



# 5314

## Personality and Counseling Theories

### Spring 2017

#### Instructor Information:

Dr. Monica Gutierrez

E-mail: monicag@sulross.edu

Phone: (830) 279-3021

Office Hours: Monday 12:00–12:30 & 5:00-6:00 p.m., Tuesday 4:00-4:30 p.m.,  
Wednesday 3:30-4:30, Monday-Thursday 9:00 a.m.–12:00 noon - Internet Office  
Hours/Student Teacher Observations.

#### Course Description:

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

#### Texts and DVD:

\*THEORY AND PRACTICE OF COUNSELING AND PSYCHOTHERAPY, (9<sup>th</sup> edition), by  
Gerald Corey. ISBN-13: 9780840028549

\*DVD: The Case of Stan and Lecturettes for Theory and Practice of Counseling and  
Psychotherapy, 9th. ISBN-13: 9781133309130

\*PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA),  
6<sup>th</sup> edition.

#### Class Sessions:

Wednesdays-Class meets, 4:30-5:45 p.m.; Sundays-Blackboard Due

Split-Web/Teleconference; D.R. Rm. 109, E.P. Rm. B111, U. Rm. B108

#### Course Requirements and Grading:

- |  |              |
|--|--------------|
| ✓ Regular attendance and participation is required | A = 90-100%  |
| ✓ Mid-semester and Final exams                     | B = 80-89%   |
| Midterm 10% & Final 20% – (30%)                    | C = 70-79%   |
| ✓ Personal Beliefs Paper - 10%                     | D = 60-69%   |
| ✓ Presentation - 15%                               | F = 59 and ↓ |
| ✓ Discussion Board and Activities – 30%            |              |
| ✓ DVD "The Case of Stan" – 15%                     |              |

---

Total 100%

## Student Learning Outcomes

The graduate student will be able to:

1. Demonstrate an understanding of traditional and contemporary counseling theories.

*Assessment:* Final Exam, Student Presentation, Discussion Board

2. Identify and explain the impact of various counseling theories as related to developmental issues at different stages of human development.

*Assessment:* Research paper; Presentation; DVD; Discussion Board

3. Understand how human development, socio-cultural, and environmental factors shape the nature of the counseling relationship and applied theories.

*Assessment:* Research paper; Presentation; DVD; Discussion Board

4. Recognize the impact that professional, ethical, and legal issues have on the selection and utilization of various counseling theories with diverse populations.

*Assessment:* Exams; DVD; Discussion Board

5. Recognize the need for acting proactively and collaboratively regarding client challenges and for drawing from a variety of counseling theories to select and apply appropriate interventions to use with diverse populations.

*Assessment:* Exams; DVD; Discussion Board

## TEXES COMPETENCIES ADDRESSED IN THIS COURSE:

### Domain 1: Understanding Students

Competency 001 – Human Development: The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that encourages and meets the needs of all students.

Competency 002 – Student Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 – Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

### Domain 2: Planning and Implementing the Developmental Guidance and Counseling Program

Competency 006 – Counseling: The school counselor understands how to select effective and appropriate theoretical approaches to program services.

### Domain 3: Collaboration, Consultation, and Professionalism

Competency 010 – Professionalism: The school counselor understands and complies with ethical, legal, and professional standards with regard to theoretical application to counseling issues.

## TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
January 18	Introductions/Syllabus/Course Description, Expectations
January 22	Get your book and get DVD "The Case of Stan"
January 25	Read Ch. 1, DVD "Intake and Assessment", Discuss Personal Beliefs Paper
January 29	Blackboard Due
February 1	Group Selection, Discuss Presentation
February 5	Blackboard Due
February 8	Chapters 2 and 3
February 12	Blackboard Due <b>Personal Beliefs Paper Due</b>
February 15	Chapter 4/Presentation
February 19	Blackboard Due DVD "Psychoanalytic Therapy"
February 22	Chapter 5/Presentation
February 26	Blackboard Due DVD "Adlerian Therapy"
March 1	Chapter 6/Presentation
March 5	Blackboard Due DVD "Existential Therapy"
March 8	<b>MIDTERM on Blackboard (2 hours. Available from 4-8 p.m.)</b> Training – Sam Houston Chapter 7 (posted online)
March 13 - 17	<b>SPRING BREAK</b>
March 19	Blackboard Due DVD "Person-Centered Therapy"
March 22	Chapter 8/Presentation
March 26	Blackboard Due DVD "Gestalt Therapy"
March 29	Chapter 9/Presentation
April 2	Blackboard Due DVD "Behavior Therapy"

April 5 April 9	Chapter 10/Presentation Blackboard Due DVD "Cognitive Therapy"
April 12 April 16	Chapter 11/Presentation Blackboard Due DVD "Reality Therapy"
April 19 April 23	Chapter 12/Presentation Blackboard Due DVD "Feminist Therapy"
April 26 April 30	Chapter 13/Presentation Blackboard Due DVD Postmodern Approaches "Solution-Focused Brief Therapy" and "Narrative Therapy"
May 3	Chapter 14/Presentation "Family Systems"
May 5 (Monday)	<b>FINAL EXAM (3-6 p.m.). Make arrangements to take this exam in Uvalde.</b>

# ASSIGNMENTS AND REQUIREMENTS

## **Attendance and Participation:**

All students are expected to attend class regularly and be on time. Absences and tardies will result in a loss of points. Also, students are expected to participate in class discussions and class activities. The format of the class will be lecture, discussion, group activities, role-playing and presentations. Failure to participate will result in a loss of points.

## **Exams: 30%**

There will be a total of 2 exams. The midterm exam will be worth 10% and will be taken via Blackboard. The exams will consist of multiple choice, short answer and/or essay questions. The midterm consists of 50 multiple choice questions worth 1.5 pts. each and 5 essays worth 5 pts. each. The midterm will cover Chapters 1-6. You will have 2 hours to take the midterm. You will need to take the FINAL exam in Uvalde, so make arrangements. The Final will be worth 20%. It is a comprehensive exam consisting of 100 multiple choice questions worth 1 pt. each. You will have 3 hours to complete the Final exam.

## **Blackboard and Activities: 30%**

The utilization of Blackboard will be an important component of this course. Blackboard Discussion Board assignments will be due on a weekly basis. Assignments will be posted on Wednesdays, after class and will be due on **Sundays at 12 midnight**. At a MAXIMUM, late assignments will receive a grade of 50% of the original grade. An important component of this class is reading and sharing other student's views. Therefore, we will need to do this via the Discussion Board in Blackboard.

## **DVD "The Case of Stan": 15%**

Viewing this DVD will be a course requirement. Questions pertaining to each video clip will be posted in Blackboard, under "Discussion Board." There will be a separate Forum for Blackboard assignments and DVD assignments. Assignments will be posted on Wednesdays, after class and will be due on **Sundays at 12 midnight**. Late assignments will not be accepted!

## **Grading Rubric:**

I will utilize a Discussion Board Rubric to grade all assignments posted to the Discussion Board in Blackboard. This rubric will be posted in Blackboard under "Course Documents" for you to view and print out. Grading will be based on the thoroughness and depth of your written responses. I will not individually respond to your written assignments, but will use the grading rubric to base my evaluation. Your grades will be posted on a weekly basis in the Grade Center. This will enable you to keep up with your grades throughout the semester.

### **Group Presentation: 15%**

Students will work in small groups on a presentation related to theories presented in Chapters 4-14. Your presentation must include AT LEAST 6 scholarly references from juried professional counseling or psychology journals. Use as many sources as needed to make sure your presentation fully and accurately informs your classmates about the theory that you have selected. Your presentation should be 30 minutes in length. Be sure and limit your presentation to 30 minutes so that we will have time for discussion. In presenting the theory, be sure to include:

- Description of the theory
- Hallmarks that distinguish this theory from other related theories
- The therapeutic process
- Therapeutic aspects or dynamics of the theory that seem to bring about significant success in therapy
- Techniques and Procedures
- The strengths and limitations of the theory
- Describe how success is measured
- List of references used

The rubric that I will be utilizing to grade this assignment will be posted under "Course Documents" in Blackboard. Be sure and use it as a reference as you prepare for your presentation.

### **Assigned Readings:**

A schedule of assigned reading is included in this syllabus. Students are responsible for ALL assigned readings PRIOR to the class for which they are assigned.

## Personal Beliefs Paper: 10%

This paper must be 8-12 pages in length, double-spaced professionally written in Word and emailed to me by midnight on February 12<sup>th</sup> to:

[monicag@sulross.edu](mailto:monicag@sulross.edu). Include an APA Manual 6<sup>th</sup> edition – compliant title page complete with proper running head and page numbers. Use APA guidelines for headings, proper word usage, and paragraph development. This should be a carefully written and well edited explanation of your own beliefs with regard to the following questions. Please write IN DEPTH responses. Make this paper an example of your best writing. Type out the question as the heading and then answer the question following. Each question response will be worth 10 pts.

Please describe, in depth, your personal beliefs as they relate to counseling in response to the following questions:

1. What YOU believe to be the key characteristics of a good counselor
2. What YOU believe to be the key influences which shape an individual's choice of behavior in his or her life
3. What YOUR beliefs are as to the process by which psychological problems *become problems*
4. What you believe to be the *therapeutic processes* that bring about *change and healing* in adults and children
5. Describe your beliefs about good and evil, God or a supreme being, and whether people are born good, bad or neutral *as these each relate to counseling*

Explain those aspects in working with EACH of the following clients which may be most difficult for you, and consequently whether or not you would accept this person as a client:

6. An elderly woman who lives alone and who talks constantly
7. A 30-year-old wheelchair-bound man whose speech is very difficult to understand
8. A man who is actively grappling with the enormity of becoming a transgendered woman
9. A second-grade girl wearing grimy, dirty clothing, has uncombed hair, is very disruptive in class, and continually fights with other children
10. When, if ever, would the *end* justify the *means* in relation to counseling?



## **Disability Statement**

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: [kbiddick@sulross.edu](mailto:kbiddick@sulross.edu)

## **Distance Education Student:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.