### Graduate Programs—COURSE CHANGE REQUEST

**DEPARTMENT:** Counselor Education  
**COLLEGE:** Education

**COURSE PREFIX AND NUMBER:** MHS 6401  
**CURRENT COURSE TITLE:** Counseling Theories and Techniques

**CHANGE(s) ARE TO BE EFFECTIVE (LIST TERM):** 
**SUMMER 2012**

**TERMINATE COURSE (LIST FINAL ACTIVE TERM):**

**CHANGE TITLE TO:**

**CHANGE PREFIX FROM:**  
**TO:**

**CHANGE COURSE NO. FROM:**  
**TO:**

**CHANGE CREDITS FROM:**  
**TO:**

**CHANGE GRADING FROM:**

**CHANGE DESCRIPTION TO:** Examines the cognitive-behavioral and other counseling theories with an emphasis on case conceptualization and other competencies, skills and techniques in counseling clients.

**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.*

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**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, EDLM - no overlap.

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**Faculty contact, email and complete phone number:**

Dr. Irene H. Johnson  
[johnso9@fau.edu](mailto:johnso9@fau.edu)  
561-297-2136

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**Approved by:**

Department Chair:  
College Curriculum Chair:  
College Dean:  
UGPC Chair:  
Graduate College Dean:  

**Date:**  
1/3/2012  
1/18/12  
1/20/12

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**ATTACHMENT CHECKLIST**

- [Syllabus](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](mailto: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 6401
COUNSELING THEORIES AND TECHNIQUES
Spring, 2012

Instructor: Jonathan Sperry, Ph.D.,LMHC,LCSW, adjunct professor
Office Hours: by appointment
Office: Bldg. 8, Rm 229
Phone: (561) 297-3540
Email: jsperry1@fau.edu

COURSE DESCRIPTION & RATIONALE
Examines the cognitive-behavioral and other counseling theories with an emphasis on case conceptualization and other competencies, skills and techniques in counseling clients. 
Prerequisites: Must take MHS 5005 before entering this course

REQUIRED READINGS & MATERIALS


Handouts as provided by the instructor

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: K.1.c, K.2.c, K.2.e, K.2.f, K.3.b-e, K.5.a, K.5.c, K.5.d, K.5.g, K.7.b.
CACREP: Mental Health: A1, A 2, C5.
CACREP: School: A.9, C2.g
FEAPS: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 8.1, 8.2
Subject Area Competencies & Skills (SAC&S): 1.1

CONCEPTUAL FRAMEWORK
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by understanding various counseling theories and the appropriate corresponding counseling interventions.

COURSE OBJECTIVES
GOALS:
1. Demonstrate an understanding and appreciation of selected counseling theories and the core competencies of counseling practice.
2. Demonstrate competencies in writing case conceptualizations and in performing counseling interventions.

Upon completion of this course, students will be expected to be able to meet the following CACREP and DOE general competencies:
1. Recognize the importance of the therapeutic factors and skills in counseling/psychotherapeutic interventions necessary for effective and efficient counseling and psychotherapy outcomes with clients.
2. Demonstrate an understanding of the theoretical constructs of the major approaches to counseling and psychotherapy studied.
3. Demonstrate an understanding of counseling interventions associated with each approach studied.
4. Demonstrate an of understanding of the research bases underlying current counseling approaches.
5. Recognize the clinical value of empirically supported relationship and treatment research.
6. Demonstrate an appreciation of the ethical, legal and cultural issues related to course content.

Upon completion of this course, students will be expected to demonstrate the following specific competencies at an appropriate level of effectiveness:
7. Write coherent case conceptualizations based on given theoretical models.
8. Engage in complete counseling encounters involving change strategies and interventions.

COURSE REQUIREMENTS
1. Attend all class sessions. The attendance policy (below) is strictly enforced.
2. Complete 7 sets of case formulations (2 formulations for each set). Prepare typed formulations following the format as per instruction sheet and turn in on the assigned class date.
3. Complete 4 case reports and session transcriptions (approximately 20 minute session) utilizing the CBT-Replacement Strategy approach, following the guidelines specified by the instructor. Submit the report/transcription, the signed informed consent, and the audiotape (standard cassette size or CD) in a 8 1/2 x 11" envelop with your name, date, AND the number of the assignment, e.g. "case #1".
4. Actively participate in the in-class Counseling Simulations as well as in class discussions.
5. Complete and submit all assignments on or before scheduled dates. Only hard copies of assignments are acceptable.

COURSE EVALUATION
Grades will be assigned based on percentages.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP</th>
<th>FEAP Indicators</th>
<th>SAC&amp;S</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Formulations (7 sets)</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Report/Transcriptions (4)</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Counseling Practice (4)</td>
<td></td>
<td></td>
<td></td>
<td>40</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

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

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+ = 67-69%
D  = 64-66%
D-  = 60-63%
F = 59 - 0%

**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 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. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

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.

**In-class** learning and simulations are essential in acquiring the essential competencies of professional counseling. This course emphasizes simulated counseling exercises with focused feedback, and full attendance is necessary to acquire and develop these competencies.

Furthermore, this course is structured as an intensive, all-day format to facilitate competency acquisition. Accordingly, full attendance at each scheduled class is required to pass the course. Missing up to ½ day of each and any of the five days—for any reason—results in an automatic drop of a full grade. Thus, missing 4 or more half days results in a grade of F.
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 accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD)—in Boca Raton, FL, SU 133 (561-297-3880; in Davie, MOD 1 954-236-1222); 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 strategies used in this course include lecturettes, videos, case studies, counseling simulations, and focused class discussions.

REFERENCES


## COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should be completed prior to the specific class meeting.

<table>
<thead>
<tr>
<th>CAMPUS MEETING</th>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21/12</td>
<td>1</td>
<td>Overview of Clinical Competencies</td>
<td>S--Chs.1 &amp; 15</td>
<td></td>
</tr>
<tr>
<td>2/18/12</td>
<td>2</td>
<td>Client-Centered Approach and motivational interviewing</td>
<td>R--Ch.: 6</td>
<td></td>
</tr>
<tr>
<td>2/18/12</td>
<td>3</td>
<td>Practice Counseling</td>
<td>D--Chs.: 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>2/18/12</td>
<td>4</td>
<td>Case Conceptualization: Clinical Formulation practice</td>
<td>S--Chs. 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>3/3/12</td>
<td>5</td>
<td>Psychodynamic (TLDP) theory &amp; formulation</td>
<td>R--Ch. 5; S--Ch. 8</td>
<td></td>
</tr>
<tr>
<td>3/3/12</td>
<td>6</td>
<td>Practice Counseling</td>
<td>D--Chs. 3-6</td>
<td></td>
</tr>
<tr>
<td>3/3/12</td>
<td>7</td>
<td>Cognitive Therapy theory &amp; formulation</td>
<td>R--Ch. 9 &amp; 10; S-Ch. 9</td>
<td></td>
</tr>
<tr>
<td>3/3/12</td>
<td>8</td>
<td>Behavioral Therapy theory &amp; formulation</td>
<td>S--Ch. 9</td>
<td></td>
</tr>
<tr>
<td>3/3/12</td>
<td>9</td>
<td>Practice Counseling</td>
<td>D--Chs.: 7-10</td>
<td></td>
</tr>
<tr>
<td>3/3/12</td>
<td>10</td>
<td>Adlerian Therapy theory &amp; formulation; REBT</td>
<td>R--Ch. 3 &amp; 11</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Formulations: Cognitive Therapy & Behavioral Therapy; Report/Transcription #1

Clinical Formulations: Adlerian & REBT; Report/Transcription
3/31/12

| 11 | Cultural formulation & practice | S--Chs. 13 & 14 |
| 12 | Practice Counseling             | D-- Chs.: 11-12 |

4/14/12

| 5  |                             |                              |
| 13 | Solution-Focused Therapy theory & formulation | R--Ch. 16; S--Ch. 10 |
| 14 | Reality Therapy theory & formulation         | R--12                     |
| 15 | Practice Counseling                       | D--Ch: 13                 |

Clinical Formulations:
Solution-Focused; Report/Transcription #4

Key for Assigned Readings: R = Rochlen; D = Driscoll; S = Sperry

BIBLIOGRAPHY


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 multiaxial 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/behavioral counseling models and other current counseling theories and models.

Family Counseling (MHS 6430) 3 credits
Prerequisite: Department Permission
Examines family systems and family counseling practice, and emphasizes the family systems perspective. Includes competencies, skills, ethics, culture, and the role of family counseling in various settings.

UNIVERSITY CATALOGUE: Family Counseling (MHS 6430) 3 credits
Examines family systems and family counseling practice. Emphasizes family systems perspective to presenting issues. Includes techniques, ethics and current status of family counseling in various work settings.

Substance Abuse Counseling (MHS 6450) 3 credits
Prerequisite: Department Permission
Examines the history, etiology and maintenance factors, and the diagnostic assessment and treatment competencies in counseling client with substance abuse issues.

UNIVERSITY CATALOGUE: Substance Abuse Counseling (MHS 6450) 3 credits
Prerequisite: Permission of instructor.
Course addresses the history, policies, etiology and current maintenance factors, diagnosis, and counseling treatments for the abuse of alcohol and other drugs.

Counseling and Human Sexuality (MHS 6470) 3 credits
Prerequisite: Department Permission
Examines human sexuality considerations in counseling clients with an emphasis on assessment and intervention competencies.

UNIVERSITY CATALOGUE: Counseling and Human Sexuality (MHS 6470) 3 credits
Prerequisite: Permission of instructor.
Human sexuality issues will be explored with an emphasis on assessment and intervention in mental health counseling practice.

Life Span Development (MHS 6482) 3 credits
Prerequisite: Department Permission
Examines the major theories of human development across the life span, and emphasizes the relationship of developmental stages and tasks to the process of normal development. Skills and competences in fostering resilience in clients is addressed.

UNIVERSITY CATALOGUE: Life Span Development (MHS 6482) 3 credits
Addresses the major theories of human development across the life span. Relates how life span stages and developmental tasks relate to normal development, prevention, and counseling. Concerns of individuals at different life span stages are addressed.

Group Counseling (MHS 6510) 3 credits
Prerequisite: Department Permission
Examines effective group counseling practice which emphasizes leadership skills, competencies,
and knowledge of organizing, implementing, and evaluating group counseling programs. Includes an experiential group component.

**UNIVERSITY CATALOGUE:** Group Counseling (MHS 6510) 3 credits
Prerequisite: Permission of instructor.
Stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating group counseling programs. Includes and experiential group component.

**Legal, Ethical, and Professional Issues in Counseling** (MHS 6700) 3 credits
Prerequisite: Department Permission
Examines legal, ethical, and professional issues in competent counseling practice are viewed from a national, state, and local perspective.

**UNIVERSITY CATALOGUE:** Legal, Ethical, and Professional Issues in Counseling (MHS 6700) 3 credits
Legal, ethical, and professional issues in counseling are viewed from a national, state, and local perspective.

**Issues in Mental Health Counseling** (MHS 6701) 3 credits
Prerequisite: Department Permission
Examines mental health counseling as a profession including history, identity, roles, and trends affecting the field and practice of mental health counseling, and overviews the essential skills and competencies of effective mental health counseling practice.

**UNIVERSITY CATALOGUE:** Issues in Mental Health Counseling (MHS 6701) 3 credits
Course addresses professional practice issues in mental health counseling. Includes history, identity, roles, and trends affecting the field and practice of mental health counseling.

**Practicum in Counseling** (MHS 6800) 3 credits
Prerequisite: Department Permission
Supervised counseling practice at a beginning level, involving individuals, families, and groups in field placement. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

**UNIVERSITY CATALOGUE:** Practicum in Counseling (MHS 6800) 3 credits
Prerequisite: Permission of instructor.
Supervised counseling practice involving individuals, families, and groups in field placement settings.

**Advanced Practicum in Counseling** (MHS 6801) 3 credits
Prerequisites: MHS 6800 and Department Permission
Supervised counseling practice at an intermediate level, involving individuals, families, and groups in field placement settings. Includes a university-based seminar in which skills and competencies are evaluated in case reports and session presentations.

**UNIVERSITY CATALOGUE:** Advanced Practicum in Counseling (MHS 6801) 3 credits
Prerequisite: MHS 6800 and Permission of instructor.
*The class requires additional clinical responsibilities with the intent to deepen counseling skills. The student is expected to demonstrate advanced knowledge, skills, and abilities congruent with a personal “orientation” based on the integration of theoretical and empirical knowledge.*

**Internship in Mental Health Counseling** (MHS 6830) 3-6 credits
Prerequisites: MHS 6801 and Department Permission
Supervised counseling practice at a more 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. Department

Darlene Epperson  Sent per Dr. Johnson. Hello Colleagues, Current changes for some of the...  Tue 11/29

Irene Arneson  This is the first group of courses. Let's revise them and I need...  Tue 11/29

Linda Webb  Irene. It would be helpful to have a written statement outlining the...  Tue 11/29

Michael Brady

To:  

You replied on 11/29 3:21 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 Arneson  Thanks Michael. Irene  Tue 11/29

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

James McLaughlin

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

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

Darlene Epperson

Sent per Dr. Johnson, multiple correspondences, current changes for some of the M.

Irene Johnson

Tuesday, January 15, 2013

Darlene Epperson

Thank you for your time. I will continue to meet with the group.

Michael Brady

Please respond to the course descriptions and see no overlap with the courses in the E.S.

Darlene Epperson

Thank you, Irene

James McLaughlin

There is no conflict of the proposed course description changes with any

Darlene Epperson

From: Barbara Renner Sent: Thursday, December 01, 2011 11:18 PM To: Darlene Epperson

Barbara Renner

Thanks, Barbara, Irene

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

Sue Graves

Actions

To:

Cc:

You replied on 12-4-2011 10:03 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

Thanks, Sue.

Irene

https://exchange.fau.edu/owa/?ae=Item&a=Preview&t=TPM%20Conversation&id=CD_bwxw...12/7/2011
Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department

Darlene Epperson
Sent out Dr. Johnson hello Colleagues. Current changes for some of the M...  
Irene Johnson
Linda: This is the first group of courses. Last Tuesday, Jan and I met with it ...  
Linda Webb
Irene. It would be most helpful to have a written statement outlining the outcome ...  
Michael Brady
I've reviewed the course descriptions and see no overlap with the courses in the ES...  
Irene Johnson
Thanks Michael. Irene  
Wed, 11/30

James McLaughlin
Irene. There is no conflict of the proposed course description changes with any...  

Actions

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

To:

You replied on 12.2.2011 3:11 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

Sue Graves
Dr. Johnson, our department does not have any conflicts with these courses. B. Sue

Irene Johnson
Sent from

Thanks Sue.

Irene
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