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The **FRONTIER** University of Texas

Syllabus
EDUA 5314: Personality and Counseling Theory—Clinical Mental Health Counseling
Sul Ross State University
Spring 2023 (January 18 to May 17, 2023)

Instructor:
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Office Location: Morelock Academic Building (MAB) Room 304; Alpine Campus Locations – SUL ROSS

Office Hours: Mondays & Wednesdays 1:30pm-4:30pm; Tuesdays 1pm-5pm (or by appointment); student conferences may be in-person, by phone, or virtually (whichever is most helpful for the student)

CATALOG COURSE DESCRIPTION:

EDUA 5314 Personality and Counseling Theory (3-0). *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.*

COURSE DESCRIPTION:

Have you ever wondered why someone acts the way he/she does? Have you ever thought about why you make the choices that you do? This course creates a better framework from which to view the behavioral patterns of not only ourselves but also of those around us and the clients we serve.

REQUIRED TEXTS:

Seligman, L., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy:*

    Systems, strategies, and skills (4th ed.). Pearson.

American Psychological Association. (2020). *Publication manual of the American*

    Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

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:

Graduates will be able to:

· Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.

· Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

· 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.

TECHNOLOGY REQUIREMENTS:
Since the Counseling Program is a predominately online/web-delivered program, students are required to have their own computers and Internet that can handle the required technology including audio, a camera, Chrome or other browser, Blackboard (Bb), MS Teams, 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 an MS Teams or Bb Collaborate 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.

ADA 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 Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message, and they'll get back to you as soon as they can during working hours), or email mschwartze@sulross.edu. The office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122; Sul Ross State University; Alpine, Texas 79832.

PARTICIPATION POLICY: *(for online classes)* Since EDUA 5314 is an online course, participation will be evaluated in Blackboard (Bb) online discussions. It is the student's responsibility to check the Discussion Board (DB)and Sul Ross email *at least every other day* for the duration of the course. In order for you to remain enrolled in EDUA 5314, you must reply to the Bb DB "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 Bb, then selecting Discussions. Please follow the directions regarding your required response.

LIBRARY INFORMATION:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, SRSU Library & Archives – THE FRONTIER UNIVERSITY of Texas (sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

COURSE REQUIREMENTS

Assignments:

A schedule of assignments is attached to this syllabus. Complete chapter readings and study the material <u>PRIOR</u> to the date for which assignments are due. Discussion board questions and objective quizzes over the assigned readings will be given.

4-Part Research Paper/Final Paper:

A professionally written research paper will be a major portion of the final grade for this course. To better support student learning and success, the research paper will be submitted in four parts; see course schedule and/or Blackboard (Bb) for each section's due date and further description.

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. Compare and contrast the theories you chose.
4. Based on your own personality and current counseling style, which theory or theories do you prefer to use? Please explain in detail why. *Note: <u>for this section only</u>, please write in first person, using "I" because you are addressing your personal preference(s).*

*HINT: USE THE 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; Compare and Contrast will be your next header; Preferred Theory (or Theories) will be your next header, and Conclusion will be your last header. There is some flexibility here, but this is basically what would work best.

Follow APA style. Please add the following websites to your favorites as they will be helpful (in addition to your APA Publication Manual):

Handouts and Guides (apa.org); and

APA Formatting and Style Guide (7th Edition) - Purdue OWL® - Purdue University.

Your textbook will be the primary source for this paper, but you are also required to locate **at least three professional, peer-reviewed journal articles** to supplement the information you offer in your paper. Make sure that all three additional sources are from **recent, peer-reviewed, professional journals** as you will lose points for using unreliable websites, dictionaries, Wikipedia, etc., or for any source more than 10 years old. You can go to the following URL for the Sul Ross library:

Databases A-Z (libguides.com).

This will take you to an Alphabetical List of Databases. Students, I suggest you use Academic Search Complete, PsycINFO, or Behavioral and Mental Health Online to find a professional article that addresses the theory or theories of your choice. You can also "Jump to Advanced Search" via the link below:

Advanced Search: SRSU Library Quick Search (ebscohost.com).

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 (e.g., "cognitive therapy"). You should find quite a number of articles on any theory or theories you choose. Limit your search to the last 7-10 years as those articles will be more current. If you are still having difficulty finding appropriate professional materials, this is when you phone or email the Sul Ross librarians. They are a graduate student's best friends!

[Contact – SRSU Library & Archives (sulross.edu)](sulross.edu)

Use the most current **APA style for the correct form for a journal article reference entry (it is different than for your textbook), and also include in-text or parenthetical citations for your textbook and journal articles.**

You should have numerous parenthetical and narrative in-text 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 professional paper should contain a title page, (no abstract page will be required for the final draft), 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 for all written assignments. 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 edit for spelling, punctuation, and grammar. Do not use contractions unless in a direct quote. Write in third person point of view/perspective (i.e., do not use I, me, we, you, etc.) except for the fourth section as noted above. 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 any needed changes prior to your final submission. You can submit your draft 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 and that no late papers will be accepted.

EVALUATION/GRADING POLICY:

Chapter Quizzes	20% of final grade
Discussion Board Postings and Responses	20% of final grade
"Cheat Sheet" (Scrambled Theories) Test (125 points)	10% of final grade
Review for MEd Comprehensive Exam	10% of final grade
Research Paper/Final Paper (4-part submission)*	40% of final grade

*Plagiarizing any portion of your paper will result in a zero for the assignment and possible disciplinary action.

GRADING:
A=100-91%
B=90-81%
C=80-71%
F=70% and below

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing. Effective Fall 2019 and following, counseling students will be required to maintain A/B grades in all graduate coursework.

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/DUE DATES
All Discussion Board (DB) postings are due by 11:59pm CST on the Thursday after which they are assigned unless noted below and/or in Blackboard (Bb).   **All DB responses are due by 11:59pm CST on the Sunday after which they are assigned unless otherwise specified below and/or in Bb.**   **All other assignments are due by 11:59pm CST on the Sunday after which they are assigned unless otherwise specified below and/or in Bb.**   **Late assignments will NOT be accepted!**
Week One: January 18-22   **Module 1: VARIABLE Due Dates**
Introduction, Online Participation Policy Agreement, & Contact Information
Post required "Online Participation Policy" agreement on Discussion Board (due Friday, January 20, 2023).
Post "Nice to Meet You!" on Discussion Board (due Sunday, January 22, 2023).
Please email your current phone number to Tiffany.Telesca@sulross.edu so that I will be able to quickly contact you with any questions or concerns regarding assignments, exams, etc. By providing this information, you are giving me your permission to call or text the number you provide. Please feel free to contact me on my personal cell (650.384.5707) in case of an emergency as well (due Sunday, January 22, 2023).
Research Paper: Part One (Format)   DUE DATE: Sunday, January 22, 2023

Week Two: January 23-29
Module 2
Contexts of Effective Treatment and Overview of Background-Focused Treatment Systems
Chapters 1 and 2-Discussion Board Postings
Chapters 1 and 2-Discussion Board Responses
Quizzes: Chapters 1 and 2
Week Three: January 30-February 5
Module 3
Freud/Psychoanalysis & Adler/Individual Psychology
Chapters 3 and 4-Discussion Board Postings
Chapters 3 and 4-Discussion Board Responses
Quizzes: Chapters 3 and 4
Week Four: February 6-12
Module 4
Post- and Neo-Freudians and Brief Psychodynamic Theory
Chapters 5 and 6-Discussion Board Postings
Chapters 5 and 6-Discussion Board Responses
Quizzes: Chapters 5 and 6
Week Five: February 13-19
Module 5
Emotion-Focused Treatment Systems and Rogers/Person-Centered Counseling
Chapters 7 and 8-Discussion Board Postings
Chapters 7 and 8-Discussion Board Responses
Quizzes: Chapters 7 and 8
Research Paper: Part Two (References)

Week Six: February 20-26   **Module 6**
Existential and Gestalt Therapies
Chapter 9 and 10-Discussion Board Postings   Chapter 9 and 10-Discussion Board Responses   Quizzes: Chapter 9 and 10
Week Seven: February 27-March 5   **Module 7**
Approaches Emphasizing Emotions and Sensations and Thought-Focused Treatment Systems
Chapters 11 and 12-Discussion Board Postings   Chapters 11 and 12-Discussion Board Responses   Quizzes: Chapters 11 and 12
Week Eight: March 6-12   **Module 8**
Ellis/Rational Emotive Behavior Therapy (REBT) and Beck/Cognitive Therapy
Chapters 13 and 14-Discussion Board Postings   Chapters 13 and 14-Discussion Board Responses   Quizzes: Chapters 13 and 14
Spring Break: March 13-17
Practice implementing self-care, and make time to enjoy friends and family. Self-care is NOT selfish! Self-care is essential for Counselors to refresh and refuel. How can a Counselor pour himself/herself into the lives of others if he/she is empty?
Week Nine: March 20-26   **Module 9**
Action-Focused Treatment Systems, Behavior Therapy, and Cognitive-Behavioral Therapy (CBT)
Chapters 15 and 16-Discussion Board Postings   Chapters 15 and 16-Discussion Board Responses   Quizzes: Chapters 15 and 16
Research Paper: Part Three ("Rough" Draft)

Week Ten: March 27-April 2 Module 10 REMINDER: SRSU Women's "Rise Together" Conference Friday, March 31, 9am-2:30pm

Reality Therapy and Family Systems Approaches

Chapters 17 and 18-Discussion Board Postings
Chapters 17 and 18-Discussion Board Responses
Quizzes: Chapters 17 and 18

Week Eleven: April 3-9 Good Friday Holiday: April 7 Module 11

Integrative Therapies and Solidifying Understanding of Treatment Systems

Chapters 19 and 20-Discussion Board Postings
Chapters 19 and 20-Discussion Board Responses
Quizzes: Chapter 19 and 20

Week Twelve: April 10-16 Modules 13 & 14

Gloria & Albert Ellis/Rational Emotive Behavior Therapy (REBT)

Watch the following video, and write a summary:

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

Research Paper: Part Four (Final Submission) via Module 13

Due by 11:59pm CST on Sunday, April 16, 2023

Week Thirteen: April 17-23 Module 15

Gloria & Carl Rogers/Person-Centered Counseling

Watch the following video, and write a summary:

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

Week Fourteen: April 24-30 **Module 12**
"Cheat Sheet" Test
Week Fifteen: May 1-7 **Module 16**
Gloria & Fritz Pearls/Gestalt Therapy
Watch the following video, and write a summary:
Gloria and Fritz Pearls: https://www.youtube.com/watch?v=8y5tuJ3Sojc
Week Sixteen **Classes: May 8-10** **Dead Day: May 11** **Finals: May 12, 15-17** **Module 17**
Review for MEd Comprehensive Exam due by 11:59pm CST on Wednesday, May 17, 2023 Thank you for a wonderful semester, Lobos!

IMPORTANT DATES:

Academic Calendar – SUL ROSS

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	The paper included content from a few peer reviewed journal articles and scholarly books/book	The paper included content from peer reviewed journal articles and scholarly books/book chapters and	The paper effectively included content from peer reviewed journal articles and scholarly books/book	The paper very effectively included content from peer reviewed journal articles or scholarly	

	chapters and instead cited web site material of questionable veracity.	chapters and instead included material from web sites of questionable credibility.	only included material from credible web sites.	chapters and only included material from credible web sites.	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:_____
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