COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: MHS 6050</th>
<th>Course Title: Personality Theory and Counseling Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s): None</td>
<td>Course Hours: 03</td>
</tr>
<tr>
<td>Department: Educational Leadership and Human Services</td>
<td>Supplies: Taskstream: persu10</td>
</tr>
<tr>
<td>Faculty Name: Arland Billups, Ph.D.</td>
<td>Term and Year: Summer 2010</td>
</tr>
<tr>
<td>Office Location: Gore Education 303/B</td>
<td>Place and Time: Gore Education 5:45pm – 8:45pm</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Telephone: 850-599-3425</td>
</tr>
<tr>
<td>Monday 10 - 12</td>
<td>e-mail: <a href="mailto:arland.billups@famu.edu">arland.billups@famu.edu</a></td>
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<tr>
<td>Tuesday 10 – 12</td>
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<td>Wednesday 10 – 12</td>
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<td>Thursday 2-5</td>
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<td>Saturday</td>
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Course Description

Personality and counseling practices will provide students with a broad framework from which to examine and evaluate theories of personality in terms of their scientific and practical value in explaining and predicting human behavior. Students will be given the principles of developing psychological constructs, and a survey of classical and contemporary theories of personality. This course is designed to enhance the professional counselor’s ability to recognize the existence of differences among people and develop skills needed to become effective helpers. Lastly, students will exit this course with a better understanding of their personalities.

Course Purpose

The purpose of this course is to help students use psychoanalytic/psychodynamic, behavioral/cognitive, existential/humanistic theories in analyzing children, adolescents, and adults.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
**DIVERSITY**

- **CF 1**
  - This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6</td>
<td>I: 3, 8</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

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<thead>
<tr>
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<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

- **CF 4**
  - Through this focal area, the FAMU professional education candidate will:

<table>
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<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
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</table>

**PROFESSIONALISM**

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

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<tr>
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<th>INTASC</th>
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<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
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CF: 5.4 (K, S) Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation. F: 7 I: 2

**URBAN/RURAL EDUCATION**

- CF 6

Through this focal area, the FAMU professional education candidate will:

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<th>INTASC</th>
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<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2, 3</td>
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</tbody>
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**Overall Goals of the Course**

This course will cover sixteen different theories that address these questions: What do all humans have in common? What accounts for individual differences among people? How are the mind and body related? How much of what we call personality is inherited and how much of it results from experience?

**Specific Behavioral Objectives**

The candidate will:

1. Describe and interpret the major theories of personality.
2. Understand the role of personality theory as it applies to the existential/humanistic model.
3. Compare and contrast two personality theoretical perspectives.
4. Review and critique various theoretical perspectives utilizing the scientific approach.
5. Identify the hereditary, environmental, and cultural determinants of personality.
Standards Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>FEAP</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the Life of a famous person</td>
<td>Candidates will demonstrate theories in class</td>
<td>4a, 4g, 5j,7a</td>
<td>1.1, 1.3, 1.3, 4.3, 5.3, 5.4</td>
<td></td>
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<tr>
<td>Personal theoretical orientation</td>
<td>Candidates will articulate their counseling theory</td>
<td>4a, 4g, 5c</td>
<td>1.1, 1.2, 10.1</td>
<td>1.3, 4.5, 5.1, 5.4, 6.3</td>
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<tr>
<td>Journal critiques</td>
<td>Students must critique articles using APA format</td>
<td>4g,5d</td>
<td>1.3, 1.9, 8.2</td>
<td>1.3, 4.5, 5.4</td>
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National and State Standards Addressed in the Course

Florida Educator Accomplished Practices (FEAP)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Topical Outline

May 11  Introduction/Orientation: Personality: The Study of the Individual  Chapters 1, 17
May 18  Freud: Classical Psychoanalysis  Chapter 2
May 25  Jung: Analytic Psychology  Chapter 3
June 1  Adler: Individual Psychology  Chapter 4
June 8  Erikson: Psychosocial Development  Chapter 5
June 15  Horney: Interpersonal Psychoanalysis  Chapter 6
June 22  Allport: Personality Theory  Chapter 7
June 29  Midterm Examination
July 6  Cattell: Factor Analytic Trait Theory  Chapter 8
July 13  Skinner: Radical Behaviorism  Chapter 9
                                Dollard and Miller  Chapter 10
July 20  Albert Bandura and Walter Mischel  Chapter 11

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Teaching Methods

Lecture
Discussions
Demonstrations
Collaborative Learning
Integration of Technology

Course Evaluation

1. Class Participation 20%
2. Analyze your personality using Erikson and Freud’s theories as a foundation Supplemented by other theories. A summary of your findings will be placed in Taskstream (www.taskstream.com) 20%
3. Analyze the personality of a famous person using the same procedure in step two. Your analysis will be placed in Taskstream. 10%
4. Review 6 articles from refereed journals
   a. Complete a one page two paragraph review.
   b. In your first paragraph summarize the article.
   c. In the second paragraph, critique the article. 10%
5. Midterm Examination 15%
6. Final Examination 25%

Grading

90 – 100 (A)
89 – 85 (B)
84 – 76 (C)
75 – 66 (D)
65 (F)
Incomplete (I) Incompletes are given only under extenuating circumstances.

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**Course Policies**

**Dispositions:** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Advanced Level**

Candidate’s Name: ________________________ Student ID: ____________ Program Area: _________________

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<tr>
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<td>2</td>
<td>1</td>
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<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
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**Professional Behavior:** The Other Professional Educator Candidate demonstrates professional behavior (Please use a ✓ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

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**Effective Communication:** The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and

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appropriate tone for the situation.

- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

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Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

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Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

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Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
References


