



SYLLABUS

EDSR 5314 Personality and Counseling Theories
SEMESTER: Fall 2024

PROFESSOR: [Dr. Samuel Garcia, LPC-S](#)

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OFFICE HOURS: Wednesday 4:30 p.m.-9:30 p.m. & Saturday 08:00-1:00 p.m.

PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:

Master of Education Counseling Program: [Clinical Mental Health Counseling](#)
[School Counseling](#)

Program Coordinator: [Mrs. Ronda Hayes, CSC, LPCS](#)

Chair of the Education Department: [Dr. Bradley Carpenter](#)

Dean of College of Education and Professional Studies: [Dr. Barbara Tucker](#)

Provost: [Dr. Bernardo Canteñes](#)

President: [Dr. Carlos Hernandez](#)

Required Text:

Theories of Personality, Duane P. Shultz & Sydney Ellen Shultz
ISBN 13: 978-1-305-65295-8

Required Movie: Students may rent or purchase the movie needed.
Sax, G. (2010). Frankie and Alice. United States. Access Motion Pictures.

Course Prerequisites: None

Course Description: This course offers a comprehensive and in-depth examination of current theories, research, and strategies in theoretical approaches to counseling and

psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes reflective writing, and role-playing practice of basic counseling response skills.

Course Goal: The goal is designed to assist students garner a thoughtful, consistent theoretical orientation, which is a fundamental component for effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and therapeutic model applicability for client populations.

Course Structure: This course will include enhanced web-based online instruction in the form of lectures, guided discussion groups, readings, experiential activities, invited speakers, student reports, several papers, videos, tests, and final exams through Blackboard Collaborate Ultra. Student attendance and participation in virtual classroom activities are mandatory and will affect the final grade for this course. It is important to complete the assigned reading before each class to solidify the complex concepts presented.

Standards: CACREP TAC TEA	Course Objectives	Learning Objective	Activities that facilitate Content, Knowledge and Skill Development	Evaluation Method
2. F. 5. A TAC, Title 19, §239.15 Standard I, 2	Theories and models of counseling			Theory Presentations Quizzes Video Reflection Papers Assessment Case Conceptualization Final Exam Movie Reflection Paper
TAC, Title 22, §681.83, a. 4	Counseling theories – the major theories of professional counseling			
2. F. 5. n	Counselor characteristics and behaviors that influence the counseling process			
5. C. 1. b	Theories and models related to clinical mental health counseling			
TAC, Title 19, §239.15 Standard I, 2	Consultation theories and practices			
2. G. 5. d	Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in			

	the field, so they begin to develop a personal model of counseling			
TAC, Title 19, §239.15 Standard II, 2	The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner	Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs		

Course Objectives:

Clinical Mental Health Counseling

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

School Counseling: Domain II – Planning and Implementing the Developmental School Counseling Program

5.0 Counseling Skills: School Counseling students will demonstrate knowledge, understanding, and competence in fundamental and advanced counseling skills.

Course Competencies:

Proficiencies that counselors-in-training must master are derived from two sources: The State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Applicable portions for this course include:

TAC, Title 22, §681.83 *Professional Counselors – Academic Requirements for Licensure*

Academic Course Content

(a) An applicant must complete at least one course in each of the following areas: (4) counseling theories – the major theories of professional counseling;

TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

(2) counseling and consultation theories and practices;

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. The certified school counselor must:

PSYC 5312: Counseling Theories 2 (2) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

CACREP Common Core Standards II.G.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field, so they begin to develop a personal model of counseling;

CACREP Clinical Mental Health Counseling Standards

1. Understands various models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

CACREP School Counseling Standards

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
2. Understands the outcome research data and best practices identified in the school counseling research literature. (III.I.5)

Counseling Program Marketable Skills:

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

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

3. The Master of Education Counseling student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy: The marketable skills are included in the course syllabi for the Master of Education in Counseling. The faculty present and discuss these skills online or in class with students. Each marketable skill includes consideration of the cultural influences on an individual's worldview perspective. This cultural focus is reflected and emphasized in all courses. The analytical and critical thinking skills, as well as the deductive and inductive cognitive skills, are considered foundational in all graduate counseling courses. Group Counseling (EDUC 7315) emphasizes the essential communication skills and therapeutic interventions of active listening, reflecting feelings, and demonstrating authentic empathy.

Americans with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors help in mathematics, English, History, and PowerPoint presentations. Tutors' schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutors are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance applications. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the student center.

Student Services Specialists are:

Del Rio – (830) 703-4816

Eagle Pass – (830) 758-5037

Uvalde- (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC’s current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary to access an online class through SRSU-RGC’s current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the software needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance. If your computer is publicly accessed off campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac

Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser-related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads		PC	Mac
File Extension			
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a

VLC Media Player	.avi • .vlc • .wmv	Download	Download
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Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features. Other Technological Devices/Equipment: Student computers MUST be equipped with fully functional speakers, microphones, and video cameras.

D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
 Tim Parsons (432-837-8525): tim.parsons@sulross.edu
 Estella Vega (432-837-8247): estellav@sulross.edu

Enhanced Video Streaming: As your instructor, I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings, and they have a total value of 100 points. The interactive component of this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Our live online streaming interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any

issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select the Course number and name.
3. View your Menu on the left-hand side of the main course page.
4. Select “Zoom” under the “Assignment” Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent “Lost connection” is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for Collaborate ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect Wi-Fi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Del Rio - (830)703-4818
Eagle Pass - (830) 758-5010
Uvalde – (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student into a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that result in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible. For information about SRSU-RGC disability support services, please contact

Student Service Specialist: (830) 279-3003

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of academic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for their academic work. Everyone will make sure to understand the content and process of syllabi. The professor may help, and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear to minimize ambiguity; moreover, the presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode of gaining understanding and disseminating meaning. Therefore, individuals must consider primary language, speaking style, inappropriate terms, the distance between parties, eye contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction, and Participation:

Regular participation is a required aspect of this course. Your first module will be to submit a five-minute recorded introduction of yourself. In the discussion board labeled **DB 1**. This will be a great time to get to know each other since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:

- o Full name.
- o Place of Birth.
- o Place raised

- o Describe the family or culture that best describes you.
- o Your interest in your undergraduate degree.
- o Rationale for entering the counseling program.
- o What do you hope to accomplish with Counseling training?
- o How do you conclude this to be important?

Your Discussion Board Entry (DB 1) has a value of 100 points.

Virtual Participation:

As your instructor, **I place heavy emphasis on Individual class participation.** The interactive component of this course is critical. This is an Asynchronous class, meaning we will not meet regularly as in Synchronous classes. Your active, reflective, and timely participation in your discussion boards and assignment completion will determine the degree of your participation. Your input will facilitate others to enhance their reasoning skills by drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone’s learning in class. Please feel free to contact me anytime if you run into any difficulties.

Late Work:

Assignments must be turned in weekly. Students will work on completing and submitting a minimum of two modules per week.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading weekly. This will provide ample time for students to review their outcomes. Students are welcome to contact me anytime to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message so that I may return your call, I respond to all my calls within 24 hours.

Assignments	Qty.	Possible points
Discussion Board Entries	13	90-100 points each = A 80-89 points each = B 70-79 points each = C 60-69 points each = D 59 and below = F

Video/Article Reflections	13	100-120 points each = A 90-99 points each = B 80-89 points each = C 70-79 points each = D 69 and below = F
Quizzes	13	90-100 points each = A 80-89 points each = B 70-79 points each = C 60-69 points each = D 59 and below = F
Movie Reflection Paper	1	100-120 points each = A 90-99 points each = B 80-89 points each = C 70-79 points each = D 69 and below = F
Final Exam	1	90-100 points each = A 80-89 points each = B 70-79 points each = C 60-69 points each = D 59 and below = F

Video/Article Reflection:

Students will access and review the Video or Article Reflection section and enter a **3-PARAGRAPH** reflective comment regarding the assignment. There will be **14 graded video/article reflections** with a potential value of **120 points** for each assignment. The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below used to assess your skill level. You are welcome to share a personal experience(s) evoked while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (i.e., VR 1, etc.) for the video clip assigned for the module. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the “Reply” feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable (0)
Competency 1 Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent from his or her general perspective.	Student only restates the video or Text content.
Competency 2 Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student is unable to identify any point of views.
Competency 3. Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
Competency 4. Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.

Quizzes:

Quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. The quizzes are intended to ensure you can grasp the content of the assigned reading. There is a total of thirteen (14) quizzes, and each quiz has a 100-point potential. Each quiz will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple choice, fill-in-the, and short answer questions. If you do well on your quizzes, you have a higher probability of doing well in the final exam. You will be allowed to use your quizzes to study for the final exam.

Movie Reflection Paper:

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The paper has a potential grade value of **120 points**. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper, and must contain at least **6 pages of content**, which does not include the Title page or Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper.

Criteria	Superior (30 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No

	respondent's overall teaching practice are thoroughly detailed, as applicable.	of these insights for the respondent's overall teaching practice are presented, as applicable.	respondent's overall teaching practice are presented, as applicable.	implications for the respondent's overall teaching practice are presented, as applicable.
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Final Exam:

The final exam is a 100-question True/False, multiple-choice, and fill-in-the-blank questions that are designed to assess comprehensive, application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The exam will be posted on Blackboard on the designated date and each student will have four hours to complete the exam.

PROPOSED OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
Module 1 Fall Semester Starts 08/26/2024	Introduction: Professor and Student Introduction Syllabus Review Orientation Videos Collaborate: Monday, 5:00 p.m.
Module 2	Reading Assign: Ch. 1 Personality: What is and Why You Should Care Quiz 1: Ch. 1 Personality: What is and Why You Should Care VR 1: Personality What It Is and Why You Should Care Collaborate: Monday, 5:00 p.m.
Module 3	Reading Assignment: Ch. 2 Sigmund Freud: Psychoanalysis Quiz 2: Ch. 2 Sigmund Freud: Psychoanalysis VR 2: Sigmund Freud Collaborate: Monday, 5:00 p.m.
Module 4	Reading Assignment: Ch. 3 Carl Jung: Analytical Psychology Quiz 3: Ch. 3 Carl Jung: Analytical Psychology VR 3: Carl Jung Collaborate: Monday, 5:00 p.m.
Module 5	Reading Assignment: Ch. 4 Alfred Adler: Individual Psychology

	<p>Quiz 4: Ch. 4 Alfred Adler: Individual Psychology</p> <p>VR 4: Alfred Adler</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 6	<p>Reading Assignment: Ch. 5 Karen Horney: Neurotic Needs and Trends</p> <p>Quiz 5: Ch. 5 Karen Horney: Neurotic Needs and Trends</p> <p>VR 5: Fromm/Horney</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 7	<p>Reading Assignment: Ch. 6 Erik Erikson: Identity Theory</p> <p>Quiz 6: Ch. 6 Erik Erikson: Identity Theory</p> <p>VR 6: Erik Erikson</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 8	<p>Reading Assignment: Article R.E.B.T. Albert Ellis</p>
Module 9	<p>Reading Assignment: Ch. 7 Gordon Allport: Motivation and Personality</p> <p>Quiz 8: Ch. 7 Gordon Allport: Motivation and Personality</p> <p>VR 8: Gordon Allport</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 10	<p>Reading Assignment: Ch. 9 Abraham Maslow: Needs Hierarchy Theory</p> <p>Quiz 9: Ch. 9 Abraham Maslow: Needs Hierarchy Theory</p> <p>VR 9: Abraham Maslow</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 11	<p>Reading Assignment: Ch. 10 Carl Rogers: Self-Actualization Theory</p> <p>Quiz 10: Ch. 10 Carl Rogers: Self-Actualization Theory</p>

	<p>VR 10: Carl Rogers</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 12	<p>Reading Assignment: Ch 11 George Kelly: Personal Construct Theory Study Guide: Aaron Beck – Cognitive Behavioral Therapy</p> <p>Quiz 11: Ch 11 George Kelly: Personal Construct Theory Study Guide: Aaron Beck Cognitive Behavioral Therapy</p> <p>VR 11: George Kelly & Aaron Beck</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 13	<p>Reading Assignment: Ch. 12 B.F. Skinner: Reinforcement Theory</p> <p>Quiz 12: Ch. 12 B.F. Skinner: Reinforcement Theory</p> <p>VR 12: B. F. Skinner</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 14	<p>Reading Assignment: Ch. 13 Albert Bandura: Modeling Theory (Behavior Therapy)</p> <p>Quiz 13: Ch. 13 Albert Bandura: Modeling Theory (Behavior Therapy)</p> <p>VR 13: Albert Bandura</p> <p>Collaborate: Monday, 5:00 p.m.</p>
Module 15	<p>Reading Assignment: Study Guide - Solution Therapy Techniques Study Guide - Family Therapy (Murray Bowen) Study Guide – Cybernetics (Gregory Bateson)</p> <p>Quiz 14: Solution Therapy Techniques, Family Therapy, Cybernetics</p> <p>VR 14: Solution Therapy Techniques</p> <p>Collaborate: Collaborate: Monday, 5:00 p.m.</p>
Final Module 16 Fall Semester Ends 12/11/2024	<p>Movie Reflection Paper Due</p> <p>Final Exam Due</p>

