



Syllabus

ED 5314: Personality and Counseling Theory—School Counselors Sul Ross State University Fall 2021

Instructor:

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Office Hours: Monday- Friday, 8:00 – 5:00

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.). Pearson.
- American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

CACREP REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING Counseling and Helping Relationships

	CACREP Standard	Activity	SLOs
II.F.5.a.	Theories and models of counseling	Chapters 2-19 Readings & Discussion Boards; Chapter Quizzes; Final Exam Paper	1, 2
II.F.5.b.	A systems approach to conceptualizing clients	Chapter 18 Reading and Discussion.	1,3

II.F.5.c.	Theories, models, and strategies for understanding and practicing consultation		
II.F.5.d.	Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships		
II.F.5.e.	The impact of technology on the counseling process		
II.F.5.f.	Counselor characteristics and behaviors that influence the counseling process		
II.F.5.g.	Essential interviewing, counseling, and case conceptualization skills		
II.F.5.h.	Developmentally relevant counseling treatment or intervention plans		
II.F.5.i.	Development of measurable outcomes for clients		
II.F.5.j.	Evidence-based counseling strategies and techniques for prevention and intervention		
II.F.5.k.	Strategies to promote client understanding of and access to a variety of community-based resources		
II.F.5.l.	Suicide prevention models and strategies		
II.F.5.m.	Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Discussion Boards; Chapter Quizzes; Final Exam Paper	1, 2, 3
II.F.5.n.	Processes for aiding students in developing a personal model of counseling	Final Exam Paper	1, 3

Standards for Clinical Mental Health Counseling (CMHC) track	CACREP Standard	Activity	SLOs
CMHC: V.1.b.	Theories and models related to clinical mental health counseling	Chapters 2-19-Reading & Discussion Questions.	
CMHC:V.3. b.	Techniques and interventions for prevention and treatment of a broad range of mental health issues.	Chapters 2-19-Reading and Discussion Questions.	

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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located 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 TEAMS 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.

Alpine Disability statement:

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 each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine, Texas, 79832.

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 research written paper will be due; see course schedule for due date.

Final Exam Paper

Instructions for Your Final 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. *Note: for this section only, please write in first person, using "I" because you are addressing your personal preference(s).*

*HINT: USE THESE LISTED ABOVE AS HEADERS IN YOUR PAPER TO ORGANIZE IT. In other words, after an Introduction, Theory #1 (whatever you choose) will be your next header; Theory #2 will be your next header; Theory #3 will be your next header; Contrast and Comparison will be your next header; Preferred Theory (Theories) will be your next header, and

Conclusion will be your last header. There's some flexibility here, but this is basically what would work best.

Follow APA style for citations and reference entries. (See the APA writing instructions/format information, 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**. Some APA examples are provided below.

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 author's 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 will receive a reduction in grade.

Do not wait until the night before the due date to write your paper. You will not have time to create a quality and well-edited paper.

When you feel you are nearly finished, I recommend submitting your paper to the "Draft" submission, so that you can check your similarity report and make needed changes prior to your final submission. You can submit your paper as many times as you want to and make revisions until you feel ready for your final submission, which is a separate submission tab. Note the due date. No late papers will be accepted.

EVALUATION/GRADING POLICY:

Chapter Quizzes (20 @ various points each)	558 points (25% of final grade)
Discussion Boards (31 @ 20 points each)	620 points (20% of final grade)
Written reflections—Perls, Rogers, Ellis (each 25 points)	75 points (5% of final grade)
“Cheat Sheet” (Scrambled Theories) Test	125 points (10% of final grade)
Final Exam Paper	200 points (40% of final grade)

Total points possible..... 1578 points

GRADING: **A=100-91% (2000-1809 points);** **B=90-81% (1609-1808 points);**
C=80-71% (1409-1608 points); **F=70% and below (1408 points & below)**

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.

SCHEDULE/DUE DATES:

Course Schedule
All Assignments are due no later than 11:55 p.m. (CST) that it is assigned. NO late assignments are accepted.
Module 1 - Individual Due Dates, check below
Introductions, Participation Policy agreement, & Contact Info
Post “Introduction” on Discussion Board (due January 11, 2022)
Post “Participation Policy” agreement on Discussion Board (due January 12, 2022)
Email instructor contact information, including phone and whether you can accept text messages. This is needed so that you can be contacted quickly if there is a concern with one of your assignments. Email info to btucker@sulross.edu (due January 13, 2022)
Module 2 – Due January 16, 2022
Context of Effective Therapy and Overview of Background-Focused Treatment Systems.
Chapters 1 and 2-Discussion Board Postings
Chapters 1 and 2-Discussion Board Responses to one other student
Quizzes: Chapters 1 and 2
Module 3 – Due January 23, 2022
Psychoanalysis and Adlerian
Chapters 3 and 4-Discussion Board Postings
Chapters 3 and 4-Discussion Board Responses
Quizzes: Chapters 3 and 4

Module 4 – Due January 30, 2022
Post Freud and Brief Psychodynamic
Chapters 5 and 6-Discussion Board Posting
Chapters 5 and 6-Discussion Board Response
Quizzes: Chapters 5 and 6
Module 5 – Due February 6, 2022
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 – Due February 13, 2022
Existential and Gestalt Therapy
Chapter 9 and 10-Discussion Board Postings
Chapter 9 and 10 -Discussion Board Response
Quiz: Chapter 9 and 10
Module 7 – Due February 20, 2022
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 – Due February 27, 2022
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 – Due March 6, 2022
Overview of Action-Focused Treatment Systems and Behavior/Cognitive Therapy
Chapter 16-Discussion Board Postings
Chapter 16-Discussion Board Response
Quizzes: Chapters 15 and 16

Module 10 – Due March 20, 2022

Reality Therapy and Family Systems Approach

Chapter 17-Discussion Board Postings

Chapter 17-Discussion Board Response

Quizzes: Chapters 17 and 18

Module 11 – Due March 27, 2022

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 – Due April 3, 2022

"Cheat Sheet (Scrambled Theories) Test"

Note: Access the "Cheat Sheet" Test via the "Cheat Sheet" button on the left of your screen. You will find the "Cheat Sheet" and the instructions for this test there.

Module 13 – Due April 10, 2022

Final Paper Due 11:55 p.m. No Late Submissions

Module 14 – Due April 17, 2022

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)

Module 15– Due April 24, 2022

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 16 – Due May 1, 2022

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)

Course Ends! Celebrate!

Important Dates

[**Please visit this link for important SRSU dates.**](#)

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	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	
Organization and Presentation	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 seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	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	
Level of Coverage	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	

Grammar/ Spelling	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	
References and Sources	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	
APA Style	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	
Total Score						
Mean Score						

Comments: _____
