

EDCP 614
Personality Theories in Counseling

Fall 2001

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Class Meeting Site: 4233 Benjamin Building

Class Meeting Time: Thursdays, 4:15 - 7:00 pm

Office Hours: Thursdays, 2:30 - 3:30 pm or by appointment

Textbooks:

American Psychiatric Association. (1994). Desk reference to the diagnostic criteria from DSM-IV. Author.

Burger, J. M. (1997). Personality. Pacific Grove, CA: Brooks/Cole.

Kearney, C. A. (1999). Casebook in child behavior disorders. Pacific Grove, CA: Brooks/Cole.

Reserved Readings:

Canino, I. A., & Spurlock, J. (2000). Culturally diverse children and adolescents: Assessment, diagnoses, and treatment. New York: Guildford Press.

Cytryn, L., & McKnew, D. (1996). Growing up sad: Childhood depression and its treatment. New York: W. W. Norton & Company.

Erickson, M. T. (1998). Behavior disorders of children and adolescents: Assessment, etiology, and intervention. Upper Saddle River, NJ: Prentice Hall.

Rapoport, J. L., & Ismond, D. R. (1996). DSM-IV training guide for diagnosis of childhood disorders. New York: Brunner/Mazel.

Zwiers, M. L., & Morrisette, P. J. (1999). Effective interviewing of children. Philadelphia: Accelerated Development.

Course Description

Because the participants in this course are primarily school counseling trainees, the course covers three important aspects of personality development related to work with children and adolescents. The three components of this course include the following: (a) personality theories, (b) behavioral and emotional disorders of children, and (c) developing action plans for working with children and adolescents with behavioral, and/or emotional disorders. Deviant and disturbed personality types will also be explored through the study of the DSM IV.

Course Objectives

At the end of the semester, the student will be able to:

1. Offer a rationale for the study of personality
2. Understand and explain the basic principles of the psychodynamic, behavioral, and humanistic schools of personality theory.
3. Relate the major issues in adjustment to effective and ineffective coping skills.
4. Classify mental disorders according to the DSM-IV.
5. Understand the nature, origins, and causes of several child and adolescent behavior disorders.

Student Responsibilities

1. Attend class regularly and actively participate in all classroom activities (small groups, discussions). Your attendance and active participation in the class are critical to your own learning and that of your peers, as well as the overall success of the course.
2. Complete all required assignments and submit them according to the schedule indicated in the Schedule of Classes and Assignments.

Assignments

1. MIDTERM

Each student will take an in-class midterm on the assigned date given in this syllabus. The midterm will consist of multiple-choice, short answer, and essay items. The midterm will cover the course content up to that point in the semester.

DATE: October 11TH

2. PERSONAL THEORY PAPER

Each student will be required to develop and evaluate your personal theoretical approach to understanding personality by writing a personal theory paper. (see outline) Although this paper is a “think” piece, not requiring APA citations, it is expected that throughout your paper you demonstrate knowledge of the origins of your ideas by noting the theorists that have similar positions.

DUE DATE: SEPTEMBER 27TH

3. GROUP PRESENTATION (30-35 minutes/each)

Students will present in groups of 3 or 4 on a personality, behavioral, or emotional disorder that is commonly diagnosed among children and adolescents. Additional details on the presentation will be provided in class. Topic proposals are due on/by September 27th.

Presentation Dates: November 8th -29th

5. FINAL EXAM

Each student will complete a take home exam. The final will be case studies involving students with behavior disorder/problem.

DATE DUE: December 13th

Evaluation

Students will be evaluated and course grades will be determined by considering each of the following areas:

Assignment	Percentage of Grade
Midterm	20
Paper	25
Presentation	25
Final	20
Participation in class discussions	10

Grade Distribution

95-100 = A	84-89 = B	74-79 = C
90-94 = A-	80-83 = B-	70-73 = C-

Classroom Management

1. Assignments: Assignments must be submitted by the required date. Late assignments will result in 20% loss of grade for that assignment.
2. Personal Concerns: Any personal concerns will be discussed either during an appointment or after class. Class time will not be used to discuss personal matters. Please feel free to contact the instructor by email.
3. Class participation: Students are expected to actively participate in classroom discussions, groups, and class activities.
4. Make-up Exams: Make-up exams will result in a 20% lower grade unless a doctor's slip is presented as an evidence of illness. Instructor has the option to require the same or different test/exam.
5. Missed Class Sessions: It is the student's responsibility to make proper arrangements with other students or the instructor to receive missed notes in case of absence.

Policy on Instructional Modifications

Students who have a disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second week of the term in

which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed.

Academic Integrity

Academic integrity is a foundation for learning. The University has approved a Code of Academic Integrity available on the web at <http://www.inform.umd.edu/jpo/>. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (314-8206) by any member of the campus community.

Religious Observations

Students should inform the instructor of any intended absences for religious observances in advance. Prior notification of an absence is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final exam period may result in loss of credits during the semester.

Tentative Schedule of Classes and Assignments

	Class Content/Readings
Aug. 30	Overview of course; Introductions; What is personality? Burger: Ch. 1, 3
Sept. 6	Overview of personality theories Burger: Ch. 5, 9,
13	Overview of personality theories (continued) Burger: Ch. 11, 13
20	Overview of personality theories Using the DSM-IV
27	Overview of personality theories GROUP TOPICS DUE
Oct. 4	Overview of personality theories
11	MIDTERM
18	Using the DSM-IV/ Case Studies Reserve Rdg.: Canino & Spurlock: Ch. 2, 4;

Rapoport & Ismond: Ch. 2, 3, 4;
*Bring DSM-IV TO CLASS!
PERSONAL THEORY PAPER DUE

- 25 Using the DSM-IV/ Case Studies
Reserve Rdg: Cytryn & McKnew: Ch. 2, 5, 6, 7
Childhood Behavior Disorders
Reserve Rdg.: Erickson: Ch. 12: Fassler & Dumas: Ch. 1-4
- Nov. 1 Interviewing “Unique” Children/Developing Treatment Plans
for Children With Behavioral Disorders
- 6, 7 Reserve Reading: Zwiers & Morrissette: Ch. 5; Erickson: Ch.
- 8 PRESENTATIONS
- 15 PRESENTATIONS
- 22 HAPPY THANKSGIVING!!! NO CLASS
- 29 PRESENTATIONS
- Dec. 6 Course Summary & Evaluations
FINAL EXAM DISTRIBUTED
- 13 Final Exam Due by 5:00 p.m.