

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 6401	CURRENT COURSE TITLE: COUNSELING THEORIES AND TECHNIQUES
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: EXAMINES THE COGNITIVE-BEHAVORAL 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.
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: <u><i>Irene H. Johnson</i></u> College Curriculum Chair: <u><i>Linda Meht</i></u> College Dean: <u><i>Valerie J. Ruster</i></u> UGPC Chair: _____ Graduate College Dean: _____	Date: <u><i>1/3/2012</i></u> <u><i>1/18/12</i></u> <u><i>1/20/12</i></u> _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by changes
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

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

**MHS 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

Rochlen, A. (2007). *Applying counseling theories*. Upper Saddle River, NJ: Pearson

Sperry, L. (2010). *Core competencies in counseling and psychotherapy*. New York: Routledge.

Driscoll, K. et al. (2004). *Simple treatments for complex problems*. Mahweh, NJ: Erlbaum

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.

Assignment	CACREP	FEAP Indicators	SAC&S	Percentage
Clinical Formulations (7 sets)				60
Report/Transcriptions (4)				100
Counseling Practice (4)				40
TOTAL				200

GRADING SCALE

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

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69 %	F = 59 - 0 %
A - = 90-93%	B = 84-86%	C = 74-76 %	D = 64-66 %	
	B- = 80-83%	C- = 70-73 %	D- = 60-63 %	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. 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 lectorettes, videos, case studies, counseling simulations, and focused class discussions.

REFERENCES

Craske, M. (2010). *Cognitive-behavioral therapy*. Washington, DC: American Psychological Association.

Levenson, H. (2010). *Brief dynamic therapy*. Washington, DC: American Psychological Association.

Sperry, L. (2010). *Highly effective therapy: Developing essential clinical competencies in counseling & psychotherapy*. New York: Routledge

COURSE CONTENT & OUTLINE

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

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

3/31/12				#2 #3
	11	Cultural formulation & practice	S--Chs. 13 & 14	
	12	Practice Counseling	D-- Chs.: 11- 12	
5 4/14/12	13	Solution-Focused Therapy theory & formulation	R--Ch. 16; S--Ch. 10	Clinical Formulations: Solution-Focused; Report/Transcription #4
	14	Reality Therapy theory & formulation	R--12	
	15	Practice Counseling	D--Ch: 13	

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

BIBLIOGRAPHY

- Adler, A. (1969). *The practice and theory of Individual Psychology*. Patterson, NJ: Littlefield, Adams.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. New York: New American Library.
- de Shazer, S. (1985). *Keys to solutions in brief therapy*. New York: W. W. Norton.
- Dreikurs, R. (1950). *Fundamentals of Adlerian Psychology*. New York: Greenberg Publishers.
- Ellis, A., & Grieger, R. (1977). *Handbook of rational-emotive therapy*. New York: Springer.
- Fenichel, O. M. (1945). *The psychoanalytic theory of neurosis*. New York: W. W. Norton.
- Frankl, V. (1963). *Man's search for meaning*. New York: Washington Square Press.
- Freud, S. (1949). *An outline of psychoanalysis*. New York: Norton.
- Freud, S. (1967). *Beyond the pleasure principle*. New York: Bantam.
- Glasser, W. (1965). *Reality therapy: A new approach to psychiatry*. New York: Harper & Row.
- Glasser, W. (2000). *Counseling with choice theory*. New York: HarperCollins.
- Lazarus, A. A. (1981). *The practice of multimodal therapy*. New York: McGraw Hill.
- May, R. (1953). *Man's search for himself*. New York: Dell (Delta).
- May, R. (1969). *Love and will*. New York: Norton.
- May R. (1981). *Freedom and destiny*. New York: Norton.
- Meichembaum, D. (1977). *Cognitive behavior modification: An integrative approach*. NY: Plenum.
- Perls, F. (1969a). *Gestalt therapy verbatim*. Moab, UT: Real People Press.

- Perls, F. (1969b). *In and out of the garbage pail*. Moab UT: Real People Press.
- Rogers, C. (1942). *Counseling and psychotherapy*. Boston: Houghton Mifflin.
- Rogers, C. (1951). *Client-centered therapy*. Boston: Houghton Mifflin.
- Rogers, C. (1961). *On becoming a person*. Boston: Houghton Mifflin.
- Skinner, B. F. (1971). *Beyond freedom and dignity*. New York: Knopf.
- Walter, J. L., & Peller, J. E. (1992). *Becoming solution-focused in brief therapy*. Brunner/Mazel.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W. W. Norton.
- Wolpe, J. (1969). *The practice of behavior therapy*. New York: Pergamon Press.
- Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic Books.
- Yalom, I. D. (1989). *Love's executioner and other tales of psychotherapy*. New York: Harper Perennial.

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 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 advance 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 11:18 AM

To: ;

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

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

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

Irene Johnson Thanks, Michael. Irene Tue 11/29

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

James McLaughlin

Tuesday, November 29, 2011 11:47 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 that I've drafted and I met with t... Tue 11/29

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

Michael Brady I've reviewed the course descriptions and see no overlap with the courses in the ES... Tue 11/29

Irene Johnson Thanks Michael. Irene Tue 11/29

James McLaughlin Irene: There is no conflict of the proposed course description changes with any... Wed 11/30

Darlene Epperson From: Barbara Bidener Sent: Thursday, December 01, 2011 2:19 PM To: Darlene E... Thu 12/1

Irene Johnson Thanks Barbara. Irene Fri 12/2

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

Sue Graves

Actions

[Reply](#) [Reply All](#) [Print](#) [Print All](#)

To:

Cc:

You replied on 12/4/2011 8:03 PM

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

B. Sue Graves, Ed. D., HFS, FACSM, FISSN
 Department Chair
 Exercise Science and Health Promotion Department
 Florida Atlantic University
 777 Glades Road, Field House 11
 Boca Raton, Florida 33431
 561-297-2938 (main office)
 561-297-2790 (office)
 561-297-2839 (fax)
 Website:
 Facebook:

Irene Johnson

Sent: 12/4/2011 4:05 PM

Friday, December 4, 2011 4:05 PM

Thanks Sue.

Irene

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

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

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

Darlene Epperson

Actions

Thursday, December 01, 2011 2:18 PM

To:

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

From: Barbara Ridener

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

To: Darlene Epperson

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

The Department of Teaching and Learning does not have any conflicts

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

Irene Johnson Thanks Barbara. Irene Fri 12/2

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

Irene Johnson

Sent Items

Sunday, December 04, 2011 8:03 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
D LRM - NO
Conflict in Sun
Course*