

## Syllabus

### ED 5314: PERSONALITY AND COUNSELING THEORY Sul Ross State University Summer I 2016

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**Virtual Office Hours:** Daily, email for appointment or Tuesdays and Thursdays, 10-3  
(In Office)

#### **CATALOG COURSE DESCRIPTION:**

A study of human personality dynamics as related to counseling theory and practice, emphasis on modern humanistic and phenomenological theories as they apply to counseling and developmental guidance. 3 semester hours

#### **PROGRAM LEARNING OUTCOMES**

**This course contributes to the following required program learning outcomes:**

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

**REQUIRED TEXT:**

Seligman, L. W., & Reichenberg, L. W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills, 3rd Edition.

Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition.  
American Psychological Association.

**TE<sub>x</sub>ES COMPETENCIES ADDRESSED IN THIS COURSE:**

Domain 1: Understanding Learners

Competency 001 – Human Development

Competency 003 – Diversity

Domain 2: Promoting Learners' Growth and Achievement

Competency 006 – Responsive Services

Domain 3: Counseling in the Learner-Centered Environment

Competency 012 – Ethical, Legal, and Professional Standards

**School Counselor Standard I**

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

**School Counselor Standard II**

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

**School Counselor Standard III**

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

**School Counselor Standard IV**

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

**COURSE OBJECTIVES:**

The student will be able to:

1. Describe key concepts of various historical and contemporary counseling theories.
2. Identify and/or explain the impact of various counseling theories as related to personal and professional mental wellness.
3. Recognize the need for acting proactively and collaboratively regarding client challenges and drawing from a variety of counseling theories to apply appropriate interventions.

4. Understand how human development, socio-cultural, and environmental factors shape the nature of the counseling relationship and applied theories.
5. Recognize the impact that professional, ethical, and legal issues have on the selection and utilization of various counseling theories.

**ATTENDANCE POLICY:** Distance Learning Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance learning courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences. In Web courses, this policy is interpreted as not participating for more than 3 weeks in a long semester, 1 week in a summer session, or 3 days in the midwinter session. Any student dropped for non-participation will receive an F in the course dropped. Inactivity may include the following:

- not logging on to the course
- not submitting assignments
- not participating in scheduled activities
- not communicating with the instructor by phone or email, and/or
- not following the instructor's participation guidelines stated in the syllabus

**PARTICIPATION REQUIREMENT**

**Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)**

**COURSE REQUIREMENTS:**

**Assignments**

A schedule of assignments is attached to this syllabus. Complete chapter reading and study the material PRIOR to the date for which assignments are due. Discussion board questions and objective quizzes over the assigned readings will be given. A final written research paper will be due Sunday, **June 26**, 12:00(midnight).

**GRADING:    A=100-91%    B=90-81%    C=80-71%    D=70-61%**

Chapter Quizzes	35 %
Discussion Boards	25 %
Final Exam Paper	40 %
Total.....	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

**SRSU Disability Services:** The university is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator, in Counseling and Student Support Services, is responsible for ensuring that students with disabilities are provided opportunity for full participation in programs, services, and activities. Students seeking disability services must contact the Disability Services Coordinator in Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203. Fax: 432-837-8363.

**Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## **ED 5314: PERSONALITY AND COUNSELING THEORY**

### **Calendar of Assignments**

**NOTE: LATE ASSIGNMENTS ARE NOT ACCEPTED.** There is no quiz for chapters 6, 11, and 22.

Be ready to dive right in, one assignment is due nearly every day. Noted in **Red** are assignments that are due on the same date.

#### **Assignment 1-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapters 1 and 3-Due: Friday, June 3**

**Chapter 1 Quiz, Due: Saturday, June 4**

**Chapter 2 Quiz, Due: Sunday, June 5**

**Chapter 3 Quiz, Due: Monday, June 6**

#### **Assignment 2-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 5-Due: Tuesday, June 7**

**Chapter 4 Quiz, Due: Wednesday, June 8**

**Chapter 5 Quiz, Due: Thursday, June 9**

#### **Assignment 3-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 7-Due: Friday, June 10**

**Chapter 7 Quiz, Due: Saturday, June 11**

**Chapter 8 Quiz, Due: Sunday, June 12**

**Assignment 4-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 9-Due: Monday, June 13**

**Chapter 9 Quiz, Due: Tuesday, June 14**

**Chapter 10 Quiz, Due: Wednesday, June 15**

**Assignment 5-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 11 Due: Wednesday, June 15**

**Assignment 6-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 13-Due: Friday, June 17**

**Chapter 12 Quiz, Due: Saturday, June 18**

**Chapter 13 Quiz, Due: Sunday, June 19**

**Assignment 7-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 15-Due: Monday, June 20**

**Chapter 14 Quiz, Due: Tuesday, June 21**

**Chapter 15 Quiz, Due: Wednesday, June 22**

**Assignment 8-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 17-Due: Friday, June 24**

**Chapter 16 Quiz, Due: Saturday, June 25**

**Chapter 17 Quiz, Due: Sunday, June 26**

**Assignment 9-Due 12:00(midnight)**

**Final Exam Paper:**

**Due Sunday, June 26, 12:00(midnight)**

**Assignment 10-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 19-Due: Monday, June 27**

**Chapter 18 Quiz, Due: Tuesday, June 28**

**Chapter 19 Quiz, Due: Wednesday, June 29**

**Assignment 11-Due 12:00(midnight)**

**Chapter 20 Quiz, Due: Thursday, June 30**

**Assignment 12-Due 12:00(midnight)**

**Discussion Board Postings and Responses-**

**Chapter 21-Due: Friday, July 1**

**Chapter 21 Quiz, Due: Saturday, July 2**

**Chapter 23 Quiz, Due: Sunday, July 3**

**Final Exam Paper:**

**Due Sunday, June 26, 12:00(midnight)**

**Final:**

- 1. Choose three major theories**
- 2. Describe each theory in detail**
- 3. Contrast and compare the theories you chose**
- 4. Based on your own personality and counseling style, which theory or theories do you prefer to use? And explain in detail why.**

**- This paper should be a minimum of 8 pages in length, excluding the title page and reference section. I strongly suggest using more than just your textbook as a reference. The text for this course is a reliable and useful reference; however, using it as a sole reference will not provide you the needed information to create a flavorful paper. Use only reliable and scholarly sources, such as professional web**



**sites and journal articles. Do not use sites such as Wikipedia or sources such as dictionaries; they are not considered scholarly or reliable sources.**

**Writing Style.** APA writing format is required. Written assignments must be typed using one-inch margins, 12-point type, and double line spacing; have all pages beginning with the title page numbered; and be edited for spelling, punctuation, and grammar. **Papers with multiple errors and/or high (over 10%) similarity report (SafeAssign) will receive a reduction in grade.**

### **Writing Programs: Smarthinking and SafeAssign**

**You must submit the Smarthinking report along with your submitted developmental studies. Simply copy and paste the report to the bottom of your paper and then submit. You will not receive credit for your paper if the Smarthinking report is not attached.**

**Turnaround time on tutorial reports is typically 24 hours. Do not wait until the night before the due date to write your paper. You will not have time to receive your paper back and make suggested revisions.**

### **Smarthinking**

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. I have personally used this program and have recommended it to many students over the years. I am thrilled that Sul Ross has adopted this program and although it has always been affordable, it is now free of charge! Smarthinking is a proven excellent writing tutorial program and user friendly. I have a short summary below to give you an idea of the services, however, the Smarthinking handbook will provide you with additional details. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection.

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

### **The Critique Process:**

Each critique includes the writing tutor's comments inserted within the student

assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- **Standard Essay Review**

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- **Long Essay Review**

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- **Paragraph Review**

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- **Grammar & Documentation Review**

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work.

Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- **Resume & Cover Letter Review**

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus

include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

### **About Smarthinking Tutors:**

Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students).

Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

### **SafeAssign**

What is the Safe Assignment Tool?

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism.

You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need

to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like.

This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

***All deadlines are based on Central Standard Time (CST***