



SYLLABUS

EDSR 5314 Personality and Counseling Theories
SEMESTER: Fall 2025

Tuesday 6:00 p.m.

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

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OFFICE HOURS: Wednesdays 10:00 am to 8:00 pm

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

Required Text:

- Theories of Personality, Duane P. Shultz & Sydney Ellen Shultz 12th ed.
ISBN 13: 978-0357946442
- American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

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 in garnering 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.

CATALOG COURSE DESCRIPTION: A study of human personality dynamics as related to counseling theory and practice, with 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, with an emphasis on modern humanistic and phenomenological theories as they apply to counseling and developmental guidance. Must be taken within the first 12 hours.*

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 what they have learned in guidance and counseling, including their knowledge of human development, diversity, and factors that influence a client's ability to reach their potential.
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program. This program will incorporate assessment, along with 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, to facilitate client success, and show 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 pursue careers related to mental and behavioral health, including school counseling.

DISTANCE EDUCATION STATEMENT:

4. 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 use their Sul Ross email accounts to communicate and submit online assignments through Blackboard, which requires secure login. Students

enrolled in distance education courses at Sul Ross are expected to follow all policies related to academic honesty and proper student conduct, as outlined in the student handbook. Students in web-based courses must maintain appropriate equipment and software according to the course requirements, as detailed on the SRSU website.

TECHNOLOGY REQUIREMENTS:

Since the Counselor Education Program is primarily delivered online, students must have their own computers and internet connection capable of supporting the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the necessary technology at any time is not an excuse for failing to submit an assignment, participate 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.

DISABILITY STATEMENT:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to providing equal access in accordance with the Americans with Disabilities Act of 1973. It is SRSU's policy to offer reasonable accommodations to students with documented disabilities. It is the student's responsibility to request accommodations each semester for each class. Students at Alpine seeking accessibility or accommodation services should contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator, at 432-837-8203 (please leave a message and we will return your call during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SRSU Ross State University, Alpine, Texas, 79832.

PARTICIPATION POLICY: Since EDUC 5314 is an online course, participation will be assessed through Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY throughout the course. To stay enrolled in EDUC 5314, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline listed in the Due Dates section of this syllabus. At Sul Ross State University, if a student enrolled in an online course remains inactive for three weeks, fails to submit assignments, or does not respond to instructor emails, they will receive a final grade of "F." You can access the "Online Participation Policy" forum by logging into Blackboard and selecting Discussion Board.

Please follow the directions regarding your required response.

Virtual Participation:

As your instructor, **I emphasize the importance of individual class participation.** The interactive part of this course is essential. Since this is an asynchronous class, we will not meet regularly like in a synchronous class. I will present and record the topic for each module, and you are welcome to join me at the scheduled Collaborate Class Meeting Time or review the recording later. Your discussion board post must include reflections on the chapter reading and teaching segment. Active, thoughtful, and timely participation from each student helps others improve their reasoning skills by sharing your rich cultural and personal experiences. The intercultural backgrounds of students greatly enrich everyone's learning. Please feel free to reach out to me anytime if you encounter any difficulties.

Late Work:

Assignments must be turned in weekly.

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 an appointment with me virtually to address any questions.

Assignments	Qty.	Possible points
Collaborate Class Recording Discussion Board Entries	14	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	14	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	14	90-100 points each = A 80-89 points each = B 70-79 points each = C 60-69 points each = D 59 and below = F

Concept Theories Guide <ul style="list-style-type: none"> Each theorist paper has 10 potential points 	16	160 points each = A 150 points each = B 140 points each = C 130 points each = D <130 points and below = F
Movie Reflection Paper Title: "Frankie and Alice"	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 (100 Questions)	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

Collaborate Class Recordings: Discussion Board:

This course is asynchronous and does not require students to attend class. Consequently, students must demonstrate a higher level of responsibility and maturity to complete class assignments and acquire the developmental skills needed to care for clients experiencing mental health problems. You are required to enter a narrative piece reflecting on the Collaborate class recording.

As your instructor, I emphasize the importance of individual class participation. The interactive component of this course is essential; it will improve your reasoning skills by leveraging the diverse experiences of other students. The intercultural backgrounds of students greatly enrich everyone's learning in class.

Since attendance is not required, I will upload Collaborate Ultra class recordings and ask each student to watch and write a reflection that demonstrates your understanding of the professor's instructional recording. Please use the video reflection rubric to write your reflection and upload your paper accordingly. Each discussion entry is worth up to 120 points, which will be converted to a letter grade. The total of all discussion board grades will be divided by 14 to determine your final letter grade.

Video/Article Reflection:

Students will access and review the Video or Article Reflection section and write a **3-paragraph** reflective comment about the assignment. There are **14 graded video/article reflections**, each worth up to **120 points**. The comment must include your interpretation of the theme or message the author is trying to convey. Add any reasoning based on the content, your thoughts and emotions experienced while watching the video, and how the

information might influence future activities. Refer to the rubric below to understand how your skills will be assessed. Feel free to share a personal experience triggered by the video, but please consider confidentiality before discussing sensitive information 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, you are required to select the thread title. Review the video clip and enter your reflection by choosing 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:

Content reviewed. The quizzes are intended to ensure you can grasp the content of the assigned reading. There are fourteen (14) quizzes, each with a 100-point potential. Each quiz will contain a different number of questions that correspond with the chapter content and consist of true and false, multiple choice, fill-in-the, and short answer questions. If

you do well on your quizzes, you are likely to do well in the final exam. You can use your quizzes to study for the final exam.

Concepts and Theories Guide:

The Texas Licensure Professional Counselor Board places major emphasis on personalities and theories. A significant number of questions in the NCE Exam derive from this area. Moreover, a major component of counseling is that each student submits a weekly paper, which includes the following sections, by uploading it to the designated assignment for a grade and at the end of the semester for a final grade. The sections are:

1. The Life of the Theorist
2. Human Nature Perspective
3. Concepts of Personality
4. Assessment of the theory
5. Criticisms of the theory

Each student will aggregate each theorist's elements of his or her theory and use it as a study guide for the NCE exam.

The **Comprehensive Exam Review for the Counseling Theories Review Section** will include the following:

- Freud's theory and origins
- Different theoretical camps and which theories are related
- Adlerian theory, theorists, vocabulary, methods
- REBT theory, philosophy and techniques
- Reality therapy focus
- Person-centered theory, theorists, philosophy, goals
- Existential theory, theorists, philosophy, goals
- Beck and cognitive theory techniques
- Gestalt techniques
- Feminist therapy themes
- Solution-focused therapy techniques
- Behavior Therapy and Behavior theory goals
- Family Therapy

Movie Reflection Paper (Title: "Frankie and Alice"):

The reflection paper aims to shift a student's learning approach from passive to active. Active learning improves reasoning skills that are crucial for a counselor. Like your video reflection forum entries, this assignment will help develop your counseling skills by understanding certain content while evaluating your internal processes.

This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper, and it must contain at least

four (4) 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 respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Final Exam:

The final exam is a 100-question True/False, multiple-choice, and fill-in-the-blank questions 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
Aug 31	Module Introduction
Aug 31	Module 1 Assignments Due
Sep 07	Module 2 Assignments Due
Sep 14	Module 3 Assignments Due
Sep 21	Module 4 Assignments Due
Sep 28	Module 5 Assignments Due
Oct 05	Module 6 Assignments Due
Oct 12	Module 7 Assignments Due
Oct 19	Module 8 Assignments Due
Oct 26	Module 9 Assignments Due
Nov 02	Module 10 Assignments Due
Nov 09	Module 11 Assignments Due
Nov 16	Module 12 Assignments Due
Nov 23	Module 13 Assignments Due
Nov 30	Module 14 Assignments Due
Dec 07	Module 15 Assignments Due Concept and Theories Completed Guide (Submitted as a whole) Movie Reflection Paper Due Final Exam Due