

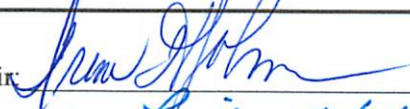
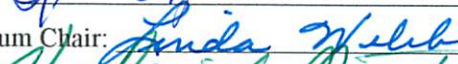
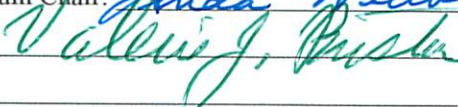
FLORIDA ATLANTIC UNIVERSITY™

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 6700	CURRENT COURSE TITLE: LEGAL, ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COMPETENT COUNSELING PRACTICE ARE VIEWED FROM A NATIONAL, STATE, AND LOCAL PERSPECTIVE.	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: 1/19/12 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
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION**

**MHS 6700 Legal, Ethical & Professional Issues in Counseling
May 18 –22: 8:30AM - 4:30 PM
Summer 2009**

Instructor: Len Sperry, M.D., Ph.D., Professor

Office : ED- 276

Office Hours: by appointment

E-mail: lsperry@fau.edu

CATALOG DESCRIPTION

Legal, ethical and professional issues in counseling are viewed from a national, state, and local perspective.

COURSE RATIONALE

Basic assumptions guiding the intentional practice of counseling include: (1) effective ethical practice is effective professional practice; and (2) effective professional practice is ethically and culturally sensitive. Emphasized are contextual factors that impact ethical decision-making, i.e., counselor's stage of ethical and professional development, culture, organizational ethics, community values, and psychological "traps." Legal issues impacting the professional practice of mental health and school counseling are also presented and examined.

GENERAL COURSE OBJECTIVES

This course aims to provide students with the opportunity to:

1. Identify the major ethical issues: competency, confidentiality, informed consent, and conflict of interests, and apply ethical principles to all counseling situations and contexts with sensitivity to multicultural and social justice considerations.
2. Apply policies, regulations, legislation and federal and state laws pertinent to mental health, school, and rehabilitation counseling.
3. Recognize implications for legal liability and malpractice.
4. Identify issues and requirements for professional credentialing, licensure, certification, registry, and program accreditation.
5. Identify organizational ethical issues and psychological traps as they impact the practice of professional counseling
6. Utilize Internet and library resources to obtain legal and ethical information.
7. Identify major legal trends and ethical issues in the counseling profession, with particular emphasis on advocacy for clients and the profession.
8. Recognize the formative influence of family, heroes, and personal style on ethical
9. Critically analyze readings, everyday experience and case material in terms of

professional, contextual and ethical considerations.

COMPETENCIES

Florida DOE: 5.2, 6.1, 6.2, 6.3, 6.4, 6.5

CACREP: 1.b, 1.d, 1.f, 1.g, 1.h, 2.f, 3.c, , 4.i, 5.g, 6.g, .7.i, 8.f

Mental Health: A2, A4, A5, A6, B1 ; **School:** A7, All.

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.

TEACHING METHODOLOGIES

To provide the student with a variety of learning experiences the following methods of instruction are used: lecture with & without Power Point; class and small group discussions; library research using on-line data bases; written ethical analyses, and internet resources.

TEXTS: REQUIRED AND SUGGESTED

REQUIRED

Sperry, L. (2007). *Dictionary of ethical and legal terms and issues: Essential guide for mental health professionals*. New York: Routledge

Hoyk, R. & Hersey, P. (2008). *The ethical executive: Becoming aware of the root causes of unethical behavior*. Stanford, CA: Stanford Business Books.

SUGGESTED

Remley, T., Hermann, M. & Heuy, W. (Eds.). (2003). *Ethical and legal issues in school counseling., 2ed*. Alexandria, VA: American School Counselor Association.

Sperry, L. (2007). *The ethical and professional practice of counseling and psychotherapy*. Boston: Allyn & Bacon.

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Class Attendance and Participation: Participation is based on the expectation that students will *verbally* and meaningfully participate in every class discussions. Such participation assumes regular attendance without tardiness as per the Attendance policy.

2. Case Analyses Report: The purpose of this assignment is to increase the student's facility in using professional ethical codes. These reports are to be legibly handwritten on a *Case Analysis Report Form* provided by the instructor. **Due:** The *Report Form* for the given case is due the next class day after it was assigned.

3. Ethical Profile Report. The purpose of this assignment is to increase the student's ethical sensitivity. This paper profiles you with regard to ethical and professional practice. **Due- June 5 :** Leave a hard copy of the paper with the Counselor Education Department secretary—on/ before 4pm.

4. Ethical Dilemma Case Analysis Reports: The purpose of this assignment is to increase the student's capacity to analyze complex ethical issues and dilemmas utilizing a contextual ethical decision making model. **Due- June 5 :** Leave a hard copy of the paper with the Counselor Education Department secretary—on/before 4pm.

5. Competency Exam: This will be an objective exam consisting of multiple choice-- and possibly short answer essay questions-- on topics covered in Part I and II of the Sperry text and from the Hoyk and Kersey text. Its purpose is to assess minimal level of understanding of the basic concepts of professional ethics.

EVALUATION SCORING

Class Participation	10 pts
Case Analyses (5)	20 pts
Ethical Profile Paper	20 pts
Ethical Decision Making Case Report (2)	30 pts
Exam	<u>20 pts</u>
	100 pts

COURSE GRADING

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D = 60-69; F = < 60

COURSE POLICIES

1. Attendance for Intensive Courses: Because of the intensive nature of this course

attendance at all classes is mandatory. Late arrivals greater than 10 minutes will be counted as an absence. A reduction of 20% of the total points allotted for this course will be applied to each absence beyond the first. **Participation:** Students are expected not only to be present at class but to verbally participate in experiential exercises and classroom discussions. It 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.

2. Missed or Late Assignments in Intensive Courses: All missed examinations or assignments will receive no credit. Late assignments, examinations or exercises are subject to a 20 % point reduction off of the total points available for that evaluation. Students who do not complete all activities associated with this class will receive an “F” as their final grade.

3. Incomplete Coursework: It is the students’ responsibility to insure that they complete all coursework, assignments, exercises or examinations by the scheduled date. The grade of “Incomplete” requires both the instructor’s and the department chairperson’s approval, and must follow COE guidelines.

4. 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 a part of the Office of Diversity Student Services. The phone number is 561-799-8585 and the TTY number is 561-799-8565.

5. University Honor Code. Students 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: 1. 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. 2. The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism. 3. 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

6. Taping of Classroom Activities: Taping of lectures and classroom activities is not permitted *except as an accommodation* supported and documented by the FAU Office for Students with Disabilities

COURSE SCHEDULE

The instructor reserves the right to make adjustments to this schedule, the topics covered, the assignments made, the evaluations required, or otherwise as may be need to effectively teach the material to be covered. Such adjustments will be made and announced at the beginning of the class or prior to the affected session, if possible. Additional reading assignments may be made in class.

Date	Topic	Reading
5/18/09	Ethical and Professional Practice Professional Codes of Ethics Unethical Behavior and Organizational Ethics	Part II H & H
5/19/09	Competence Confidentiality	Part II H & H
5/20/09	Informed Consent Conflict of Interest	Part III H & H
5/21/09	Florida Legal Statutes Ethical Decision Making-I	Appendix
5/22/09	Exam Ethical Decision Making-II	

Sperry = Parts/Appendix

Hoyk & Hersey= H & H

BIBLIOGRAPHY

- American Counseling Association. (1995). *Code of ethics and standards of practice*. Alexandria, VA: Author.
- American Psychological Association. (2002) *Ethical principles of psychologists and Code of conduct*. Washington, DC: Author.
- American School Counselor Association, (1984). *Ethical standards for school*

- counselors*. Alexandria, VA: author.
- Badaracco, J. (1997). *Defining moments: When managers must choose between right and right*. Boston: Harvard Business School Press.
- Behnke, S., Winick, B. & Perez, A. (2000). *The essentials of Florida mental health law: A straightforward guide for clinicians of all disciplines*. New York: Norton.
- Bernstein, B. & Hartsell, T. (2000). *The portable ethicist for mental health professionals*. New York: Wiley.
- Brincat, C. & Wike, V. (2000). *Morality and the professional life: Values at work*. Upper Saddle River, NJ: Prentice-Hall.
- Bullis, R. (2001). *Sacred calling, secular accountability: Law and ethics in complementary and spiritual counseling*. New York: Brunner-Routledge.
- Fisher, C. (2003). *Decoding the ethics code: A practical guide for psychologists*. Thousand Oaks, CA: Sage.
- Fischer, L. and Sorenson, G. (1996). *School law for counselors, psychologists, and social workers*. White Plains, NY: Longman Publishers.
- Fulero, S. M. (1988). Tarasoff: 10 years later. *Professional Psychology: Research and Practice*, 19(2) 184-190.
- Gottlieb, M. (1993). Avoiding dual relationships: A decision-making model. *Psychotherapy*, 30(1), 41-48.
- Koocher, G. & Keith-Spiegel, P. (1998). *Ethics in psychology: Professional standards and cases, 2ed*. New York: Oxford.
- Melton, G. B. (1988). Ethical and legal issues in AIDS related practice. *American Psychologist*, 43(11), 941-947.
- Nash, L. (1993). *Good intentions aside: A manager's guide to resolving ethical problems*. Boston: Harvard Business School Press.
- Skovholt, T. & Jennings, L. (2004). *Master therapists: Exploring expertise in therapy and counseling*. Boston: Allyn & Bacon.
- Sperry, L. & Prosen, H. (1998). Contemporary ethical dilemmas in psychotherapy: Cosmetic psychopharmacology and managed care. *American Journal of Psychotherapy*, 52, 54-63.
- Sperry, L. (2003). Organizational ethics in the company: Beyond personal, professional and business ethics. In J. Kahn & A. Langlieb (eds.). *Mental health and productivity in the workplace*. (pp. 387-404). San Francisco: Jossey-Bass.
- Sperry, L. (2004). Ethical dilemmas in the assessment of clinical outcomes. *Psychiatric Annals*, 34, 107-117.
- Sperry, L. (1993). Confidentiality and ethical issues. In *Psychiatric consultation in the workplace*. (pp. 239-248). Washington, DC: American Psychiatric 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 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 1:15 PM

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


On Tuesday, November 29, 2011 8:36 AM

Irene:






There is no conflict of the proposed course description changes with any courses in the Department of Curriculum, Culture, and Educational Inquiry. Take care.

Jim

H. James McLaughlin, Ph.D.
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965



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

- Darlene Epperson** Sent per Dr. Johnson Hello Colleagues, Current changes for some of the M...   Tue 11/29
- Irene Johnson* Linda: This is the first group of courses. Last Tuesday, 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. Stu... 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

*OK
12/1/11
DLRM - NO
Conflict in our
course*