

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 6830	CURRENT COURSE TITLE: INTERNSHIP IN MENTAL HEALTH COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: SUPERVISED COUNSELING PRACTICE AT 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.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each ESE- no overlap, CCEI- no overlap, T & L – no overlap, ES & HP – no overlap, EDLRM – no overlap

Faculty contact, email and complete phone number:
 Dr. Irene H. Johnson ijohnso9@fau.edu 561-297-2136

Approved by: Department Chair: _____ College Curriculum Chair: College Dean: UGPC Chair: _____ Graduate College Dean: _____	Date: <u>1/3/2012</u> <u>1/18/12</u> <u>1/20/12</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.

**DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

MHS 6830 INTERNSHIP IN MENTAL HEALTH COUNSELING

SUMMER, 2011

Office:

Phone:

E-mail:

Office Hours:

Department Phone: (561) 297-3602

FAX: (561) 297-2309

CATALOG DESCRIPTION

Prerequisites: MHS6801 and permission of instructor.

Supervised counseling practice at 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.

COURSE RATIONALE

Because the stated endpoint of this course is the attainment of competency equivalent to that of an entry level professional counselor, students are expected to demonstrated considerably more personal, professional and clinical proficiency and effectiveness than is required by MHS 6801 (Advanced Practicum). Accordingly, the internship experience provides students the opportunity and guidance to not only enhance their clinical skills and knowledge base, but also to critically reflect on their clinical work, particularly the process of case conceptualization, cultural formulations, and professional-personal issues such as level of openness to feedback, new learning, and transference and countertransference.

This course consists of two components: (1) counseling practice under the *direct clinical supervision* of a site supervisor, and (2) *case consultation* and a seminar experience facilitated by the university instructor. The focus of clinical supervision--which is provided at an assigned site(s)--is on formal, weekly and informal individual supervision sessions which provides both clinical guidance to interns on their specific cases, and which deals with transference/countertransference and related issues. The focus of the weekly group seminar is on case consultation, i.e., on enhancing students' competencies in assessment, case conceptualization, cultural formulation, and treatment planning and implementation. This is accomplished primarily through formal student case presentations, feedback from seminar participants, individualized feedback from the instructor, and didactic instruction.

TEXT & SUPPLEMENTAL MATERIALS

Required:

- Self-selected text relevant to your site and your clients
- *DSM-IV-TR*: American Psychiatric Association

Suggested:

- Sperry, L., Carlson, J. & Kjos, D. (2003). *Becoming an Effective Therapist*. Allyn & Bacon.
- Professional journals, especially, *Journal of Mental Health Counseling*, *Journal of Counseling and Development*, *Journal of Counseling Psychology*, *Psychotherapy: Theory & Practice*
- Handouts or other assigned reading from the professional counseling literature.

COURSE GOAL AND OBJECTIVES

COURSE GOAL: By the completion of the internship, a student should function with the equivalent competency of an adequately prepared, entry-level professional counselor.

COURSE OBJECTIVES: In order to achieve the stated course goal, the following course objectives are set forth in terms of general competencies and specific endpoints.

General competencies—the student will demonstrate:

1. familiarity with the assigned clinical setting and provisions for clinical supervision, and adherence to its policies and procedures.
2. integration and application of clinical knowledge- including human development and psychopathology--and legal and ethical considerations in actual counseling and consultation practice
3. development of an effective, professional counseling relationship with clients and supervisors, other therapists, treatment teams and staff and individuals and agencies within the local community, including outreach.
4. utilization of supervision and consultation feedback in assessing, intervening and addressing clients' concerns.
5. self-reflection and self-directed change for continued personal development
6. continued development of an ethical orientation and the identity of a professional counselor who advocates for both clients and the profession

Specific competencies– students will demonstrate the ability to independently:

1. initiate, maintain, and terminate counseling and psychotherapy services appropriately and effectively.
2. develop a coherent and tailored treatment plan based on an integrative assessment and case conceptualization, including diagnostic–based on a diagnostic evaluation and DSM-IV criteria–cultural and clinical formulations.
3. implement the tailored treatment plan and interventions, and then monitor, evaluate and revise the treatment plan and interventions to achieve realistic counseling outcomes
4. recognize and deal with transference and countertransference, termination issues, and other professional and ethical issues, and seek supervision and/or consultation when indicated.
5. prepare and make compelling clinical case presentations and write succinct, accurate clinical case reports and other case documentation, i.e., discharge summaries and session notes

CACREP Competencies (2009): 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2f, 3a, 3b, 3c, 3d, 4e, 5a, 5b, 5c, 5e,5f, 5g, 6a, 6d, 6e,6g, 7a, 7b.

Mental Health: B1, B2, D1, D2, D3, D4, D5, D6, D7, D8, D9, F1, F2, F3, H1, H2, H3, H4, J1, J2, J3, L1, L2, L3

Content Outline

Weekly discussion will involve (but not be limited to) the following:

1. Review of policies and procedures for internship
2. Review of ethical, legal and professional issues, including confidentiality, reporting of child & elder abuse, and assessment of lethality and harm to self and others. (K1b, K1h, K2f, K5g, K6g; MH B1)
3. Discussion of development of one's values, goals, and identity as a counselor (K1b, K1d, K1e, K1f, K1g; MH B1, C9)
4. Discussion of the evolution of one's counseling approach and the appropriateness of one's approach with different clients and at different phases in the counseling process (K3a, K3b, K3c, K3d, K4e, K5a, K5b, K5c, K5e, K5f, K6a, K6d, K6e; MH B2, B3, C3, C5, C7).
5. Sharing of practicum experiences, cases and theoretical approaches (K3a, K3b, K3c, K3d, K4e, K5a, K5b, K5c, K5e, K5f, K6a, K6d, K6e MH B2, B3, C3, C5).
6. Progression in the development of counseling relationships, counseling skills and working relationships in the internship site(s) (K3a, K3b, K3c, K3d, K4e, K5a, K5b, K5c, K5e, K5f, K6a, K6d, K6e, K7a, K7b; MH B2, B3, C3, C5, C7).
7. Provide justification for the diagnosis of all clients using the DSM-IV (K7a, K7b; MH C4, C7)
8. Appropriate use of supervision in developing as a counselor (K5b, K5e, MH C8)

LIABILITY INSURANCE

CACREP guidelines and Department of Counselor Education policy require that internship students secure their own professional liability insurance and must provide written verification of current coverage at the outset of the semester.

COURSE REQUIREMENTS

Clock Hours

Completion of a minimum of 600 hours (a minimum of 300 hours each semester for a split internship) on site throughout the semester involved in counseling and related activities. It is expected that at least half of these hours (a minimum 300 hours or 150 hours for split internship) will be direct, face-to-face contact in counseling with clients and that at least half of those hours are in individual counseling and some in group counseling. NB: The site supervisor is responsible for verifying hours for licensure.

Site Supervision

Meet at least weekly with the site supervisor(s) for at least one hour of individual supervision. Seek out informal supervision and participate in available case conferences or group supervision at the site. The supervisor may require audio/videotapes and a case transcription or process notes.

Individual Consultation/Activity Log

Meet at least four times (4) during with the site university instructor for at least 30 minutes of individual consultation. Student's progress and development as a counselor will be discussed, in addition to any case consultation. The university instructor may require audio/videotapes and a case transcription or process notes. The outline to be followed during individual case consultation is in Blackboard.

Additionally, you will submit online a weekly report and reflective response regarding your internship experiences and personal growth as a counselor for each week. The format for this weekly report is also in Blackboard.

Case Presentation in the Seminar

Give a minimum of two formal case presentations in the weekly seminar. The 45 minute presentation/discussion will be based on a written case report—made available to all seminar participants—which follow the specified case prototype (Cf. Case of Juan in Sperry, et al, 2003). The presentation should include a taped segment(s) illustrating a specific clinical challenge or issue. The presentations should be rehearsed and delivered in a formal, professional manner. Include the ethical decisions and/or dilemmas that you face with the client, and how you have resolved them. You will need to be prepared for questions from your peers. In addition, a tape (if the site prohibits videotaping an audio tape is acceptable) and typed transcription of a key 15 minutes of a session with that client is to be submitted at the time of the case presentation. (See transcription form in Blackboard.)

NOTE: In addition, all participants are expected to be prepared to discuss a current case at the request of the Instructor.

Self Selected Text

Each intern is expected to self select a professional text which focuses on an issue/topic of interest or concern in Mental Health Counseling practice AND which is germane to your internship site client population. A book review will be turned in online by the due date determined in class.

Documentation

First Seminar Meeting (May 18th):

- Present written verification of current liability insurance coverage.
- Submit completed Agency Approval form (See Practicum/Internship appendix in *M.Ed. Handbook*, <http://www.coe.fau.edu/academicdepartments/ce/handbooks.aspx>)
- Submit completed Internship Schedule (See M.Ed. Handbook)

Second Seminar Meeting (May 25th):

- Submit a typed copy of your "Self-Evaluation and Plan for the Internship." This document should begin with an evaluation of your development, thus far, as a counselor through Practicum and Advanced Practicum. In addition, you will detail your specific plan for developing or enhancing general competencies and specific endpoints for this internship experience, as well as related professional and personal goals. The plan

should include specific goals for individual supervision based on the written contract(s) with your site supervisor(s), as well as factors such as case conceptualization, diagnostic conceptualization, treatment planning and cultural formulations, as well as dealing with transference and counter-transference, etc.

- Submit a contract for supervision that has been developed and negotiated with your site supervisor, detailing how you specifically will address the items identified in the “Plan.”
- Also submit copies of the rating forms based on the Course Objectives—completed by you with your site supervisor(s).

Mid-Semester Seminar Meeting (*June 15th) :

- Submit copies of your verified hours as recorded on your Weekly Counseling Logs along with a completed (Mid) Semester Summary Log.
- Oral case presentations.

Seminar Meeting (July 20th):

- Submit review and critique of your self-selected text; include discussion of the applications/implications to your internship experience.

Seminar Meeting (July 27th):

- Oral case presentations.

End of Semester Online Deadline (Tuesday, Aug 9):

- Submit your “Activity Log” summarizing all professional counseling activities, i.e., clients seen, groups co-lead, workshops attended, etc., signed by your site supervisor. Include Weekly Counseling Logs.
- Submit written evaluations on the site, site supervisor(s), and instructor as directed.

Ongoing:

- Keep a journal of your day-to-day internship experiences, including ethical information (see “Activity Log,” above).
- Maintain counseling notes, at your field site on every client (process and clinical chart notes) in accordance with policies of the site and ACA standards.

EVALUATION AND GRADING

The criterion for grading is the stated *course goal*: demonstrating a baseline or minimum level of competency equivalent to the professional and personal competency of an entry-level professional counselor. The attainment of that minimum level of competence is needed for a grade of B or above. Both site and seminar performance are considered in grade determination. Indicators of such competence are the stated *course objectives*, and specifically: the quality of formal case presentations and session transcriptions, reports, case conceptualization, cultural formulations, and written documentation; capacity to reflect on

professional and personal issues, including transference and counter-transference; personal and professional development and competence; and level of seminar participation.

GRADING

Self-Selected Text Report	15 pts
Activity Log/Consultation	30 pts
Case Presentations	20 pts
Successful completion clinical hours	35 pts

A grade will be assigned according to the following scale:

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 = 62 - 0

ATTENDANCE POLICY

Internship students are expected to attend and participate in every seminar session, just as they are expected to be at their assigned internship site during specified hours.. Students who must be absent from the seminar because of extraordinary circumstances, such as illness or family emergencies, should notify the instructor to the class missed or as soon as possible thereafter. It is essential that you notify the instructor—directly or leave written phone message with department secretary- if you will be late or absent for the seminar. Such notification reflects both the level of professionalism and basic respect expected of all professional counselors. The stated policy over the years—as per MHS 6830 syllabi—has been that since professional behavior and respect is expected of internship students, unexcused absences may result in a failing grade in the Internship and a possible delay in graduation.

SCHEDULE OF ACTIVITIES & CASE PRESENTATIONS

To be determined in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register

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

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at

ACADEMIC INTEGRITY STATEMENT

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

FAU Catalogue – Revised Descriptions for MH Courses [10-21-11]

Processes in Counseling (MHS 5005) 3 credits

Prerequisite: Department Permission

Examines the development and maintenance of effective counseling relationships and emphasizes the corresponding competencies and skills in counseling clients.

UNIVERSITY CATALOGUE: Processes in Counseling (MHS 5005) 3 credits

An introduction to principles and procedures utilized in providing human services through the helping relationship. Experiential components will focus on facilitative skill-building.

Counseling Special Needs Populations (MHS 5428) 3 credits

Prerequisite: Department Permission

Examines special issues and methods involved in counseling minority, bilingual, low SES, those with disabilities, and other special populations Emphasizes the competencies of cultural sensitivity and culturally-sensitive interventions in counseling clients

UNIVERSITY CATALOGUE: Counseling Special Needs Populations (MHS 5428) 3 credits

Course explores special issues and methods involved in counseling minority, bilingual, disabled, low SES, and other special population groups.

Psychopathology in Counseling (MHS 6070) 3 credits

Prerequisite: Department Permission

Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system, and emphasizes diagnostic and treatment competencies in professional counseling settings.

UNIVERSITY CATALOGUE: Psychopathology in Counseling (MHS 6070) 3 credits

Prerequisite: Permission of instructor.

Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system. Specific mental disorders are reviewed with an emphasis on recognizing symptoms associated with the disorder and treatment.

Appraisal and Evaluation in Counseling (MHS 6220) 3 credits

Prerequisite: Department Permission

Examines the administration, interpretation, and application of tests and other appraisal devices in the competent assessment of clients.

UNIVERSITY CATALOGUE: Appraisal and Evaluation in Counseling (MHS 6220) 3 credits

Prerequisite: Permission of instructor.

The use, interpretation, and application of tests and other tools of a psychosocial nature in the assessment and diagnosis of individual, marital, family, group, and systemic dysfunctions are examined.

Career Development (MHS 6340) 3 credits

Prerequisite: Department Permission

Examines career development and emphasizes competency in the process of assisting clients with career planning and decision-making.

UNIVERSITY CATALOGUE: Career Development (MHS 6340) 3 credits

Prerequisite: Permission of instructor.

Factors contributing to career development that need to be considered by counsellors assisting clients with career planning and decision-making. There will be presentation of career guidance models, materials, and strategies for various client groups.

Counseling Theories and Techniques (MHS 6401) 3 credits

Prerequisite: Department Permission

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

UNIVERSITY CATALOGUE: Counseling theories and Techniques (MHS 6401) 3 credits

Prerequisite: Permission of instructor.

Theory and application of cognitive/behavioural counseling models and other current counseling theories and models.

Family Counseling (MHS 6430) 3 credits

Prerequisite: Department Permission

Examines family systems and family counseling practice, and emphasizes the family systems perspective. Includes competencies, skills, ethics, culture, and the role of family counseling in various settings.

UNIVERSITY CATALOGUE: Family Counseling (MHS 6430) 3 credits

Examines family systems and family counseling practice. Emphasizes family systems perspective to presenting issues. Includes techniques, ethics and current status of family counseling in various work settings.

Substance Abuse Counseling (MHS 6450) 3 credits

Prerequisite: Department Permission

Examines the history, etiology and maintenance factors, and the diagnostic assessment and treatment competencies in counseling client with substance abuse issues.

UNIVERSITY CATALOGUE: Substance Abuse Counseling (MHS 6450) 3 credits

Prerequisite: Permission of instructor.

Course addresses the history, policies, etiology and current maintenance factors, diagnosis, and counseling treatments for the abuse of alcohol and other drugs.

Counseling and Human Sexuality (MHS 6470) 3 credits

Prerequisite: Department Permission

Examines human sexuality considerations in counseling clients with an emphasis on assessment and intervention competencies.

UNIVERSITY CATALOGUE: Counseling and Human Sexuality (MHS 6470) 3 credits

Prerequisite: Permission of instructor.

Human sexuality issues will be explored with an emphasis on assessment and intervention in mental health counseling practice.

Life Span Development (MHS 6482) 3 credits

Prerequisite: Department Permission

Examines the major theories of human development across the life span, and emphasizes the relationship of developmental stages and tasks to the process of normal development. Skills and competences in fostering resilience in clients is addressed.

UNIVERSITY CATALOGUE: Life Span Development (MHS 6482) 3 credits

Addresses the major theories of human development across the life span. Relates how life span stages and developmental tasks relate to normal development, prevention, and counseling. Concerns of individuals at different life span stages are addressed.

Group Counseling (MHS 6510) 3 credits

Prerequisite: Department Permission

Examines effective group counseling practice which emphasizes leadership skills, competencies,

and knowledge of organizing, implementing, and evaluating group counseling programs. Includes an experiential group component.

UNIVERSITY CATALOGUE: Group Counseling (MHS 6510) 3 credits

Prerequisite: Permission of instructor.

Stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating group counseling programs. Includes an experiential group component.

Legal, Ethical, and Professional Issues in Counseling (MHS 6700) 3 credits

Prerequisite: Department Permission

Examines legal, ethical, and professional issues in competent counseling practice 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. 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, Irie 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

Tue 11/29 11:14 AM

To: ;

You replied on 11/29/2011 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 Johnson Thanks Michael, Irene Tue 11/29

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

James McLaughlin

Tue 11/29 11:30 AM

Irene:

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

Jim

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



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

- Darlene Epperson** Sent per Dr. Johnson: Hello Colleagues! I went through all some of the M... Tue 11 29
- Irene Johnson* Linda: This is the first group of courses that I asked you and I met with t... Tue 11 29
- Linda Webb** Irene: It would be most helpful to have a written statement defining the outcome... Tue 11 29
- Michael Brady** I've reviewed the course descriptions and see no overlap with the courses in the ES... Tue 11 29
- Irene Johnson* Thanks Michael Irene Tue 11 29
- James McLaughlin** Irene: There is no conflict of the proposed course description changes with any... Wed 11 30
- Darlene Epperson** From: Barbara Ridener Sent: Thursday, December 01, 2011 2:18 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 (15/2/2011 4:19 PM)

To:

Cc:

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

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

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

Irene Johnson

irene.johnson@fau.edu

Friday, December 31, 2011 9:58 AM

Thanks Sue.

Irene

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

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- 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 7:18 PM

To:

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

From: Barbara Ridener

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

To: Darlene Epperson

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

The Department of Teaching and Learning does not have any conflicts.

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

Irene Johnson Thanks Barbara. Irene Fri 12/2

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

Irene Johnson

Sent Items

Sunday, December 04, 2011 3:00 PM

Thanks Sue.

Irene

Darlene Epperson

From: Darlene Epperson
Sent: Tuesday, November 29, 2011 8:57 AM
To: 'shockley@fau.edu' (SHOCKLEY@fau.edu); 'jmclau17@fau.edu' (jmclau17@fau.edu); Barbara Ridener (BRIDENER@fau.edu); 'Mike Brady' (mbrady@fau.edu); 'sgraves@fau.edu' (SGRAVES@fau.edu); 'wener@fau.edu' (wener@fau.edu)
Cc: Irene Johnson
Subject: Revised Course Descriptions for Mental Health courses in the Counselor Ed. Department
Attachments: course descriptions.pdf
Importance: High

Sent per Dr. Johnson

Hello Colleagues;

Current changes for some of the Mental Health courses are necessary to correct the graduate catalog description to a more complete and up-to-date description of the course.

These changes do not affect or overlap any other courses in the College of Education.

The Revised description is listed first with the current catalog description written below it.

Please review and return notification of your support of these changes by the end of semester, 12/9. If you have questions don't hesitate to contact me.

Thanks,

Irene H. Johnson. Ph.D.
Chair/Professor
Counselor Education Department

Handwritten note:
OK
12/11
ED LRM - NO
Conflict in our
course