysfunction*. New York: Brunner/Mazel.

.Kelly, G. F. (2004). *Sexuality Today: The human perspective, 7th Ed.* Boston, MA: McGraw-Hill.

Mims, F. H. & Swenson, M. (1980). *Sexuality: A nursing perspective*. New York: McGraw-Hill

O'Connor, J.F. (1984). *Sexual Compatibility: A practical approach to solving problems*. New York: Perigree Books.

Oaks, W. W., Melchiodi, G. A., Ficher, I. (1976). *Sex and the Life Cycle*. New York: Grune & Stratton.

Weil, M.W. (1990). *Sex and Sexuality*. New York: University Press of America

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, Len 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 7:18 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

Wednesday, November 30, 2011 10:00 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 1st group of courses. Last Tuesday I called and I met with t...   Tue 11/29
- Linda Webb** Irene: It would be most helpful to have a written statement affirming 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
- Darlene Epperson** From: Barbara Ridener Sent: Thursday, December 03, 2011 2:19 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 03, 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

Sue Graves

Friday, December 03, 2011 2:11 PM

Thanks Sue.

Irene

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

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- 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. Stu... 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

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