**APPL 605.185: Advanced Theories of Personality & Counseling**  
*Fall 2019 (3 credits)*

Professor: Sam Soheilian, Ph.D.  
Email (preferred): ssoheilian@ubalt.edu  
Office: LC 406  
Office Hours: M 4:30-5:15PM & by appt  
Office Phone: 410-837-6560 (not preferred, use email)  
Mailbox: LC 400  
Course Meets: Thursdays 5:30 – 8:00 PM  
Location: Hybrid course takes place both online and in person, on campus in room AC 212.  
**See course schedule in syllabus indicating which dates class will meet on campus**

*Email is preferred form of communication. Please do not send messages through Sakai, as I do not check that message center.*

**Important Note About This Class**  
This is an advanced theories class at the graduate level, which means that students need to be prepared to study theories at a more intense and deeper level than is typically required in an introductory theories course. If you have not had a personality theories course prior to this one, you need to make a decision about whether you are ready for this class. You have two options if you haven’t had this important preparation previous to this course: (1) drop the course; or, (2) obtain a basic or introductory theories textbook and plan on additional self-study so you can get yourself up to speed with this class and the Prochaska & Norcross text. Please feel free to consult with me as you make your decision.

**Required Reading**  

A book of your choice (subject to instructor approval) by a major theorist on either personality or counseling theory. (Each student will be required to choose a different book, and choice is first come first served.) Book list is on pp. 9-10 of this syllabus.

**Other Course Materials Available via UB Online Sakai**

To access Sakai: On UB's home page (www.ubalt.edu), click "MyUB" and login. On the right hand side of the screen, click on the icon for UB Online Sakai.  
Your Sakai username and password are identical to your MyUB (Peoplesoft) username.  
For help with MyUB and Sakai, contact OTS at callcenter@ubalt.edu or 410-837-6262.

**Turn It In.** As a part of an institution-wide effort to ensure the originality of student work, the University of Baltimore licenses Turnitin, a commercial text matching service that analyzes students’ submissions against its own archive of student papers, articles and web sites to report on student originality and identify possible plagiarism. Incorrect use of other individuals’ work will likely result in plagiarism charges, which can lead to a failing grade on an assignment, a failing grade in the course, or even suspension from UB. All UB faculty members reserve the right to use this or other measures to evaluate your work for originality and proper attribution. Not understanding the definition of plagiarism or improper attribution are not excuses for failure to abide by originality requirements in this or any other course.

As your professor, I will submit all of your papers to Turn It In (www.turnitin.com), a university service that scans papers for plagiarism.

---

1
Catalog Description
An advanced exploration of theories regarding personality and counseling. Includes discussion of treatment implications and research related to each theory or therapy. Addresses multicultural and social justice advocacy considerations. Prerequisite: only open to the following majors: M.S. in Applied Psychology or Certificate in Professional Counseling Studies; other majors may take this course with departmental permission only.

Student Learning Outcomes
By the end of the course, students will be able to:
1. Describe the major theories of counseling and psychotherapy, and the techniques and practices associated with those theories.
2. Identify one’s own operating theory(ies) of counseling/behavior change.
3. Demonstrate their oral and written communication skills regarding these theories.
4. Demonstrate the ability to be both an independent and collaborative learner.
5. Discuss the research base associated with various theories of counseling.
6. Demonstrate integrated knowledge about theories, research, and practice.
7. Discuss multicultural and social justice advocacy considerations.

Course Format & Requirements
This is a hybrid course, which means that it will integrate both online and face-to-face learning. As a graduate-level course, students are expected to be active participants in their learning. This means that students should be prepared to discuss course readings and engage in classroom exercises: a central component of class will be discussion of the readings (both online and in person) as well as class activities. This class will be conducted as a graduate seminar.

Being an active class participant also means that you are on time to class and make reasonable efforts to attend each and every class period. This is an important part of your educational experience as well as the experiences of other students—it enriches your learning about yourself, others, new ideas, and so on. For full attendance policy, see the section “Attendance and Participation” listed under the “Assignments” portion on page 2 of this syllabus.

Also, students must adhere to all of the Standards and Expectations for Graduate Students listed at the end of this syllabus. Failure to adhere to the Standards may result in a lower grade in the course, which includes failing the course. Adherence to the Standards may be evaluated through the Professional Counselor Performance Evaluation (PCPE; available on Sakai).

Assignment Expectations
All assignments are due on the date stated on the syllabus or announced in class. Unexcused late papers will be subjected to a 10% grade reduction per day. In cases of excused late assignments, you must communicate with me prior to the due date to set up a date by which the assignment will be turned in. Extensions to due dates will be granted only for dire unforeseen situations.

Papers must meet graduate-level standards for quality of writing, including grammar, spelling, sentence structure, paragraph construction, and appropriate use of 6th edition APA style (e.g., double-spaced, with title page complete with running head, et cetera). To keep standards consistent for all papers, use of Times New Roman text style and 12-point font will be required. Quality of writing will be weighted equally with content in determining your grade. Achievement and Learning Center (ALC) members are available in the library (BL 217) daily to assist you with improving your writing skills and with any of your papers. For more complete information
about ALC services, please visit www.ubalt.edu/alc. Make sure you turn in an electronic copy of your papers to Sakai before class the day the papers are due.

Assignments

1. **Attendance & Participation (30 points):** I will utilize a lecture/discussion format in all classes and will expect you to engage in those discussions. Be prepared—I will call on people if/when there is a lull in discussions. Students are expected to be punctual in their arrival to class, and are expected to attend every class period. Remember, it is seen as a part of your professionalism that you demonstrate respect for your classmates as well as the instructor—being late to class is not a way to demonstrate that respect! **Two late arrivals or departures (missing part of class for at least 15 minutes) to class also constitute an absence.** Should you be unable to attend, be sure to inform me before class that day. If you miss class or part of a class, please talk to other students to see what you missed. To take into account illness and personal emergencies, students are allowed to miss class twice; after the second absence, your total course grade will be reduced by 10% for every missed class period OR you may be administratively dropped from the course at the instructor’s discretion.

2. **Discussion Forums (20 pts each/160 total):** Due to the hybrid nature of this course, classes that will take place online will include a discussion component. Students are expected to be prepared to engage in all of the discussion forums. The typical format for the forum will entail the instructor creating discussion questions taken from the readings each week. Students will be expected to both respond to the instructor’s prompts, as well as respond and engage in discussion with each other in the forum. **In order to keep up with the class content each week, Discussion Forums will be time-limited and take place weekly from 5:30 PM – 8:00 PM. Late posts will not be accepted.** Specific details and instructions for each discussion forum will be posted in the “Discussion Forums” tab in Sakai each week.

3. **Paper 1 (20 points):** Should be **uploaded to Sakai by 5:30 PM on 10/31/19.** This 2-page paper is one that you prepare for your classmates. This paper informs your classmates of the major ideas in the book that you read for this class (see pgs. 8-9 of syllabus) and your reactions to them. **Note that this is NOT a book report! Describe the main ideas in the book very briefly -- in no more than two short paragraphs.** The major focus of the paper is the next part: Tell us your own preferred “system” of psychotherapy, as that has developed over the course of the semester. Then describe to the class why you like or do not like the approach described in the book you chose, including how it is like or different from your preferred theoretical approach. Your goal will be to provide an insightful analysis of this book’s contents so that your classmates will know whether this is a source they will want to read, or an approach they will want to learn more about, in the future.

4. **Paper 2 (40 points):** Should be **uploaded to Sakai by 5:30 PM on 12/5/19.** In this 4 to 6 page thought paper, you will revisit the question from your initial discussion forum assignment, “How did Mrs. C. get to be this way?” This time, however, you will draw on your knowledge, gleaned from course readings to date, as well as any supplementary reading you have done from the book you have chosen as your required additional reading. **Your analysis should be an application of the theory that you find most appealing from all of those we have studied so far.** Tell what you would see as the etiology of Mrs. C’s problems (not her diagnosis), according to this theory. Use and apply
as much detail from the theory as possible. Then contrast your theory of the cause/s of her problem with the causes that would be suggested by two other systems that we have studied. Then, briefly outline a plan for treating Mrs. C., based on your preferred theory. Finally, show some ways in which you are integrating common factors of psychotherapy theory with specific factors from your preferred theory in formulating your treatment plan.

5. **Examinations** (50 points for each/150 total): There will be two regular examinations in addition to a comprehensive, final exam. All exams will utilize a multiple choice format. Exams will be given online via Sakai. Exams will be posted online during our regular classroom meeting time (Thursday 5:30 PM–8:00 PM), and will be time limited. All exams must be taken during the time they are posted and open for students on Sakai. If you are in a position where you know you will miss an exam, you must come talk to me before the day of the exam if you wish to take the exam (note that permission for this to happen will be given at instructor’s discretion).

Make-up exams will only be given under EXTREME circumstances and must be completed within one week of the original exam date. You must notify me that you will miss the exam BEFORE the exam, you must have a legitimate emergency to be eligible to make up the exam, and you must provide appropriate documentation of your emergency to the instructor (doctor’s note, tow truck receipt, et cetera) in order to be eligible for a make-up exam.

**Grading**
There are a total of 400 points possible in the course. See “Assignments” section above for the break-down of points. Your grade will be calculated by dividing the total number of points earned from the total number of possible points.

This grading system is intended to promote mastery of the material, not competition among students. Using this grading system, there is theoretically no upper limit on the number of As or Bs in the class and there do not have to be any Ds or Fs. You are competing only with yourself and not with other class members.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 73</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

**Academic Dishonesty**
All students also are expected to be honest and to do their own work. This includes quizzes, exams, term papers, homework, extra credit work, presentations, and any other assignment to be completed in or out of this and any other class (unless otherwise directly indicated by the instructor). Academic honesty includes, at the very least, submitting work that is yours, giving appropriate credit whenever someone else’s work is used, and taking tests and completing assignments strictly according to the conditions specified by the instructor. Any evidence to the contrary will result in a failing grade for this course, as well the filing of a report of academic dishonesty with the Academic Integrity Review Board. Cheating will not be tolerated under any circumstance. If you are not sure what the expectations are for any assignment, it is up to you to ask your instructor for clarification. Do not guess!
For term papers, research reports, and other typed/word-processed assignments, you may have someone else proofread your work prior to submission to check spelling, grammar, writing style, punctuation, proper vocabulary, correct (i.e., APA) paper format, etc., and you are encouraged to make use of the services provided by the Bogomolny Library and the Achievement and Learning Center for the preparation of student papers. However, the work of actually researching and writing a paper is YOUR responsibility.

The most frequently occurring problem behavior in this context is plagiarism. Plagiarism occurs when a person submits written work as her/his own, when in fact the work has been done entirely or in part by someone else to whom the person has not given appropriate credit. This includes any written work that copies the language, structure, ideas, or thoughts of another (UB Student Handbook, 2006), work that has been paraphrased, and even the reporting of facts derived from another source and not a part of common knowledge. This includes sources such as magazine or newspaper articles, encyclopedias, dictionaries, pamphlets, brochures, other students’ term papers and reports, articles in professional journals, transcribed interviews, live interviews, books, internet pages, CD-ROMs, etc. This list is not meant to be exhaustive. The fact is, if you do not give appropriate credit to any source of your written words besides your own ideas or common knowledge, you have committed plagiarism.

If you make a statement in a written assignment that is not original and is not general, public knowledge, then you MUST tell the reader the source of the statement. This is done in APA format through in-text, parenthetical citations of sources, and a reference page at the end of the paper. In general, you must give enough information so that the reader can easily look up and verify the source. See the current edition of the Publication Manual of the American Psychological Association for specific citation formats.

CAUTION! If the nature of an assignment is for you to express your own ideas and interpretations about a topic, and if what you submit are largely or entirely the ideas and interpretations of someone else, even if you provide all the proper citations, you will not have satisfied the requirements of the assignment.

Students with Disabilities
If you need special accommodations as a result of a disability, please inform me by the end of the first week of class so that every effort to accommodate your disability can be made. Documentation of your disability and the resources required must be provided before accommodations will be made.

University Closing Policy
Should the university close as a result of inclement weather or other unforeseen circumstances, the instructor will post on our class Sakai site instructions for what will occur for the affected class period(s). In such an event, students need to be aware that class may be canceled, conducted online via Sakai, or involve some other alternative.

Syllabus Addenda:
See our Sakai site for the Student Success Resource List, UB Policies and Procedures, PCPE – all listed under the Syllabus Tab.
Standards and Expectations for Graduate Counseling Students

In addition to the specific criteria listed as the basis for grading in this course, the UB counseling psychology faculty has adopted the following set of standards for graduate students. Each of these standards represents a skill set that is essential to becoming a competent professional, and will guide the evaluation of your performance in this and all counseling classes.

The Standards and Expectations for Graduate Counseling Students include, but are not limited to, the following:

a) Academic performance and skills
   You will be evaluated on academic and clinical skill areas, such as quality of completed assignments, writing skills, attendance, basic listening and attending skills, development of a theoretical orientation, record keeping/case notes, and so forth.

b) Oral and written communication skills
   Professional counselors must be able to communicate clearly and effectively with clients, colleagues, and others. Students’ oral and written communication skills will be evaluated based on students’ grades and the observations of instructors.

c) Motivation for academic and professional competence
   This is manifest on a regular basis by your classroom performance and preparation. It is manifest by your attitude toward learning and professional development and by your willingness to continually learn and improve your mastery.

d) Adherence to professional ethical standards
   Professional ethical standards include those found in the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association’s Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists’ Code of Ethics, and the Board of Examiners of Psychologist’s Code of Ethics and Professional Conduct. UB and ABS standards regarding academic integrity also constitute ethical expectations of students. Professionals and trainees must be aware of these standards and meet them; inattention to or ignorance of these standards does not remove accountability.

e) Openness to beliefs and values other than their own
   You must exhibit the ability to work with people whose beliefs and values differ from your own. It should be clear through your interactions with faculty and other students that: (1) you do not impose your own values and beliefs on others, and (2) you do not let your own values and beliefs interfere with the counseling process.

f) Capacity for self-reflection and personal growth
   You show that you are willing and able to accept criticism. You are responsive to feedback from those who are more trained and experienced than yourself and also from your peers. You attempt to change those personal and professional behaviors that need changing. You manifest this through your interactions with faculty, with administrators, and other students.

g) Maturity as reflected by attitude toward self and others
   You take your responsibilities seriously. You interact appropriately with peers and professionals. You manifest this attitude through your interactions in the classroom and in all the surrounding environments of UB’s Counseling Psychology Programs.

h) Willingness to seek as well as provide therapeutic assistance.
**TENTATIVE COURSE SCHEDULE**
*(changes will be announced in class)*

*Readings & Assignments are due the day they are listed*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Location</th>
<th>Reading</th>
<th>Lecture Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td><strong>AC 212</strong></td>
<td>Syllabus</td>
<td>Introduction</td>
<td><strong>Book Choices</strong></td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Online</td>
<td>Ch 1 &amp; 2</td>
<td>Psychoanalytic Therapy</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Online</td>
<td>Ch 3</td>
<td>Psychodynamic Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td><strong>AC 212</strong></td>
<td>Ch 5</td>
<td>Person-Centered Therapy</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Online</td>
<td>Ch 6</td>
<td>Experiential Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td>Online</td>
<td>Ch 7</td>
<td>Interpersonal Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>Online</td>
<td></td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td><strong>AC 212</strong></td>
<td>Ch 8</td>
<td>Exposure Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Online</td>
<td>Ch 4</td>
<td>Existential Therapies</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>Online</td>
<td>Ch 9 &amp; 10</td>
<td>Behavior and Cognitive Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Online</td>
<td></td>
<td><strong>Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>Online</td>
<td>Ch 11</td>
<td>Third Wave Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>Online</td>
<td>Ch 12</td>
<td>Systemic Therapies</td>
<td><strong>Discussion Forum</strong></td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>No Class</td>
<td></td>
<td>Thanksgiving - University Holiday</td>
<td><strong>Paper 2</strong></td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td><strong>AC 212</strong></td>
<td>Ch 13 &amp; 14</td>
<td>Gender Sensitive &amp; Multicultural Therapies</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/12</td>
<td>Online</td>
<td></td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The instructor reserves the right to make changes to this syllabus. Changes will be either announced in class or announced via email. Students are responsible for what happens in class regardless of whether they are in class that day or not.
List of Authorized Books for Paper 1 and Paper 2
***You may not read a book not on the list below unless you have approval from me beforehand.***


