



Sul Ross State University
Rio Grande College
Counseling Program



Department of Education

2623 Garner Field Road

Uvalde, Texas 78801

RGCCounselors@sulross.edu

Personality and Counseling Theories

EDUC 5314

3 semester credit hours

Spring Semester 2022

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Student Availability and Office Hours

Available for virtual assistance via Collaborate, Zoom, TEAMS, email, text or voice

9:00 am – 12:00 pm Mondays and Wednesdays; 10:00 am – 2:00 pm Thursdays

Available other days and at other times by appointment

Counseling Program Virtual Access Information

Community Counseling Clinic: <https://www.srsu-mrg-ccc.org/>

Clinic Email: srsu.mrg.counseling@gmail.com

Counseling Program Website: <https://www.sulross.edu/page/4849/master-education-counseling>

Course Purpose: This course is a study of traditional and contemporary theories of personality as they relate to the process and practice of counseling in a pluralistic society. As the primary prerequisite for the experiential-based components of the Counseling Program, students are introduced to a wide variety of theories of personality and the subsequent implications for the practice of counseling and psychotherapy in the twenty-first century.

Course Description: This course is designed to provide an overview of the major theories of personality that inform current practices of counseling and psychotherapy. Each theoretical orientation or conceptualization proposes the means and methods for facilitating personally meaningful changes in the lives of self and others. These theoretically-specific mechanisms of change will be critically examined for empirical evidence of effectiveness and contemporary applications in diverse postmodern societies. This class will meet on Wednesdays from 5:00 pm to 6:45 pm on the Collaborate Ultra and/or Zoom platforms. Class sessions will consist of lectures, presentations, demonstrations, discussions, impromptu challenges and case presentations. The Blackboard site will serve as the depository of required readings, resources, and learning materials.

Course Goal: Since theoretical orientation is a fundamental component of effective counseling, the central goal of this course is to assist students in understanding the essential links between theory and practice through exploring a variety of theoretical orientations and examining them for empirical effectiveness, contemporary applicability, and personal congruence.

Student Learning Objectives: Upon successfully completing this course students will:

1. Describe the fundamental principles and assumptions of ten different theoretical paradigms.
Evaluation Method: Assessment of this objective will be conducted by the Five Content Quizzes, the Impromptu Tasks, the Final Examination, and Instructor Observations of Class Participation.
2. Identify and define the therapeutic mechanisms of change and the associated interventions of ten different theoretical paradigms.
Evaluation Method: Assessment of this objective will be conducted by the Five Content Quizzes, the Impromptu Tasks, the Final Examination, and Instructor Observations of Class Participation.
3. Evaluate the empirical effectiveness of the associated interventions of ten different theoretical paradigms.
Evaluation Method: Assessment of this objective will be conducted by the Five Content Quizzes, the Impromptu Tasks, and the Final Examination.
4. Explain how theoretical paradigms are conceptualized and shaped by human development and environmental context.
Evaluation Method: Assessment of this objective will be conducted by the Impromptu Tasks and Instructor Observations of Class Participation.
5. Recognize the professional, ethical, and legal issues that influence and inform the application of theoretically-specific interventions in contemporary society.
Evaluation Method: Assessment of this objective will be conducted by the Five Content Quizzes, the Impromptu Tasks, and the Final Examination.

6. Construct the preliminary foundation of a dynamic and evolving integrated personal approach to counseling based on empirical evidence, ethical standards, and authentic personal awareness.
Evaluation Method: Assessment of this objective will be conducted by the Impromptu Tasks and Instructor Observations of Class Participation.

Student Learning Outcomes Based on Counseling Program Objectives: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ☉ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ☉ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.
- ☉ Comprehend the role and function of the counselor in a variety of work settings.
- ☉ Know and apply the professional standards of practice and the relevant code of ethics.
- ☉ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ☉ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ☉ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ☉ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ☉ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Counseling Program Marketable Skills: Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling will possess the following marketable skills:

1. The Master of Education Counseling student will demonstrate analytical and critical thinking skills.
2. The Master of Education Counseling student will demonstrate empathy and listening skills.
3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling; and the faculty present and discuss these skills online or in-class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. The cultural focus is reflected and emphasized in all courses, as are reflective writing or research assignments. *Techniques of Counseling I* (EDUC 6321) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feeling and demonstrating authentic empathy.

Required Readings: The instructors are conscientious of the outrageous costs of graduate studies and the rapidly escalating costs of counseling textbooks. Additionally, after 37 years of training masters-level counselors, Dr. Russell considers most techniques and skills textbooks to be deficient in one or more areas of training. Therefore we do not use any required textbooks. Instead, all required readings are posted on our class Blackboard site. You are expected to remain current with the posted readings, articles, handout materials, videos and presentations available on Blackboard. Although there are no textbooks for this course, there is an abundance of required reading that will be posted and available to students on Blackboard.

Course Requirements and Grading:

*attendance and participation	50 points
*impromptu tasks, challenges and assignments	50 points
*five content quizzes @ 20 points	100 points
*objective final examination	100 points

According to this scale, there are 300 total points possible on which your final course grade will be based. A final point total of 260 or greater will earn you a final grade of A, a total of 230-259 will be a final grade of B, and a total of 200-229 will be a final grade of C, which is not acceptable for advancing to the Experiential Block (EDUC 6321 & EDUC 7315). Regardless of the excuse, late assignments will be discounted in point value at 10% of the total points possible per day of lateness.

Proposed Course Outline

DATE TOPICS, TASKS & ASSIGNMENTS DUE

Week #1 Introductions
Course Overview and Expectations
Conceptualizing Counseling
Dynamics and Characteristics of Theoretical Paradigms
****Blackboard: Readings*

Week #2 Counseling Profession
Psychoanalytic Approach
****Blackboard: Readings*

Week #3 Psychoanalytic Approach
Psychodynamic Approaches
****Blackboard: Readings*

Week #4 Individual Psychology Approach
****Blackboard: Readings*

Week #5 Analytic Approach (Jung)
****Blackboard: Readings*

Week #6 Person-Centered Approach
****Blackboard: Readings*

Week #7 Existential Approach
Reality and Control Theory Approach
****Blackboard: Readings*

Week #8 Gestalt Approach
Transactional Analysis Approach
****Blackboard: Readings*

Week #9	Rational Emotive Approach ***Blackboard: Readings
Week #10	Cognitive Approaches Cognitive-Behavioral Approaches ***Blackboard: Readings
Week #11	Family Systems Approaches Contemporary Family Therapy Approaches ***Blackboard: Readings
Week #12	Feminist Approaches Constructivist Approaches Postmodern Brain-Based Approaches ***Blackboard: Readings
Week #13	Mindfulness-Based Approaches Approaches on the Cutting Edge ***Blackboard: Readings
Week #14	Review of Theoretical Paradigms Review of Counseling Interventions ***Blackboard: Readings
Week #15	Final Examination

Assignments and Activities

Attendance and Participation: Attendance and participation are worth a total of **50 points** toward your final grade in this course. Due to the health and safety restrictions of individuals in response to the national pandemic, all class sessions will occur on one of the reliable video meeting platforms (Zoom). Participation in the class is measured by one's willingness and courage to take risks, participate in discussions, engaged in the impromptu challenges and tasks, and take complete responsibility for catching up on any lecture or presentation materials missed.

Objective Final Examination: All students are expected to satisfactorily complete a 100-point objective final examination that is based on the readings, resources, and class experiences during the entire semester. The examination items will expect you to integrate course content with the readings and will consist of one hundred objective items (multiple-choice and true/false). The final examination will be available online for five days prior to its deadline of **May 4, 2022**, at 11:00 pm. This examination is worth a total of **100 points** toward your final grade in the course.

Mindfulness and Counseling: Mindful counselors are able to interact more effectively with their personal and professional environments; they are able to respond rather than react to life's unexpected happenings; they are more effective communicators professionally and personally; and they are more creative and effective agents of client-desired change. A routine personal mindfulness practices provides the counseling graduate student with the knowledge and skills to:

- ☺ Slow down or stop the cascade of automatic and habitual reactions.
- ☺ See oneself and others more clearly.
- ☺ Listen deeply and understand situations just as they are.
- ☺ Be open to creativity beyond conditioning.
- ☺ Respond effectively to complex and/or emotionally charged situations.
- ☺ Act competently and ethically.
- ☺ Achieve balance and resilience in personal and professional lives.

Professional Counseling Identity and Behavior: In registering for classes in the Counseling Program at Rio Grande College, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, contributing to class discussions, and fully participating in all experiential learning activities. Counseling faculty members maintain specific attendance and participation requirements for each particular class. Faculty members may impose academic penalties upon absences from some classes and/or experiences; however, such penalties for absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

The Counseling Program has specific policies and procedures which provide students with a sequential, growth-oriented progression of courses to take; students are fully responsible for knowing and following these policies and procedures. This is not a singular academic program to prepare students for advanced levels of teaching or beginning levels of administration, but rather a distinctly different profession entirely. Counseling is not an appropriate career field for all students. In the process of pursuing professional training in counseling, some students discover (or faculty may advise) that they are not appropriate for the counseling field and/or the field of counseling is not appropriate for them. Faculty of the Counseling Program will provide continuous, honest and pragmatic feedback to each student regarding progress and suitability in this program.

Unethical behavior (as defined by the *Code of Ethics* of the American Counseling Association) by a student enrolled in any counseling course will result in the exclusion of that student from the Counseling Program of Rio Grande College and may subject the student to civil penalties as well. Professional behavior is expected of each and every student at all times across all counseling courses. Failure to maintain professionalism is considered unethical behavior. The Counseling Program emphasizes professional, personal, and academic development as essential in counselor education and training. Students must not only excel academically but must adhere to the professional and ethical standards of the profession, demonstrate effective counseling skills and competencies, and focus on their own personal development as it impacts their ability to work effectively and ethically as counseling professionals.

Counseling students are expected to attend to their own social and emotional development through extensive self-reflection and mindfulness. They must be open to new and divergent ideas, prepared to examine their own values and assumptions, ready to recognize their own prejudices and biases, willing to be present in the moment with highly uncomfortable (painful) emotions that initially evoke the “*fight-flight-freeze*” hijacking of the primitive limbic system, able to receive critical feedback in the company of peers with an open mind and a tender heart, and capable of engaging in personal growth and transformation. At times this will involve examining one’s own life experiences while creating space and understanding for one’s inner demons and emotional obstacles to personal growth. Willingness to do this important personal work is an integral part of any counselor’s professional training.

Therefore, graduation from the Counseling Program requires that students successfully complete the academic and experiential requirements with mindful regard to both professional and personal development. Students must, in the professional judgment of the faculty and supervisors, understand and behave in accordance with the professional standards of behavior, meet the requisite counseling competencies and skills to work as an effective professional counselor, and be free from

any psychological or emotional impairment that may act as a barrier to effective interpersonal and therapeutic interventions. Throughout the counseling course work and the practical experiences, the faculty members regularly review student progress on the following basic qualities:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation
- Development of professional skills and competencies
- Psychological functioning and mindful self-management

Distance Education Statement: Due to the personal health conditions and remaining restrictions associated with the COVID-10 pandemic, the engaged learning and skill emphasis of *Personality and Counseling Theories* (EDUC 5314) will take place on Blackboard, Collaborate Ultra, Zoom and Google platforms. Required readings, assignments, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course. The policy on Distance Education at Sul Ross State University is as follows: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments directly to the Instructors, which require secure login information to verify students' identities and to protect students' information. Students enrolled in distance education courses at SRSU 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. The procedures for filing a student complaint are included in the student handbook.

Accessibility and Safe Learning Environment: The Counseling Program of Rio Grande College is committed to providing a learning environment that is free from intentional or unintentional sexual harassment, as defined below, or harassment on the basis of any protected classification including, but not limited to race, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally unacceptable. All conduct of this nature is expressly prohibited, regardless of whether it violates the law. The Counseling Program of SRSU supports equal employment and educational opportunities for all persons. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by SRSU on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age or

disability. The Counseling Program is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with disabilities are provided assistance in gaining opportunities for full participation in programs, services and activities. It is university policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Ms. Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Verbal and Physical Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, or offensive educational environment. Examples of sexual harassment include but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures. The Counseling Program prohibits all conduct of this nature whether or not such conduct violates any applicable laws.