SUL ROSS
The FRONTIER University of Texas

Syllabus
EDUA 5314: Personality and Counseling Theory-
Sul Ross State University
Summer II 2024

Instructor:
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Office Location: Remote / Online

Office Hours: By appointment

<u>**CATALOG COURSE DESCRIPTION:**</u> 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

ED 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.*

<u>**REQUIRED TEXTS:**</u>

- Seligman, L. W., & Reichenberg, L. W. (2014). *Theories of counseling and psychotherapy: Systems, strategies, and skills (*5th 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 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 EDUC 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 EDUC 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 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.

Research Paper : YOU CANNOT RECEIVE A PASSING GRADE WITHOUT PAPER

A written research paper will be due; see course schedule for 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: <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; 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 2 reliable sources listed on your References page. 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 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 6-7 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 8 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 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.

EVALUATION/GRADING POLICY:

Chapter Quizzes (20)	75%of final grade
Discussion Boards/Responses (16 @ 20 points each)	15% of final grade
"Cheat Sheet" (Scrambled Theories) Test (125 points)	5% of final grade
Final "Exam" Paper (100 points)	5% of final grade

GRADING:
A=100-90%
B=89-80%
C=79-70%
F=69% 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

All weekly assignments are due by 11:59pm CST on Sundays, unless otherwise specified below or in Blackboard.

WEEK ONE **July 8-July 14** **Module 1 - Individual Due Dates, check below**
Introduction, Participation Policy Agreement, & Contact Information
Post "Introduction" on Discussion Board (due Wednesday, July 10, 2024)
Post "Participation Policy" agreement on Discussion Board (due Wednesday, July 10, 2024)
Please email the instructor your 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. Wednesday , July 10, 2024)
Module 2 – Due Sunday, July 14, 2024
Contexts of Effective Therapy and Overview of Background-Focused Treatment Systems
Read Chapters 1 and provided Chapter
Chapters 1 and provided chapter - Discussion Board Postings and Responses to one other student   *Do not forget to post a reply to one other student per Discussion Board.*
Module 3 – Due Sunday, July 14, 2024
Freud/Psychoanalysis and Adler/Individual Psychology
Read Chapters 2 and 3
Chapters 2 and 3 - Discussion Board Postings and Responses to one other student Quizzes: Chapters 1, provided chapter, 2, and 3 *Do not forget to post a reply to one other student per Discussion Board as.*
ONGOING Module 12 – DUE Sunday, August 11, 2024
"Cheat Sheet (Scrambled Theories) Theories Test"

Note: Access the "Cheat Sheet" Test via the "Cheat Sheet" heading. You will find the "Cheat Sheet" and the instructions for this test there.
ONGOING Module 13 – DUE Sunday, August 11, 2024
Final Paper Due 11:59 pm CST - No Late Submissions

WEEK TWO **July 15-21** **Module 4 – Due Sunday, July 21, 2024**
Post Freud and Brief Psychodynamic
Read Chapters 4 and provided chapter
Chapters 4 and provided chapter - Discussion Board Postings and Responses to one other student *Do not forget to post a reply to one other student per Discussion Board.*

Module 5 – Due Sunday, July 21, 2024
Overview of Emotion-Focused Treatment Systems and Person-Centered
Read Chapters provided chapter and 10
Chapters provided chapter and chapter 10 - Discussion Board Postings and Responses to one other student Quizzes: Chapters 4, provided chapters, and 10 *Do not forget to post a reply to one other student per Discussion Board.*

ONGOING Module 12 – DUE Sunday, August 11, 2024
"Cheat Sheet (Scrambled Theories) Test" Note: Access the "Cheat Sheet" Test via the "Cheat Sheet" heading. You will find the "Cheat Sheet" and the instructions for this test there.

ONGOING Module 13 – DUE Sunday, August 11, 2024
Final Paper Due 11:59 pm CST - No Late Submissions

WEEK THREE **July 22-28** **Module 6 – Due Sunday, July 28, 2024**
Existential and Gestalt Therapy
Read Chapters 9 and 11
Chapter 9 and 11 - Discussion Board Postings and Responses to one other student

Do not forget to post a reply to one other student per Discussion Board.

Module 7 – Due Sunday, July 28, 2024
Emerging Approaches Emphasizing Emotions and Sensations and Overview of Thought-Focused Treatment Systems
Read Chapters provided
Chapters provided - Discussion Board Postings and Responses to one other student Quizzes: Chapters 9, 11, and chapters provided *Do not forget to post a reply to one other student per Discussion Board.*
ONGOING Module 12 – DUE Sunday, August 11, 2024
"Cheat Sheet (Scrambled Theories) Test" Note: Access the "Cheat Sheet" Test via the "Cheat Sheet" heading. You will find the "Cheat Sheet" and the instructions for this test there.
ONGOING Module 13 – DUE Sunday, August 11, 2024
Final Paper Due 11:59 pm CST - No Late Submissions
WEEK FOUR **July 29- August 4** **Module 8 – Due Sunday, August 4, 2024**
Rational Emotive Behavior Therapy and Cognitive Therapy
Read Chapters provided
Chapters provided - Discussion Board Postings and Responses to one other student   *Do not forget to post a reply to one other student per Discussion Board.*
Module 9 – Due Sunday, August 4, 2024
Overview of Action-Focused Treatment Systems and Behavior/Cognitive Therapy
Read Chapter provided and 6
Chapter 16 - Discussion Board Posting and Response to one other student Quizzes: Chapters provided, and 6

Do not forget to post a reply to one other student per Discussion Board.

ONGOING Module 12 – DUE Sunday, August 11, 2024	
"Cheat Sheet (Scrambled Theories) Test" Note: Access the "Cheat Sheet" Test via the "Cheat Sheet" heading. You will find the "Cheat Sheet" and the instructions for this test there.	
ONGOING Module 13 – DUE Sunday, August 11, 2024	
Final Paper Due 11:59 pm CST - No Late Submissions	

WEEK FIVE **August 5-11**
Module 10 – DUE Sunday, August 11, 2024
Reality Therapy and Family Systems Approach
Read Chapters 7 and 14
Quizzes: Chapters 17 and 18
Module 11 – DUE Sunday, August 11, 2024
Integrative Therapies and Solidifying Understanding of Treatment Systems
Read Chapters provided
Quizzes: Chapters provided
ONGOING Module 12 – DUE Sunday, August 11, 2024
"Cheat Sheet (Scrambled Theories) Test" Note: Access the "Cheat Sheet" Test via the "Cheat Sheet" heading. You will find the "Cheat Sheet" and the instructions for this test there.
ONGOING Module 13 – DUE Sunday, August 11, 2024
Final Paper Due 11:59 pm CST - No Late Submissions

IMPORTANT DATES:

Academic Calendar – SUL ROSS

<u>WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS</u>:

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	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and	The paper very effectively included depth, elaboration,	

		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						

Comments:_____
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