

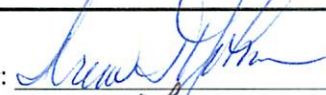


FLORIDA ATLANTIC UNIVERSITY™

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 6340	CURRENT COURSE TITLE: CAREER DEVELOPMENT
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: EXAMINES CAREER DEVELOPMENT AND EMPHASIZES COMPETENCY IN THE PROCESS OF ASSISTING CLIENTS IN CAREER PLANNING AND DECISION MAKING.	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></u> College Curriculum Chair: <u></u> College Dean: <u></u> 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.

Career Development
MHS6340 – Spring 2012
Distance Education
Department of Counselor Education
College of Education

Instructor Information

Instructor:

Office:

Email:

Course Description

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

Prerequisites: Permission of Instructor

Text And Supplemental Materials

- **Brown, D. (2007). *Career Information, Career Counseling and Career Development*. Chapel Hill, NC: Pearson. (REQUIRED)**
 - American Psychological Association (2009). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: Author.
-

Competencies Addressed

CORE	CACREP	Florida DOE Subject Areas
C.2.4, C.2.5, C4.1-7, C4.15-17, C4.19-20	General: K.2a, K.3.a-d, K.4.a-i, K.5.a, K.7.a, K.7.d-h, K.7.i, K.9-10 School: A.6-9, C.2.b, C.3.d	1.1, 1.2, reinforced 6.1, 8.1, 8.2 introduced

Course Objectives

To provide students with knowledge and understanding of the following foundations of professional career counseling, and for students to develop the ability to utilize and apply:

1. Theoretical bases of career development and career decision making to include the career-life planning process.
2. Fundamentals of assessment, assessment ethics, test administrator's qualifications, and client protection issues.
3. Assessment process including interviewing, vocational hypothesis formation, vocational testing, and data utilization and application to intervention to include the administration, scoring and interpretation of vocational tests.
4. Models of career decision-making.
5. Theoretical constructs and decision-making models to special populations: woman; older men; racial/ethnic minorities; persons who are gay, lesbian, bisexual; or Tran gendered; persons from low socioeconomic social standing; persons with disabilities; and persons with special school-to-work transition needs.

Course Requirements

1. Participation in online discussions, activities and group experiences.
2. Complete required readings.
3. Complete a career planning Internet activity.
4. Develop a career development workshop.
5. Complete a career counseling project.
6. Complete a theories exam and final exam.

FEAP Indicators

Assessment	<p>1.1 Demonstrates ability to diagnose, conceptualize client issues, and assess client strengths.</p> <p>1.2 Demonstrates ability to formulate short and long term treatment goals.</p>
Ethics & Professionalism	<p>6.1 Demonstrates knowledge of professional and ethical issues needed to maintain professional integrity and honesty.</p>
Content Knowledge	<p>8.1 Demonstrates knowledge of guidance and counseling materials and technology to deliver the guidance curriculum in a manner appropriate to the developmental</p>

- stage of the learner.
- 8.2 Increases and demonstrates knowledge of subject knowledge in order to integrate counseling strategies into practice.

Attendance

Counselor Education students are to complete every online class assignment. Please notify the University Supervisor if you must miss an assignment or prescheduled meeting. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

Methods of Instruction

This course uses a variety of teaching methods including PowerPoint presentations, readings, email, Internet resources and Web-based instruction through Blackboard. Students will have an opportunity to synthesize and apply what they are learning through online discussions, student presentations, library research using online databases (e.g., Academic Search Premier, APA PsycArticles, ERIC) and skills practice.

Code of Academic Integrity policy statement

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. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[Http://www.fau.edu/regulations/chapter4/4,001](http://www.fau.edu/regulations/chapter4/4,001) Code of Academic Integrity.pdf

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, 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.

Distance Learning Requirements

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. 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.
7. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
8. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107 1 if you experience login or connection issues.
9. 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 Blackboard, navigating and conducting research on the World Wide Web.

College Policies

Course Policies:

Following are the course policies that should be followed during all class periods, lectures, discussions, activities, presentations, and testing.

1. Sharing of personal experiences is encouraged in the classroom. However, please share personal information as examples and only to your level of comfort.
2. The instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by the instructor, students, or guest speakers outside of the classroom setting.
3. Assignments are due on the dates noted in the course syllabus. Extensions will need to be pre-approved.

Electronic Mail & Blackboard Information:

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (<http://Blackboard.fau.edu>). You should be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check Blackboard and your FAU email routinely to obtain class updates, schedule changes, and assignments. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings. **Please be sure to set your Blackboard account so that all email is automatically forwarded to your FAU net id or other Internet addresses you use. FAU Blackboard support can be reached at 297-3999.**

Reasonable Accommodations:

Students should contact the instructor to discuss any accommodation which may be needed to complete course requirements and achieve the learning objectives.

Assignment: Discussion Board and Activities

Description: The student will participate on Blackboard site as indicated on the *Course Content and Outline*. Participation is designed to develop understanding of career development issues, professional and ethical concerns, and increase creative and critical thinking skills.

Procedure: Each week, students are required to view PowerPoint presentations, complete lesson activities, respond to prompts on the discussion board and provide feedback to classmates.

1. Students are expected to post their statements on the discussion board by **11 pm each Thursday** and
2. Students are expected to respond to their peers by **11 pm each Sunday**. To receive the full credits, students are expected to respond to **at least 5** of their peers.
3. Late postings will have points deducted up to half and after each Sunday Due, the board will be automatically closed.

4. There will be no Discussion Board and Activities for the Week 5, 14, and 15.

Evaluation: total 120 points

Student's statements: 5 points * 12 weeks = 60

Student's responses to peers: 5 points * 12 weeks = 60

Course Evaluation

Assignment	FEAP Indicator	Points
Online Discussion Groups and Activities	6.1	120 points
Theories Exam		30 points
Final Exam		50 points
Total Points		200points

GRADING SCALE

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

A = 184-200	B+ = 174-179	C+ = 154-159	D+ = 134-139	F = 124 – 0
A - = 180-183	B = 168-173	C = 148-153	D = 128-133	
	B- = 160-167	C- = 140-147	D- = 120-127	

Bibliography

- Arokiasamy, C. Rubin, S., & Roessler, R. (1995). Sociological aspects of disability. In S. Rubin & R. Roessler (Eds.), *Foundations of the rehabilitation process*, 91-113. Austin, TX: PRO-ED.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84 (2), 191-215.
- Betz, N. E. & Corning, A. F. (1993). The inseparability of "career" and "personal" counseling. *The Career Development Quarterly*, 42, 137-142.
- Betz, N. E. & Hackett, G. (1981) The relationship of career-related self-efficacy expectations to perceived career optional in college woman and men. *Journal of Counseling*, 28, 399-410.
- Brown, D., Brooks, L. & Associates (1996). *Career Choice & Development (3rd Edition)*. San Francisco: Jossey-Bass Inc.
- Brown, S. D. & Lent, R. W. (Eds.) (2005). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: John Wiley & Sons, Inc.
- Degan, P. (1992). The Independent Living movement and people with psychiatric disabilities: Taking back control of own lives. *Psychosocial Rehabilitation Journal*, 15, (3), 3-19.
- Dejong, G. & Batavia, A. (1990). The Americans with Disabilities Act and the current state of United States disability policy. *Journal of Disability Policy Studies*, 3 (1), 65-75.
- Drummond, R. J. (2000). *Appraisal procedures for counselors and helping professionals*. Upper Saddle River, NJ: Merrill.

- Fitzgarld, L. F. & Betz, N. E. (1994). Career development in cultural context: The role of gender, race, class, and sexual orientation. In M. Savickas & R. Lent (Eds.). *Convergence in career development theories*. Palo Alto, CA: CPP Books.
- Gold, A. R. (1978). Reexamining barriers to woman's career development. *American Journal of Orthopsychiatry*, 48, 690-702.
- Gottfredson, L. S. (1985). Role of self-concept in vocational theory. *Journal of Counseling Psychology*, 82, (1), 159-162.
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- Hackett, G. & Betz, N. E. (1995). Self-efficacy and career choice and development. In J. E. Maddox (Ed.). *Self-efficacy, adaptation and adjustment: Theory, research and application*. New York: Plenan Press.
- Hahn, H. (1984) Reconceptualizing disability: A political science perspective. *Rehabilitation Literature*, 45 (11), 362-365.
- Isaacson, L. E. & Brown, D. (2000). *Career information, career counseling, and career development, (7th Ed)*. Boston: Allyn and Bacon.
- Jacques, M. & Hershenson, D. (1970). Culture, work, and deviance: Implications for rehabilitation counseling. *Rehabilitation Counseling Bulletin*, 13 (1), 49-56.
- Lambie, G.W., Sias, S.M., Davis, K.M., Lawson, G. & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling & Development*, 86 (1), 18 - 25
- Leong, F. T. L. (Ed.) (1965). *Career development and vocational behavior of racial and ethnic minorities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Liptak, J. J. (2001). *Treatment planning in career counseling*. Belmont, CA: Wadsworth/Thompson Learning.
- National Information Center for Children and Youth with Disabilities (1993). *Transition summary: Transition services in the IEP*. Washington, DC: Author.
- Savickas, M. L. (1989). Career-style assessment and counseling. In T. Sweeny (Ed.). *Adlerian counseling: A practical approach for a new decade (3rd Ed.)*, 289-320. Muncie, IN: Accelerated Development.
- Savickas, M. L. (1995). Constructivist counseling for career indecision. *Career Development Quarterly*, 43, p363-373.
- Swanson, J. L. & Fouad, N. A. (1999). *Career theory and practice: Learning through case studies*. Thousand Oaks, CA: Sage Publications.
- Szymanski, E. (1994). Transition: Life span and life-space considerations for employment. *Exceptional Children*, 60 (5), 402-410.
- Walsh, W. B. & Osipow, S. H. (1994). *Career counseling for woman*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Walsh, W. B. & Osipow, S. H. (1995). *Handbook of vocational psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.

COURSE CONTENT & OUTLINE

The contents and activities for each session are described below. The instructor reserve the right to make a change of course schedule during the semester.

Date	TOPICS	READINGS	ASSIGNMENTS
Week 1 1/9	Course overview, syllabus, history of career counseling APA style/History and Role of Work Theories of Work/The World of Work	Chapter 1	Blackboard Activities/ Discussion
Week 2 1/16	Counseling Theories Matching Theories/Values Based Theory Developmental Theories	Chapter 2	Blackboard Activities/ Discussion
Week 3 1/23	Counseling Theories Psychoanalytic Theories/Social Learning Theories/Post Modern Theories/Career Decision Making	Chapter 3	Blackboard Activities/ Discussion
Week 4 1/30	Counseling Theories Parental, Familial & Systems Theories Multicultural Approach Developing Your Own Theory	Chapter 4	Blackboard Activities/ Discussion
Week 5 2/6	Theories Exam		
Week 6 2/13	Individual and group assessment and appraisal Career Assessment, Standardized Tests and Inventories	Chapter 6	Blackboard Activities/ Discussion
Week 7 2/20	Finding, Organizing and Using Occupational Information	Chapter 7 & 8	Blackboard Activities/ Discussion
Week 8 2/27	Using Information and technology in career counseling	Chapter 10 & 14	Blackboard Activities/ Discussion
Week 9 3/5	Spring Break		
Week 10 3/12	Special Populations Career Counseling in Mental Health and Vocational Rehab Career Counseling with couples and families Career Counseling for clients with addictive behavior	Chapter 5	<i>Blackboard Activities and Discussion</i>
Week 11 3/19	Special Populations Career Counseling with visibly recognizable racial and ethnic minority groups Gender issues in career counseling Career Counseling with Gay, Lesbian, Bisexual, and Transgender clients	<i>Web-based information</i>	Blackboard Activities/ Discussion
Week 12 3/26	Career counseling in Schools	Chapter 11, 12 & Appendix	Blackboard Activities/ Discussion
Week 13 4/9	Preparing for Work Trends in the Labor Market	Chapter 9 & 13	Blackboard Activities/ Discussion
Week 14 4/16	Career Counseling in Business and Private Settings	Chapter 15 & 16	<i>Blackboard Activities and Discussion</i>
Week 15 4/23	Increasing Personal and professional effectiveness Ethical and Legal Issues, Principles, and Standards Course Evaluations	Chapter 17 & 18	Blackboard Activities/ Discussion
Week 16 4/30	Final Exam <i>(exam date:12/1 Thur ~12/5 Mon)</i>		

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. Linda and I met wi... Tue 11/29
- Linda Webb** Irene: It would be most helpful to have a written statement outlining the outco... Tue 11/29

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

Michael Brady

Actions

Tuesday, November 29, 2011 1:18 PM

To: ;

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

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

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

Irene Johnson Thanks Michael. Tue 11/29

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

James McLaughlin

Tue 11/29/2011 10:14 AM

Irene:

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

Jim

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



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

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

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

Darlene Epperson

Actions
Thursday, December 01, 2011 2:18 PM

To:

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

From: Barbara Ridener

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

To: Darlene Epperson

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

The Department of Teaching and Learning does not have any conflicts

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

Irene Johnson Thanks Barbara. Irene Fri 12/2

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

Irene Johnson

Sent Items

Sunday, December 04, 2011 9:01 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
12/1/11
DLRM - NO
Conflict in our
course

- 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.
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