

Syllabus

ED 5314: PERSONALITY AND COUNSELING THEORY Sul Ross State University Spring 2017

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Office Hours: Mondays, Wednesdays and Fridays, 9:00-2:30

Virtual Office Hours: Monday through Friday, 10-3

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. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (3rd ed.). Upper Saddle River, NJ: Pearson.

American Psychological Association (2009). *The publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C. American Psychological Association.

TE_xES 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

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, 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, **April 23**, 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.

Final Exam Paper:

Due Sunday, April 23, 12:00(midnight)

Instructions for Your Final Paper:

1. Choose three major theories (you may use pages 457 through 470 as a guide)
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.

Follow APA style for citations and reference entries. (See the APA writing instructions/format information above, use the APA writing manual and apastyle.org will be helpful. You must have a minimum of 2 reliable sources listed on your References page. Do not use unreliable web sites, dictionaries, Wikipedia, encyclopedia's, etc...

Your textbook will be the primary source for this paper, but you are also required to locate a professional, peer-reviewed journal article to supplement the information you offer in your paper.

Make sure that second source is a peer-reviewed, professional journal. You can go to the following URL for the Sul Ross library:

<http://www.sulross.edu/library/databases.php>

This will take you to an Alphabetical List of Databases. Students, I suggest you use either Academic Search Complete or PsycINFO (my personal favorite) to find an article that addresses the theory or theories of your choice. Be sure to limit your search to full text articles (not abstracts, which are just summaries). Check the box for "peer-reviewed journals." Enter whatever theory you choose into the search box; for example, cognitive therapy. You should find quite a number of articles on any theory or theories you choose. You might want to limit your search to the last 10 years or so, as those articles will be more current. If you have trouble finding anything, that is when you phone the Sul Ross librarians. They are a graduate student's best friends.

By the way, remember to use APA style for the correct form for a journal article reference entry (it's different than for your book), and also include citations for your text and the journal article.

If you chose one journal article in addition to your text, that will be sufficient. If so, you will have two entries on your References page (the last page of your document), and you will have several citations in the body of your paper. Remember if you directly quote the author, word for word, you must use quotations and provide the page number. If you put the authors information into your own words, you must cite the source you borrowed the information from. If the information is not 100% originally created from you, you must cite a source. Otherwise, this can lead to plagiarism.

The paper should contain a title page (with your name, the course number, the date, the instructor, and the title of your paper), the body of your paper (from 8-9 pages), and a separate References page. Number all pages, beginning on the first page (title page). Your total paper should therefore total a minimum of 10 pages, including title page and References page.

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)

Important Dates

January 17-First Day of Classes

January 20-Last Day for Late Registration

March 7-Mid-Semester

March 13-17-Spring Break

April 7-Last Day to Withdraw with a "W"

May 11-Final Grades Due

May 12-Fall Commencements

ED 5314: PERSONALITY AND COUNSELING THEORY**Calendar of Assignments-Spring 2017**

NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All deadlines for assignments will be midnight, CST (Central Standard Time) on the date indicated.

Assignment 1-Due 12:00 (midnight CST)

Post "Introduction" on Discussion Board: Sat., Jan. 21

Post "Participation Policy" agreement on Discussion Board: Sun., Jan. 22

Assignment 2-Due 12:00 (midnight CST)

Chapters 1 and 2-Discussion Board Postings-Due: Sat., Jan. 28

Chapters 1 and 2-Discussion Board Response-Due: Mon., Jan. 30

Quizzes: Chapters 1 and 2- Due: Sun., Jan. 29

Assignment 3-Due 12:00 (midnight CST)

Chapters 3 and 4-Discussion Board Postings-Due: Sat., Feb. 4

Chapters 3 and 4-Discussion Board Response-Due: Mon., Feb. 6

Quizzes: Chapters 3 and 4- Due: Sun., Feb. 5

Assignment 4-Due 12:00 (midnight CST)

Chapters 5 and 6-Discussion Board Postings-Due: Sat., Feb. 11

Chapters 5 and 6-Discussion Board Response-Due: Mon., Feb. 13

Quizzes: Chapters 5 and 6- Due: Sun., Feb. 12

Assignment 5-Due 12:00 (midnight CST)

Chapters 7 and 8-Discussion Board Postings-Due: Sat., Feb. 18

Chapters 7 and 8-Discussion Board Response-Due: Mon., Feb. 20

Quizzes: Chapters 7 and 8- Due: Sun., Feb. 19

Assignment 6-Due 12:00 (midnight CST)

Chapter 9 and 10-Discussion Board Postings-Due: Sat., Feb. 25

Chapter 9 and 10 -Discussion Board Response-Due: Mon., Feb. 27

Quiz: Chapter 9 and 10- Due: Sun., Feb. 26

Assignment 7-Due 12:00 (midnight CST)**Chapters 11 and 12-Discussion Board Postings-Due: Sat., March 4****Chapters 11 and 12-Discussion Board Response-Due: Mon., March 6****Quizzes: Chapters 11 and 12- Due: Sun., March 5****Assignment 8-Due 12:00 (midnight CST)****Chapters 13 and 14-Discussion Board Postings-Due: Sat., March 25****Chapters 13 and 14-Discussion Board Response-Due: Mon., March 27****Quizzes: Chapters 13 and 14- Due: Sun., March 26****Assignment 9-Due 12:00 (midnight CST)****Chapters 15 and 16-Discussion Board Postings-Due: Sat., April 1****Chapters 15 and 16-Discussion Board Response-Due: Mon., April 3****Quizzes: Chapters 15 and 16- Due: Sun., April 2****Assignment 10-Due 12:00 (midnight CST)****Chapters 17 and 18-Discussion Board Postings-Due: Sat., April 8****Chapters 17 and 18-Discussion Board Response-Due: Mon., April 10****Quizzes: Chapters 17 and 18- Due: Sun., April 9****Assignment 11-Due 12:00 (midnight CST)****Final Paper:****Due Sunday, April 23, 12:00 (midnight CST)****Assignment 12-Due 12:00 (midnight CST)****Chapters 19 and 20 Discussion Board Postings-Due: Sat., April 29****Chapters 19 and 20 -Discussion Board Responses-Due: Mon., May 1****Quiz: Chapter 19 and 20- Due: Sun., April 30**

Discussion Board postings and responses must reflect mechanical and grammatical soundness, attention to detail, and APA style citations.