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The FRONTIER University of Texas

Syllabus
EDUA 5314: Personality and Counseling Theory
Sul Ross State University
Spring 2024

Instructor:
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Office Location: Morelock Academic Building (MAB) Room 309c

Office Hours: by appointment

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. Must be taken within the first 12 hours.*

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 the students and 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

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 exam. In other words, the domains and competencies are test specific and will be addressed when students take the required 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 exam.

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 outcomes, and understand the potential consequences of choices.	Chapter 1-20; Discussion Boards; Final Paper	Certify Teacher	SLO 1, 2
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.

Student Expectations of Instructor:
- Instructor will provide weekly communication with the class through announcements and email notifications, virtual office hours, and zoom meetings as needed.
- Instructor will provide email responses within 48 hours of receipt during the hours
- Instructor will provide grades to assignments within two weeks of the submission date.
- Instructor will provide feedback to discussion board postings as needed, on a weekly basis.
- Instructor will provide a range of opportunities to engage in course content in a meaningful way.

Professor Expectations of Students:
- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, HIPAA online course, Research Paper, Calendar of due dates, volunteer Zoom meetings, etc.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another, use the work of their peers and claim it as their own, or use AI (Artificial Intelligence) generated answers.
- Students will complete and submit all coursework by midnight central time, on the due date. Late work will not be accepted.
- Students will engage in the course with their peers and the instructor, with open communication and active participation.
- Students will be diligent to use both oral and written communication that respects peers and instructor.
- Students will respond to instructor communication requests regarding course progress and other general inquires within 48 hours.

- Students will be proactive, resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments. It is best to get work completed well before the time it is due.

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 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 Blackboard 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 we'll get back to you as soon as we can during working hours), or email mschwartze@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 EDUA 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 *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 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.

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, library.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 PRIOR 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:

A professionally written research paper will be a major portion of the final grade for the 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.

Instructions for Your Final "Exam" 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 current counseling style, which theory or theories do you prefer to use? Please 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 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; Contrast and Comparison will be your next header; Preferred Theory (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 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 3 reliable sources listed on your References page as well as your textbook. DO NOT use unreliable websites, dictionaries, Wikipedia, encyclopedias, etc.

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 **peer-reviewed, professional journals** as you will lose points for using unreliable websites, dictionaries, Wikipedia, etc. You can go to the following URL for the Sul Ross library:

[Databases A-Z (libguides.com)](libguides.com)

This will take you to an Alphabetical List of Databases. Students, I suggest you use either Academic Search Complete or PsycINFO) to find an article that addresses the theory or theories of your choice. You can also "Jump to Advanced Search."

[Advanced Search: SRSU Library Quick Search (ebscohost.com)](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. You might want to limit your search to the last 7-10 years or so as those articles will be more current. If you are still having difficulty finding appropriate professional materials, 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 is different than for your book), and also include citations for your text and the 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 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 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.). 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 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. No late papers will be accepted.

EVALUATION/GRADING POLICY:

Chapter Quizzes	25% of final grade
Discussion Boards/Responses	25% of final grade
"Cheat Sheet" (Scrambled Theories) Test (125 points)	15% of final grade
Final "Exam" Paper (4-part submission)*	35% of final grade

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

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

COURSE SCHEDULE/DUE DATES
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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 17- January 21   **Module 1**
Introduction, Participation Policy Agreement, & Contact Information
Post "Nice to Meet You!" on Discussion Board
Post required "Participation Policy" agreement on Discussion Board
Please email the professor your best 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. Please email information to meara.mcmains@sulross.edu
Research Paper: Part One (Format)

Week Two: January 22- January 28
Module 2
Contexts of Effective Treatment & 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 29- February 4
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 5- February 11
Module 4
Post- and Neo-Freudians & Brief Psychodynamic Theory
Chapters 5 and 6-Discussion Board Posting
Chapters 5 and 6-Discussion Board Responses
Quizzes: Chapters 5 and 6
Week Five: February 12- February 18
Module 5
Emotion-Focused Treatment Systems & 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 19- February 25
Module 6
Existential and Gestalt Therapies
Chapter 9 and 10-Discussion Board Postings Chapter 9 and 10 -Discussion Board Response Quiz: Chapter 9 and 10
Week Seven: February 26-March 3
Module 7
Approaches Emphasizing Emotions & Sensations & 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 4-March 10
Module 8
Ellis/Rational Emotive Behavior Therapy (REBT) & 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 11- March 17
Week Ten: March 18- March 24
Module 9
Action-Focused Treatment Systems & 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 Eleven: March 25- March 31 **Module 10**

Reality Therapy & Family Systems Approaches

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

Week Twelve: April 1- April 7 **Module 11**

Integrative Therapies & 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 Thirteen: April 8-April 14 **Modules `12 & 14**

"Cheat Sheet" Test

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

Week Fourteen: April 15- April 21 **Module 15**

Research Paper due

Gloria & Carl Rogers/Person-Centered Counseling

Watch the following video, and write a summary:
Glkoria and Carl Rogers: https://www.youtube.com/watch?v=24d-FEptYj8

Week Fifteen: April 22- April 28 **Module 16**

Watch the following video, and write a summary:
Gloria and Fritz Pearls: https://www.youtube.com/watch?v=8y5tuJ3Sojc

Week Sixteen: April 29- May 5 **Extra Credit Module**
Extra Credit Opportunity: Review for MEd Comprehensive Exam.

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	The paper occasionally included depth, elaboratio	The paper included depth, elaboration, and	The paper effectively included depth, elaboration, and	The paper very effectively included depth, elaboration,	

	relevant material.	n, and relevant material.	relevant material.	relevant material.	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						

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Comments:_____