

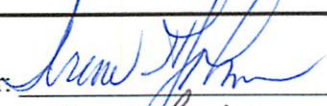

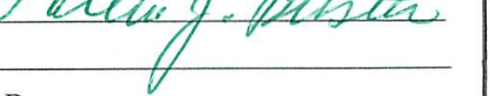
FLORIDA ATLANTIC UNIVERSITY™

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 6482 | CURRENT COURSE TITLE: LIFESPAN DEVELOPMENT |
| CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER | ____ TERMINATE COURSE (LIST FINAL ACTIVE TERM): |
| CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: EXAMINES THE 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 COMPETENCIES IN FOSTERING RESILIENCE IN CLIENTS IS ADDRESSED. | 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 |
|---|--|---|

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 6482
LIFE SPAN DEVELOPMENT
SUMMER 2011**

Professor:
Office Phone:
E-mail:

Office:
Office Hours:

COURSE DESCRIPTION

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 competencies in fostering resilience in clients is addressed

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Broderick, P. C., & Blewitt, P. (2010). *The Life Span: Human Development for Helping Professionals* (3rd Ed.). Columbus, OH: Merrill.

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: K2.a, K2.b, K3.a-e

CACREP: Mental Health: C.2

CACREP: School: A.9, C.2.d, C.2.e, C.2.g

FEAPs: 4.1, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2

Subject Area Competencies & Skills (SAC&S): 1.2, 1.8

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 OBJECTIVES

At the end of the course, the student will demonstrate an understanding of the nature and needs of persons at all developmental levels and in diverse cultural contexts, including the following:

- a. Theories of individual and family development and transitions across the life span;
- b. Theories of learning and personality development, including current understandings of neurobiological behavior;
- c. Effects of crises, disasters, and other trauma-causing events on persons of all ages, and differences between developmentally appropriate reactions during crises, disasters, and other trauma-causing events
- d. Theories and models of individual, couple, and family resilience;

- e. Human behavior, including an understanding of developmental crises and situational factors that affect both normal and abnormal behavior
- f. Theories for facilitating optimal development and wellness over the life span.
- g. Impact of developmental factors, health and wellness, and resiliency on learning throughout the life span
- h. Evidence-based prevention and intervention programs that promote positive development, health and wellness, and resiliency through the lifespan

COURSE REQUIREMENTS

1. **Participation on Discussion Board.** See “Discussion Assignment Instructions” for full details. Posts (including original and responses to classmates) will be graded according to the following rubric (after the “Introductions” post):
 - ___ 5 = *Exceptional*: accurate, well-tied to readings, integrative across the chapters, clear and well-written
 - ___ 4 = *Good*: accurate, occasionally integrative, occasionally tied to readings, appropriate written expression
 - ___ 3 = *Fair*: some inaccuracy or answer is not linked to readings, not well-written, too brief, some factual errors.
 - ___ 2 = *Poor*: major inaccuracies, no reference to readings, material not explained in your own words, superficial, many errors in written expression
 - ___ 1 or below = *Unacceptable*: largely inaccurate, knowledge of readings not evident, not complete, or plagiarized.
2. **Developmental Case Conceptualization.** See “Developmental Case Conceptualization Scoring Rubric” later in syllabus.
3. **Final Examination.** The final will consist of multiple choice questions on course content, and case study essay questions in which content knowledge will be applied to specific situations.

COURSE EVALUATION

Grades will be assigned based on points earned.

| Assignment | Points |
|--------------------------------------|------------|
| Discussion Board | 60 |
| Developmental Case Conceptualization | 20 |
| Final Exam | 20 |
| TOTAL | 100 |

GRADING SCALE

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

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

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. “Attendance” in an online course involves checking in to the course website several times a week to complete assignments, communicate with the instructor and classmates, and access resources. 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 illness, family 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.

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.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

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

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

This course is taught through distance education. Readings, assignments, on-line group discussions, Internet exploration, and a companion website as well as instructor and peer feedback will be used to facilitate the teaching and application of course content that will allow further exploration and application of issues facing students/clients across the life span.

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| 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. Student assignments should be submitted to the designated location on the **scheduled due date** (see course content and outline).
7. Students are expected to fulfill their discussion board/group responsibilities on the days designated on the course syllabus and should respond to peers within one day following the assignment due date.
8. 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
9. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
10. Students should contact IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you experience login or connection issues.
11. 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.

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| COURSE CONTENT & OUTLINE |
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The content and activities for each session are described below. Assigned readings should take place prior to class.

| WEEK | TOPICS | READINGS | ASSIGNMENTS DUE |
|------|--|--|---|
| 1 | Confirmation of course log-in and syllabus reading to instructor | Gain familiarity with course website and syllabus. Read | “Message” professor within Blackboard to confirm that you have read the syllabus. Introduction Discussion: Post and respond to peers for 5 points* |
| 2 | Discussion Board. Each week, respond to the posted questions. Also, read how others have responded and provide feedback to at least two other peers. Discussion questions posted for organizing themes in development | Chapter 1 | Post to question and respond to at least two peers for 5 points. See Discussion instructions in course. |
| 3 | Discussion questions posted for heredity, environment, & beginnings of life; neural and cognitive development in early years | Chapters 2, 3 | Post and Respond-5 points |
| 4 | Discussion questions posted for emotional development, emerging self, and socialization in the early years | Chapters 4, 5 | Post and Respond-5 points |
| 5 | Discussion questions posted for cognition in middle childhood | Chapter 6 | 5 points |
| 6 | Discussion questions responses posted for self and moral development in middle childhood/early adolescence | Chapter 7 | 5 points |
| 7 | Discussion question responses posted for gender and peer relationships in middle childhood/early adolescence | Chapter 8 | 5 points |
| 8 | Discussion question responses posted for physical, cognitive, social, and identity development in adolescence | Chapters 9, 10 | 5 points |
| 9 | Discussion question responses posted for physical, cognitive, socio-emotional and vocational development in young adulthood | Chapters 11, 12 | 5 points |
| 10 | Discussion question responses posted for cognitive, personality, and social development in middle adulthood; living well in adulthood | Chapters 13, 14 | 5 points |
| 11 | Discussion question responses posted for late adulthood | Chapter 15 | 5 points |
| 12 | Discussion Board: Post your paper. Read two other classmates’ papers and post comments. | Developmental Case Conceptualization Due | 20 points 5 points |
| 12 | Final Exam | Instructions provided | 20 points |

Developmental Case Conceptualization Scoring Rubric

1. Used Developmental Theory to Conceptualize Interviewee (6 pts)

| Points | Indicators | Comments |
|----------|---|----------|
| | Clearly identifies theory | |
| | Applies theory to conceptualize interviewee's developmental history and current functioning (1.5 points) | |
| | Includes relevant points of developmental history, including ecological/systemic and cultural factors | |
| | Identifies current developmental challenges | |
| | Includes theoretically grounded and/or research-based rationale for suggests appropriate interventions that can be used to prevent or alleviate developmental problems (1.5 points) | |
| Total: 6 | | |

2. Used Required Paper Format (4 pts.)

| Points | Indicators | Comments |
|--------|--|----------|
| | Adheres to length requirements (10-15 pgs) | |
| | Margins, headings, titles, page numbering, references, etc. are APA style (2 points) | |
| | Correct form for references and citations | |
| Total: | | |

3. Used Appropriate Writing Style (6 pts).

| Points | Indicators | Comments |
|----------|--------------------------|----------|
| | Organization of ideas | |
| | Cohesion and coherence | |
| | Clarity of writing style | |
| Total: 6 | | |

4. Used Language Appropriately (4 pts.)

| Points | Indicators | Comments |
|----------|---|----------|
| | Grammar and sentence structure (2 points) | |
| | Punctuation | |
| | Spelling | |
| Total: 4 | | |

TOTAL:

Comments:

| |
|-------------------|
| REFERENCES |
|-------------------|

- Barkley, R. A. (1998). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (2nd ed). New York: The Guilford Press.
- Becvar, D. S. (2001). *In the presence of grief: Helping family members resolve death, dying and bereavement issues*. New York: Guilford.
- Bjorklund, D. F. (2000). *Children's thinking* (3rd ed.) Belmont, CA: Wadsworth.
- Bohard, A. C., & Stipek, D. J. (Eds.). (2001). *Constructive and destructive behavior: Implications for family, school, and society*. Washington: The American Psychological Association.
- Booth, A. & Crouter, A. C. (Eds.). (1998). *Men in families: When do they get involved? What difference does it make?* Mahwah, NJ: Erlbaum.
- Carskadon, M. A. (2003). *Adolescent sleep patterns: Biological, social, and psychological influences*. New York: Cambridge University Press.
- Crittenden, P. M., & Claussen, A. H. (Eds.). (2000). *The organization of attachment relationships: Maturation, culture, and context*. New York: Cambridge University Press.
- D'Augelli, A. R., & Patterson, C. J. (Eds.). (2001). *Lesbian, gay, and bisexual identities and youth: Psychological perspectives*.
- DeBaggio, T. (2002). *An intimate look at life with Alzheimer's*. New York: Free Press.
- Drucker, J. (1998). *Families of value: Gay and lesbian parents and their children speak out*. New York: Insight Books/Plenum Press.
- Dworkin, G., Bok, S., & Frey, R. G. (1998). *Euthanasia and physician assisted suicide: For and against*. New York: Cambridge University Press.
- Ganong, L. H. & Coleman, M. (1999). *Changing families, changing responsibilities: Family obligations following divorce and remarriage*. Mahwah, NJ: Erlbaum.
- Hetherington, E. M. (Ed.). (1999). *Coping with divorce, single parenting, and remarriage: A risk and resiliency perspectives*. Mahwah, NJ: Erlbaum.
- Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. New York: Cambridge University Press.
- Kinder, M. (Ed.). (2000). *Kids media culture*. Durham, NC: Duke University Press.
- Kuttner, R. & Trotter, I S. (2002). *Reconnecting parents and children in adulthood*. Tampa, FL: Free Press. .
- Massey, D. S., Lundy, G., Charles, C. Z., & Fischer, M. J. (2003). *The source of the river: The social origins of freshman at America's selective colleges and universities*. Princeton University Press.
- Miller, M. A., Alberts, J. K., Hecht, M. L., Trost, M. R., & Krizek, R. L. (2000). *Adolescent relationships and drug use*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Moeller, T. G. (2001). *Youth aggression and violence: A psychological approach*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Nangle, D. W., & Erdley, C. A. (Eds.). (2001). *The role of friendship in psychological adjustment: New directions for child and adolescent development*. San Francisco, CA: Jossey-Bass.

- Pojman, L.P. (2000). *Life and death: Grappling with the moral dilemmas of our time (2nd ed.)*. Belmont, CA: Wadsworth.
- Roszak, T. (2001). *As boomers become elders*. New York: Publishes Group West.
- Schindley, W. (2002). *A survival guide for nontraditional students*. Mt. Pleasant, TX: Dallas Publishing.
- Straus, M. A. (2001). *Beating the devil out of them: Corporal punishment in American families and its effects on children*.
- Tan, R. S. (2001). *Unraveling truths about the male menopause*. Houston, TX: Amred Publishing.
- Tracey, N. (Ed). (2000). *Parents of premature infants: Their emotional world*. London: Whurr Publishers, Ltd.
- Wasserman, S. (2001). *How to stay close to distant grandchildren*. Vancouver: Hartley & Marks, Inc.
- Webb, N.B. (Ed.) (2002). *Helping bereaved children: A handbook for practitioners*. New York: Guilford.
- Whaley, L. J. (2001). *The aging brain*. Columbia University Press.

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 w... 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 29 November 2011 7:38 AM

To: ;

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

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

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

Irene Johnson Thanks, Michael. Irene Tue 11/29

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

James McLaughlin

Tue 29 November 2011 4:30 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 I did Tuesday 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
- Darlene Epperson** From: Barbara Ridener Sent: Thursday, December 01, 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

Reply, Reply All, etc. 12/01/2011 4:11 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@fau.edu

Sunday, December 04, 2011 2:11 PM

Thanks Sue.

Irene

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

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

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

Darlene Epperson

Actions

Thursday, December 01, 2011 2:18 PM

To:

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

From: Barbara Ridener

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

To: Darlene Epperson

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

The Department of Teaching and Learning does not have any conflicts

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

Irene Johnson Thanks Barbara. Irene Fri 12/2

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

Irene Johnson

Sent items

Sunday, December 04, 2011 8:02 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
12/1/11
@LRM - NO
Conflict in our
course