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| <br><b>FLORIDA ATLANTIC UNIVERSITY</b>  | <b>COURSE CHANGE REQUEST</b><br><b>Graduate Programs</b>   | UGPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____ |
|  | Department Counselor Education<br>College Education  | Confirmed _____<br>Banner Posted _____<br>Catalog _____           |
| <b>Current Course Prefix and Number</b> MHS 7407   | <b>Current Course Title</b><br>Psychotherapy and Illness   |   |
| Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a> . Please consult and list departments that may be affected by the changes; attach documentation.<br>N/A  |  |   |
| <b>Change title to:</b><br>Advanced Counseling Strategies in Health and Behavioral Health<br><br><b>Change prefix</b><br>From:                      To:<br><br><b>Change course number</b><br>From:                      To:<br><br><b>Change credits*</b><br>From:                      To:<br><br><b>Change grading</b><br>From:                      To:<br><br><small>*Review <a href="#">Provost Memorandum</a></small> | <b>Change description to:</b><br>Focuses on evidence-based therapeutic strategies and ultra- brief interventions for prevention, wellness and health promotion, and medical and behavioral health conditions in mental health, substance treatment, integrated pri<br><br><b>Change prerequisites/minimum grades to:</b><br>MHS 7402<br><br><b>Change corequisites to:</b><br><br><b>Change registration controls to:</b><br><br>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade. |   |
| <b>Effective Date (TERM &amp; YEAR)</b> Spring 2019  | <b>Terminate course</b><br><b>List final active term</b>   |   |
| <b>Faculty Contact/Email/Phone</b>   |  |   |
| <b>Approved by</b><br>Department Chair _____<br>College Curriculum Chair _____<br>College Dean _____<br>UGPC Chair _____<br>UGC Chair _____<br>Graduate College Dean _____<br>UFS President _____<br>Provost _____   | <b>Date</b><br>3/28/18<br>4/6/18<br>4/17/18<br>8/22/14<br>8/22/18<br>8/22/2018   |   |

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

GRADUATE COLLEGE

APR 20 2018

Received

response to your request for rationale for updated course--FAU catalog

Len Sperry

Mon 4/9/2018 2:10 PM

To: Paul Peluso <ppeluso@fau.edu>;

Paul,  
Just got this finished.  
Please confirm receipt. When will it go to GPC?

Len

**[ORIGINAL COURSE NAME & CONTENT]**

**MHS 7407 Psychotherapy and Illness**

**Prerequisite MHS 7402**

Course discusses the application of focused psychotherapy strategies to acute and chronic medical conditions

**[PROPOSED CHANGE TO COURSE NAME & CONTENT]**

**MHS 7407 Advanced Counseling Strategies in Health and Behavioral Health**

**Prerequisite MHS 7402**

**Focuses on evidence-based therapeutic strategies and ultra- brief interventions for prevention, wellness and health promotion, and medical and behavioral health conditions in mental health, substance treatment, integrated primary care, and specialty health care settings.**

**Rationale for change:**

- 1. The original course was created 14 years ago before our PhD program achieved CACREP accreditation and well before major changes in counseling occurred. In short, the course is outdate. It has not been offered since 2010 largely because it does not meet student needs.**
- 2. The practice of clinical mental health counseling is shifting increasingly to brief therapy and ultra-brief interventions. This course emphasizes both of these changes.**
- 3. The practice of clinical mental health counseling is shifting increasingly toward practice integrated primary care and specialty mental health care settings. The revised course emphasizes those new settings.**
- 4. The practice of clinical mental health counseling is increasingly requiring the utilization of evidence-based practice which the revised course will emphasize.**

GRADUATE COLLEGE

APR 20 2018

Received

**Department of Counselor Education Syllabi Checklist**

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| Institution Information         | <b>DEPARTMENT OF COUNSELOR EDUCATION<br/>COLLEGE OF EDUCATION<br/>FLORIDA ATLANTIC UNIVERSITY</b>   |
| Course Identifying Information  | <b>MHS 7407<br/>ADVANCED COUNSELING STRATEGIES<br/>IN HEALTH AND BEHAVIORAL HEALTH<br/>Spring 2019 - 3 credit hours</b>   |
| Instructor Contact Information  | <b>Instructor: Len Sperry</b> <b>Office: 47 ED - 276</b><br><br><b>Phone: 561-297-3507</b> <b>Office Hours: TBA</b><br><br><b>E-mail: lsperry@fau.edu</b>   |
| Meeting Location                | <b>Class: Campus, Room, Day, Time (TBA)</b>   |
| Course Description              | <i>Prerequisites: MHS 7402 Advanced Brief Therapy Approaches in Counseling</i><br><br>Focuses on evidence-based therapeutic strategies and ultra-brief interventions for prevention, wellness and health promotion, and medical and behavioral health conditions in mental health, substance treatment, integrated primary care, and specialty health care settings.<br><br>Description matches the <u>University Catalog</u>   |
| Rationale for Course            | Illness is the subjective experience of acute or chronic medical disease. The prevalence of chronic disease is increasing with 90 million Americans experiencing one or more and 70 percent of all deaths being attributed to them. In psychotherapy practice today, many, if not most, clients who present with obvious psychological issues will also be experiencing a chronic medical illness. Interestingly, recent research demonstrates that certain illnesses such as asthma, diabetes, and irritable bowel syndrome are quite responsive to focused psychotherapeutic interventions. Since the utilization of such psychotherapeutic strategies is within the scope of practice of professional counselors, this course provides professional counselors with the focused psychotherapeutic strategies found useful in modifying problematic psychodynamics and interpersonal dynamics in clients experiencing medical illness. Just as coursework and supervised experience in couple and family therapy can increase the professional counselor's effectiveness in utilizing specific psychotherapeutic strategies for modifying psychodynamics and interpersonal dynamics in couples and families experiencing relational conflict, this course, along with supervised experience, can increase the professional counselor's effectiveness in treating clients experiencing such illnesses. |
| Required and Suggested Readings | The required readings need to match what is posted on the department website. If revisions are made they need to be uploaded online as well.<br><br><b>Required Texts:</b><br>Harper, R. (2004). <i>Personality-guided therapy in behavioral medicine</i> . Washington, DC: American Psychological Association (APA Books).<br><br>Sperry, L. (2006). <i>Psychotherapy with chronic illness: A biopsychosocial therapy</i>  |

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|  |  | <p><i>approach</i>. Washington, DC: American Psychological Association (APA Books).</p> <p><b>Recommended Text:</b><br/> Fennell, P. (2003). <i>Managing chronic illness: A mental health professional's guide to helping chronically ill people</i>. New York: Wiley.</p>   |
|  | <p><b>Required Resources:</b><br/> Livetext<br/> <br/> <b>(This is COE policy)</b></p> | <p>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, <a href="http://coe.fau.edu/livetext">http://coe.fau.edu/livetext</a>.</p>   |
|  | <p><b>Guidelines used in Developing Course Objectives</b></p>                          | <p>Verify Accreditation Matrix</p>   |
|  | <p><b>Conceptual Framework</b></p>   | <p>See College of Education, Diversity Committee, Conceptual Framework</p> <p><b>Example:</b><br/> As a reflective decision-maker the Counselor Education candidate will demonstrate the ability to effectively engage and advocate for students, parents, families, and other professionals from diverse backgrounds (race, ethnicity, gender, language and culture, exceptionalities, socioeconomic class, sexuality, religious diversity, ecological identity, and positionality) as reflected in class participation, discussion, and completion of assigned tasks and projects. The Counselor Education candidate will demonstrate their ability to: a) make informed decisions, b) exhibit ethical behavior, c) provide evidence of being an empathetic and d) capable professional by engaging in cross-cultural communication and collaboration. Counselor Education candidates will receive written and verbal feedback on their work from their instructor and peers throughout the course.</p>  |
|  | <p><b>Course Goals, Objectives, and Competencies</b></p>                               | <p>Objectives are aligned with assignments.</p> <p><b>Goal:</b> To incorporate health-focused psychotherapy strategies in professional counseling practice.</p> <p><b>Objectives:</b> Specific course objectives include:</p> <ul style="list-style-type: none"> <li>• To delineate the scope of practice involving the utilization of health-focused psychotherapy strategies for professional counselors</li> <li>• To enhance the learner's utilization of focused psychotherapy strategies and methods with clients experiencing acute and chronic medical illness</li> <li>• To appreciate the impact of cultural factors on health-focused psychotherapy practice</li> <li>• To recognize ethical, legal and other professional issues in the practice health-focused psychotherapy.</li> </ul> <p>Objectives are aligned with assignments.</p> <p><i>Note:</i> University, College of Education, and department policy stipulates that students in graduate-level programs must maintain an overall GPA of 3.0 and have received a grade of "B" or higher in all courses.</p> |
|  | <p><b>Course Requirements</b></p>  | <p>Required.</p>   |

|   |                                 |   |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
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|   |                                 | <p><b>Attendance and Active Class Participation:</b><br/>Full credit is given for attending all class meetings and for moderate to high level of active participation.</p> <p><b>Reading/Reflection Reports:</b> This 3 page double spaced paper should summarize and critically review key themes and add your personal and professional reactions and reflections on those themes on the assigned readings for a given class date. Full credit is given to papers that are turned in at the beginning of the given class period.</p> <p><b>Clinical Demonstration:</b> Each student will demonstrate psychotherapy interventions with a medical condition. A minimum of 30 minute live or videotaped clinical counseling session with a client with a health-related issue is presented and discussed.</p> <p><b>Research Paper:</b> A research paper demonstrating critical reflection on the theory, research and clinical practice involving a key topic in health-focused psychotherapy to be chosen in consultation with the instructor. Using APA style (5th edition), the paper should be no more than 40 pages in length.</p> <p><b>Final Exam:</b> An essay examination covering the entire course.</p>  |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
|   | <p><b>Course Evaluation</b></p> | <p>Required.</p> <p><b>Grading</b></p> <table data-bbox="565 1010 1177 1159"> <tr> <td>Attendance and Active Class Participation</td> <td>10 %</td> </tr> <tr> <td>Reading/Reflection Reports</td> <td>25 %</td> </tr> <tr> <td>Clinical Demonstration</td> <td>25 %</td> </tr> <tr> <td>Research Paper</td> <td>25 %</td> </tr> <tr> <td>Final Exam</td> <td>15 %</td> </tr> </table>  | Attendance and Active Class Participation | 10 %         | Reading/Reflection Reports | 25 %         | Clinical Demonstration | 25 %         | Research Paper | 25 %        | Final Exam  | 15 % |  |             |              |              |  |
| Attendance and Active Class Participation | 10 %                            |   |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
| Reading/Reflection Reports                | 25 %                            |   |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
| Clinical Demonstration                    | 25 %                            |   |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
| Research Paper                            | 25 %                            |   |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
| Final Exam                                | 15 %                            |   |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
|   | <p><b>Grading Scale</b></p>     | <table data-bbox="565 1187 1372 1272"> <tr> <td>A = 94-100%</td> <td>B+ = 87-89%</td> <td>C+ = 77-79%</td> <td>D+ = 67-69 %</td> <td>F = 59 - 0 %</td> </tr> <tr> <td>A - = 90-93%</td> <td>B = 84-86%</td> <td>C = 74-76 %</td> <td>D = 64-66 %</td> <td></td> </tr> <tr> <td></td> <td>B- = 80-83%</td> <td>C- = 70-73 %</td> <td>D- = 60-63 %</td> <td></td> </tr> </table>  | A = 94-100%                               | B+ = 87-89%  | C+ = 77-79%                | D+ = 67-69 % | F = 59 - 0 %           | A - = 90-93% | B = 84-86%     | C = 74-76 % | D = 64-66 % |      |  | B- = 80-83% | C- = 70-73 % | D- = 60-63 % |  |
| A = 94-100%                               | B+ = 87-89%                     | C+ = 77-79%   | D+ = 67-69 %                              | F = 59 - 0 % |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
| A - = 90-93%                              | B = 84-86%                      | C = 74-76 %   | D = 64-66 %                               |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
|   | B- = 80-83%                     | C- = 70-73 %  | D- = 60-63 %                              |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |
|   | <p><b>Attendance</b></p>        | <p>Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, 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.</p> <p>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.</p> <p>Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and</p> |   |              |                            |              |                        |              |                |             |             |      |  |             |              |              |  |

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|  |   | <p>other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.</p>   |
|  | Classroom Etiquette                                 | <p>The university expects students to demonstrate respect in class by not talking or interrupting when the instructor or another student has the floor, and by refraining from behavior that is disrespectful such as texting, phone calls, searching the internet, playing internet games, etc. The university policy on the use of electronic devices is quite clear. It states: <i>"In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."</i></p> <p><b>Behavior Becoming of a Professional Counselor</b><br/> In addition to this university policy, the Department of Counselor Education describes a higher standard of behavior for counseling students. Students are expected "to be concerned about others, to be stable and psychologically well adjusted (both personally and professionally), to be capable of effective interpersonal relationships, to take responsibility for their words and actions ...and to behave in a manner that demonstrates suitability for the counseling profession." In short, it describes "behavior becoming of a professional counselor."</p> |
|  | Religious Accommodation                             | <p>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.</p>  |
|  | Information for Student With Disabilities           | <p>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 Student Accessibility Services (SAS) located in Boca – SU 133 (561-297-3880), in Davie – LA 131 (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all SAS 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 <b>submitting a letter from the Disabilities Office to your instructor</b> requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.</p>  |
|  | Counseling and Psychological Services (CAPS) Center | <p>Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services—individual counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to: <a href="http://www.fau.edu/counseling/">http://www.fau.edu/counseling/</a>.</p>  |



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|  | Code of Academic Integrity Policy       | <p>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:</p> <ul style="list-style-type: none"> <li>(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.</li> <li>(b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.</li> <li>(c) Other activities that interfere with the educational mission of the university.</li> </ul> <p>For full details of the FAU Honor Code, see University Regulation 4.001 at <a href="http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf">http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf</a></p> |
|  | Department Academic Integrity Statement | <p>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 is available for download on the Department of Counselor Education website and 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 outline policies.</p>   |
|  | Methods of Instruction                  | <p>Lecture, videotape, role-playing, discussions, and student demonstration--presentations.</p>  |
|  | Learning Support Services               | <p>Information on university resources available to support student learning is available on Canvas. Specific links and resources for the (a) Library Services, (b) Center for Learning and Student Success (CLASS), (c) Office for Students with Disabilities, (d) Center for Teaching and Learning, (e) FAU Institutional Review Board (IRB), and (f) the University Writing Center are provided by selecting the Learning Support Services link on the course menu.</p>   |
|  | Testing Policy<br><br>Optional          | <p>Example:</p> <p>Students will complete a variety of online assessments such as self-assessments, surveys, and quizzes. These alternative assessments will be completed on Canvas and should be completed independently unless otherwise noted in the syllabus, assignment and/or assessment description. Students are expected to conduct themselves in a professional and ethical manner at all times, including but not</p>   |

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|  |   | <p>limited to completing all assessments in the course. Students are required to work independently to complete all assessments. You may not give or receive assistance on any course assessments unless otherwise noted in the syllabus, and assignment or assessment description. Students are required to affirm they have followed the University Code of Academic Integrity and Department Academic Integrity Statement before submitting all assessments. Any student who violates the course testing policy will receive an automatic zero on the assignment and be referred the Department Chair for disciplinary action and appropriate sanctions, which may include but is not limited to dismissal from their degree program. In addition, students are expected to report cases of academic dishonesty to the instructor. Online assessments in this course will not be proctored. Any student requiring special accommodations must contact the instructor by the end of the second week of the course. Accommodates will be determine based on individual needs, require appropriate documentation, and may be administered and/or monitored by the Office for Students with Disabilities.</p>   |
|  | <p>Make Up Policy</p> <p>Optional</p>   | <p>Example:</p> <p>Late assignments will result in a daily point deduction as outlined in the assignment descriptions. Assignments more than five days late will not be accepted. Students must complete all assignments and meet expectations on all evaluations in order to earn a grade in the course.</p>  |
|  | <p>Distance Learning Requirements</p> <p>Required for online courses; should be included for web-assisted</p> <p>Optional for traditional courses</p> | <ol style="list-style-type: none"> <li>1. Students will access Canvas for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.</li> <li>2. Students are encouraged to use a broadband (cable or DSL) connection.</li> <li>3. Students may use Windows or Mac operating systems.</li> <li>4. Students may use Internet Explorer, Firefox, Safari browsers.</li> <li>5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.</li> <li>6. Student assignments should be <b>emailed</b> to the instructor on the <b>scheduled due date</b> (see course content and outline).</li> <li>7. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.</li> <li>8. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to: <ol style="list-style-type: none"> <li>a. Cheating</li> <li>b. Plagiarism</li> <li>c. Misrepresenting information or failing to give proper credit for citations used</li> <li>d. Participating or facilitating acts of academic dishonesty by others</li> <li>e. Unauthorized prior possession or sharing of examinations</li> <li>f. Submitting the work or tampering with the work of another person</li> </ol> </li> <li>9. Students will receive feedback on assignments from the instructor <b>via email and Livetext.com</b>. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <a href="http://www.adobe.com/products/acrobat/readstep2.html">http://www.adobe.com/products/acrobat/readstep2.html</a></li> <li>10. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Canvas. Students should contact the IRM helpdesk at <a href="http://Canvas.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1">http://Canvas.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1</a> if you experience login or connection issues.</li> <li>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 Canvas, navigating and conducting research on the Internet.</li> </ol> |
|  | <p>Technical Resolution Policy</p>  | <p>In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively</p>  |



| Needs to be provided for all online courses. | <p>quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. Should a problem occur, it is essential you take immediate action to document the issue so your instructors can verify and take appropriate action regarding a resolution. Please take the following steps should a problem occur:</p> <ol style="list-style-type: none"> <li>1. If you can, make a Print Screen of the monitor when the problem occurred. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, click the appropriate links below. <ul style="list-style-type: none"> <li>o For PC users (<a href="#">video</a> or <a href="#">script</a>)</li> <li>o For MAC users</li> </ul> </li> <li>2. Complete a Help Desk ticket at <a href="http://www.fau.edu/helpdesk">http://www.fau.edu/helpdesk</a>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes: <ul style="list-style-type: none"> <li>o Select “Canvas (Student)” for the Ticket Type.</li> <li>o Input the Course ID.</li> <li>o In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).</li> <li>o Attach the Print Screen file, if available.</li> </ul> </li> <li>3. Send an email within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).</li> <li>4. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).</li> <li>5. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.</li> <li>6. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.</li> </ol> |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
|--|---|-------------|--------------|---|---|----|---|----|--|----|---|----|--|----|--|----|---|----|--|
| References                                   | References in APA less than 10 years old  |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| Course Content and Outline                   | <p>Needs to cover 15 weeks – Fall and Spring<br/>Needs to cover 10 – 12 weeks – Summer (weeks need to be verified)</p> <p><b>Topical Course Outline/ Schedule of Classes</b></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Week</b></th> <th style="text-align: left;"><b>Topic</b></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The scope of practice in health-focused psychotherapy</td> </tr> <tr> <td>2.</td> <td>Cultural issues in health-focused psychotherapy</td> </tr> <tr> <td>3.</td> <td>Ethical and legal issues in health-focused psychotherapy</td> </tr> <tr> <td>4.</td> <td>Client personality styles and psychotherapy interventions-I</td> </tr> <tr> <td>5.</td> <td>Client personality styles and psychotherapy interventions-II</td> </tr> <tr> <td>6.</td> <td>Psychotherapy strategies with diabetes</td> </tr> <tr> <td>7.</td> <td>Psychotherapy strategies with arthritis</td> </tr> <tr> <td>8.</td> <td>Psychotherapy strategies with chronic fatigue syndrome</td> </tr> </tbody> </table>   | <b>Week</b> | <b>Topic</b> | 1 | The scope of practice in health-focused psychotherapy | 2. | Cultural issues in health-focused psychotherapy | 3. | Ethical and legal issues in health-focused psychotherapy | 4. | Client personality styles and psychotherapy interventions-I | 5. | Client personality styles and psychotherapy interventions-II | 6. | Psychotherapy strategies with diabetes | 7. | Psychotherapy strategies with arthritis | 8. | Psychotherapy strategies with chronic fatigue syndrome |
| <b>Week</b>                                  | <b>Topic</b>  |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 1  | The scope of practice in health-focused psychotherapy   |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 2.   | Cultural issues in health-focused psychotherapy   |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 3.   | Ethical and legal issues in health-focused psychotherapy  |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 4.   | Client personality styles and psychotherapy interventions-I   |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 5.   | Client personality styles and psychotherapy interventions-II  |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 6.   | Psychotherapy strategies with diabetes  |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 7.   | Psychotherapy strategies with arthritis   |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |
| 8.   | Psychotherapy strategies with chronic fatigue syndrome  |             |              |   |   |    |   |    |  |    |   |    |  |    |  |    |   |    |  |

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|--|--------------|--|
|  |              | <p>9. Psychotherapy strategies with asthma</p> <p>10. Psychotherapy strategies with epilepsy</p> <p>11. Psychotherapy strategies with irritable bowel syndrome</p> <p>12. Psychotherapy strategies with cancer</p> <p>13. Student's clinical presentations</p> <p>14. Student's clinical presentations</p> <p>15. Course wrap-up; final exam</p>   |
|  | Bibliography | <p>References in APA more than 10 years old.</p> <p>Angel, R.J., &amp; Williams, K. (2001). Cultural models of health and illness. In I. Cuellar &amp; F.A. Paniagua (Eds.), <i>Handbook of multicultural mental health</i> (pp. 25-44). San Diego, CA: Academic Press.</p> <p>Dinkmeyer, D. &amp; Sperry, L (2000). <i>Counseling and psychotherapy: An integrated, individual psychology approach. Third edition.</i> Upper Saddle River, NJ: Prentice-Hall.</p> <p>Lewis, M. (2002). <i>Multicultural health counseling: Special topics acknowledging diversity.</i> Boston: Allyn &amp; Bacon.</p> <p>Kendall-Tackett, K. (2004). <i>Health consequences of abuse in the family: A clinical guide for evidenced-based practice.</i> Washington, DC: American Psychological Association</p> <p>Lorig, K., Holman, H., Sobel, D., Laurent, D., Minor, N. &amp; Gonzalez, V. (eds.) (2000). <i>Living a healthy life with chronic conditions: Self-management of heart disease, arthritis, diabetes, asthma, bronchitis, emphysema, &amp; others.</i> San Francisco: Bull Publishing.</p> <p>Lubkin, I. ((2002). <i>Chronic illness: Impact and intervention.</i> Sudbury, MA: Jones &amp; Bartlett.</p> <p>National Center for Chronic Disease Prevention and Health Promotion (2000). <i>Chronic Diseases and Their Risk Factors: The Nation's Leading Causes of Death, 1999.</i> Washington, DC: National Center for Chronic Disease Prevention and Health Promotion.</p> <p>Sperry, L. (2003). <i>Psychotherapy of chronic illness.</i> Washington, DC: APA Books. (Video in the APA Psychotherapy Series III: Behavioral Health and Health Counseling)</p> <p>Sperry, L., Carlson, J. &amp; Kjos, D. (2003). <i>Becoming an effective therapist.</i> Boston: Allyn &amp; Bacon.</p> <p>Welfel, E. (2002). <i>Ethical issues in counseling and psychotherapy. Second edition.</i> Pacific Grove, CA; Brooks/Cole.</p> |

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|  | <b>Competency Assessments of FEAPS</b> | <b>Doctoral Curriculum Program</b>  |
|  | <b>Assignment Descriptions</b>         | <b>Doctoral Curriculum Program</b>  |
|  | <b>Assignment Rubrics</b>              | <b>Doctoral. Curriculum Program</b> |