



**Syllabus**  
**ED 5314: Personality and Counseling Theory**  
**School Counselors**  
**Sul Ross State University**  
Summer II 2021 (July 7th- Aug 9th)

**Instructor:**

Nate Smith, MS, LPC, PhD Candidate  
Instructor, Counselor Education  
College of Education and Professional Studies

**E-Mail:** nathaniel.smith@sulross.edu

**Office Number:** 970.260.4218 (cell); you're welcome to call/text me. (Please identify your name and course when texting.)

**Emergency Phone:**

**Office Location:** Education, MAB 309C C-115, 432 837-8170

**Office Hours:** Monday- Thursday 9-11am (online)

**COURSE PREREQUISITES:**

**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

**REQUIRED TEXTS:**

- Seligman, L. W., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (4th ed.). Upper Saddle River, NJ: Pearson.
- American Psychological Association (2019). *The publication manual of the American Psychological Association*. Seventh Edition. Washington, D.C. American Psychological Association.

**TEXES STANDARDS:**

TEXES standards addressed in this course are:

**Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

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

**Standard III. Learner-Centered Process:** The certified 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.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**Standard V. Learner-Centered Communications:** The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Standard	Description	Assignment	Assessment	SLO
I. (1)	the history and philosophy of counseling	Chapter reading and discussion board questions;	Quiz Comprehensive Exam	SLO 1
I. (2)	counseling and consultation theories and practices;	Chapter reading and discussion board questions	Quiz and discussion board questions;	SLO 1,2

### **TEXES COMPETENCIES:**

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

#### **DOMAIN I—KNOWLEDGE OF LEARNERS**

**Competency 001 (Human Development and Learning):** Understand theories and processes of human development and learning as well as factors that influence development and learning.

**Competency 002 (Diversity and Cultural Competence):** Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

#### **DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM**

**Competency 003 (Guidance):** Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

**Competency 004 (Responsive Services):** Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

**Competency 005 (Individual Planning):** Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

**Competency 006 (Systems Support):** Understand procedures, processes, and strategies for providing systems support.

**Competency 007 (Program Management):** Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

### DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

**Competency 008 (Communication, Consultation, and Collaboration):** Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

**Competency 009 (Professional Practice):** Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

### DOMAIN IV—ANALYSIS AND RESPONSE

**Competency 010 (Analysis and Response):** In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

Domain Competency	Description	Assignment	Assessment	SLO
I.002.H	Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2
I.003.F	Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2
II.004.E	Use appropriate methods and procedures for counseling individuals in given situations.	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2
II.004.H	Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2
II.004.J	Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2

	outcomes, and understand the potential consequences of choices.			
II.004.K.	Demonstrate knowledge of signs and symptoms of mental health and trauma-related issues in children and adolescents and a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other traumatic events.	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2

### **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.

### **STUDENT LEARNING OUTCOMES:**

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling 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, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

### **COUNSELOR EDUCATION MARKETABLE SKILLS:**

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

**DISTANT LEARNING STATEMENT:**

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.

**TECHNOLOGY REQUIREMENTS:**

Since the Counselor Education Program is a predominately web delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, youtube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

**ACADEMIC INTEGRITY:**

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting 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.

**SAFE ASSIGN:**

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.

**ADA (Americans with Disabilities Act)****SRSU DISABILITY SERVICES:**

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

**ATTENDANCE POLICY:** *(for face to face classes)* You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically "excuse" the absence. In addition, SRSU policy states that "An absence is defined as nonattendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

**PARTICIPATION POLICY:** *(for online classes)* Since ED 5314 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 5314, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

## **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, see course schedule for due date.

### **Final Exam Paper:**

#### **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, use the APA writing manual and [apastyle.org](http://apastyle.org) will be helpful. You must have a minimum of 2 reliable sources listed on your References page. Do not use unreliable websites, 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.

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

Chapter Quizzes	35 %
Discussion Boards/Written reflections	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.

**Course Schedule**

**All Assignments are due by the following Sunday at 11:59pm (CST) that it is assigned.**

<u>Week 1 July 7th- July 11th</u>
<b>Module 1:</b>
<b>Introductions and Introduction to Evidenced Based Treatments</b>
Post "Introduction" on Discussion Board:
Post "Participation Policy" agreement on Discussion Board:
Read and summarize the following: (PDF's are available on the course site)
<ul style="list-style-type: none"> <li>• Baker, S. (2012, December). <i>A new view on evidence based practice. Counseling Today.</i></li> <li>• Sexton, T. L. (1999). <i>Evidence-based counseling: Implications for counseling practice, preparation, and professionalism. ERIC Clearinghouse on Counseling and Student Services.</i></li> <li>• Generali, M.M. Foss-Kelly, L.L, McNamara, K. (2013). Barriers to evidenced-based counseling practice: A counselor educator training model. VISTAS.</li> </ul>
<b>Module 2:</b>
<b>Context of Effective Therapy and Overview of Background-Focused Treatment Systems.</b>
Chapters 1 and 2-Discussion Board Postings
Chapters 1 and 2-Discussion Board Response
Quizzes: Chapters 1 and 2
<b>Module 3:</b>
<b>Psychoanalysis and Adlerian</b>
Chapters 3 and 4-Discussion Board Postings
Chapters 3 and 4-Discussion Board Response; Quizzes: Chapters 3 and 4
<u>Week 2: July 12th-July 18th</u>
<b>Module 4:</b>
<b>Post Freud and Brief Psychodynamic</b>



Chapters 5 and 6-Discussion Board Posting

Chapters 5 and 6-Discussion Board Response; Quizzes: Chapters 5 and 6

**Module 5:**

**Overview of Emotion-Focused Treatment Systems and Person Centered**

Chapters 7 and 8-Discussion Board Postings

Chapters 7 and 8-Discussion Board Response; Quizzes: Chapters 7 and 8

**Module 6:**

**Existential and Gestalt Therapy**

Chapter 9 and 10-Discussion Board Postings; Chapter 9 and 10 -Discussion Board Response;  
Quiz: Chapter 9 and 10-

**Week 3 July 19th- July 25th**

**Module 7:**

**Emerging Approaches Emphasizing Emotions and Sensations and Overview of Thought-Focused Treatment Systems**

Chapters 11 and 12-Discussion Board Postings; Chapters 11 and 12-Discussion Board Response;  
Quizzes: Chapters 11 and 12

**Module 8:**

**Rational Emotive Behavior Therapy and Cognitive Therapy**

Chapters 13 and 14-Discussion Board Postings; Chapters 13 and 14-Discussion Board Response;  
Quizzes: Chapters 13 and 14-

**Module 9:**

**Overview of Action-Focused Treatment Systems and Behavior/Cognitive Therapy**

Chapters 15 and 16-Discussion Board Postings; Chapters 15 and 16-Discussion Board Response;  
Quizzes: Chapters 15 and 16

**Week 4 July 26th-Aug 1st**

**Module 10:**

**Reality Therapy and Family Systems Approach**

Chapters 17 and 18-Discussion Board Postings; Chapters 17 and 18-Discussion Board Response;  
Quizzes: Chapters 17 and 18

**Module 11:**

**Integrative Therapies and Solidifying Understanding of Treatment Systems**

Chapters 19 and 20 Discussion Board Postings; Chapters 19 and 20 -Discussion Board Responses;  
Quiz: Chapter 19 and 20-

**Module 12:**

**Gloria and Albert Ellis**

Watch the following video and write a summary:

[Gloria and Albert Ellis:https://www.youtube.com/watch?v=odnoF8V3g6g](https://www.youtube.com/watch?v=odnoF8V3g6g)

**Week 5 Aug 2nd- Aug 8th**

**Module 13:**

**Gloria and Carl Rogers**

Watch the following video and write a summary:

[Gloria and Carl Rogers: https://www.youtube.com/watch?v=24d-FEptYj8](https://www.youtube.com/watch?v=24d-FEptYj8)

**Module 14:**

**Gloria and Fritz Pearls**

Watch the following video and write a summary:

[Gloria and Fritz Pearls: https://www.youtube.com/watch?v=8y5tuJ3Sojc](https://www.youtube.com/watch?v=8y5tuJ3Sojc)

**Module 15:**

Final Paper Due Thursday Midnight (NO EXCEPTIONS!)

**WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:**

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
<b>Integration of Knowledge</b>	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
<b>Organization and Presentation</b>	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a	

				seamless flow	seamless flow	
<b>Focus</b>	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
<b>Level of Coverage</b>	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
<b>Grammar/ Spelling</b>	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
<b>References and Sources</b>	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
<b>APA Style</b>	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
<b>Total Score</b>						
<b>Mean Score</b>						

