Instructor: Michele Crisafulli, PhD
Email: mcrisafulli@ubalt.edu

This is the best way to contact me. I will respond to all emails promptly, generally within 24 hours during the week and 48 hours on weekends. If you have not heard back from me in this timeframe, I recommend sending a follow-up email.

Office Hours: I will be available immediately before and after class, or by appointment.

Catalog Description:
A more in-depth exploration of theories and research regarding normal and abnormal personality development. Psychodynamic, humanistic, and cognitive-behavioral models are emphasized; some discussion of treatment implications related to each therapy.

*Please note that as part of your core curriculum, this course is designed to be theory-based, rather than technique- or experiential-based. We will discuss aspects of translating theories to therapy, but our main focus will be the theory itself.

Student Learning Outcomes:
By the end of the course, students will be able to:
1. Critically evaluate the major theories of personality, counseling, and psychotherapy, as well as the techniques and practices associated with those theories
2. Integrate theory and empirical evidence into their own operating theory(ies) of counseling and behavior change
3. Function as both independent and collaborative learners
4. Present oral and written case conceptualizations that are based on informed decisions regarding theory and research
5. Describe how theory, research, and practice are integrated in the scientist-practitioner model of professional counseling
6. Articulate their own developmental process toward the professional identity of an informed, intentional, and ethical counselor

***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, please let me know so that we can have a discussion about whether you are ready for this course and any additional measures you may need to take in order to be successful.

Required Texts & Resources:
- A book by a major theorist on either personality or counseling theory, to be chosen from list at the end of this document
- Scholarly articles to support your argument for or against your book’s theory
- Selected chapters and articles, which will be made available in class or online
- Regular use of your ubalt.edu and Sakai accounts
  - 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 Sakai.
  - Your Sakai username and password are identical to your MyUB (Peoplesoft) username.
  - For help with MyUB and Sakai, contact ubsakaisupport@ubalt.edu or 1-855-501-0856.
Recommended Texts & Resources:
• All UB students are required to take the UB Plagiarism Tutorial, found here: [http://www.ubalt.edu/plagiarism/](http://www.ubalt.edu/plagiarism/). If you have not reviewed this material recently, it is recommended that you do so prior to beginning this course.

Course Policies & General Guidelines:
1. **Respect & Professionalism:** Respectful behavior is essential to creating a comfortable classroom community where all members feel safe taking the types of risk that promote learning. Disruptive behavior (e.g., having side conversations, verbal aggression, using computers of other electronic devices for ANY purpose other than note taking) will not be tolerated and may result in dismissal from class.

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

2. **Participation & Attendance:** As this is a graduate-level, seminar-style course, students are expected to come to class prepared to be active participants in their learning. *Please come to each class with a question or note for discussion in mind, drawn from your readings for the week.* I may call on people at random and ask you to share yours.

Being an active class participant also means that you make reasonable efforts to attend each and every class period. This is a vital part of your educational experience, as well as the experiences of other students – it is important for you all to have the opportunity to learn from each other! With that said, I understand that illness and personal emergencies do happen. Should you be unable to attend class for one of these reasons, be sure to inform me and submit all required assignments before class that day. While you should attend every class if possible, students may miss class twice without direct penalty to their course grade. After the second absence, your total course grade will be reduced by 5% for every missed class period, or you may be administratively dropped from the course at the instructor’s discretion.

Punctuality is also an important part of professionalism and demonstrates respect for your classmates and instructor. As such, two late arrivals to or early departures from class (defined as missing 5 minutes or more of class) will constitute an absence.

3. **Obtaining materials from missed classes:** If you miss all or part of a class, it is your responsibility to obtain any materials or announcements you may have missed from a classmate. Once you have done so, I am happy to answer any questions about them during office hours, but please do not send me emails requesting to know what we covered in class during your absence.

4. **Sakai:** Sakai is our course management system. Please check our Sakai site for important information about our class, and make sure that your UBalt email account is set up to receive messages. If you do not check your UBalt email account, you will miss emails pertaining to our class and other classes. You may find it useful to forward your UBalt emails to a preferred personal account, such as gmail, Comcast, etc.

5. **Inclement weather/class cancellation policy:** There may be occasions when UB is canceled for reasons such as inclement weather. If you receive an official UB alert or see the campus cancellation posted on ubalt.edu, you can expect to receive an email from me also. Even if we do not meet in-person, our “Virtual Class” will require that you complete readings and assignments due that day.

Please note: your safety is important to me. In the event that there is inclement weather but campus is not closed, I encourage you to use your best judgment in deciding whether to travel to campus. In these situations, please email me and submit any required assignments before class. Please also complete required readings.
6. **Accommodation for Students with Special Needs** – Accommodation for students with special needs can be set up through the Center for Educational Access. For information see [http://www.ubalt.edu/campus-life/center-for-educational-access/index.cfm](http://www.ubalt.edu/campus-life/center-for-educational-access/index.cfm).

7. **Academic Integrity**: The Academic Integrity Policy for the Yale Gordon College of Arts and Sciences, College of Public Affairs and Merrick School of Business can be found at [http://www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity](http://www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity).

All students are expected to be honest and to do their own work. This includes quizzes, exams, 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 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. You are particularly encouraged to make use of the services provided by the Langsdale Library and the Achievement and Learning Center (AC 113) for the preparation of 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.

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. **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.**

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.

As a part of an institution-wide effort to ensure the originality of student work, the University of Baltimore licenses Turnitin ([www.turnitin.com](http://www.turnitin.com)), 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. All UB faculty members reserve the right to use this or other measures to evaluate your work for originality and proper attribution. All written assignments for this course must be submitted via Sakai Assignments (in addition to hard copy, in certain circumstances) and will be checked using the Turnitin service.
Assignment Expectations:
All assignments are due on the date stated on the syllabus or announced in class. Written assignments must be turned in via Sakai Assignments before the start of class (i.e., 5:30 p.m.) on the day they are due. In some cases (as noted below), you will also be required to submit a hard copy of the assignment. Unexcused late assignments will be subjected to a 10% grade reduction per calendar 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. To keep standards consistent for all papers, use of Times New Roman text style, 12-point font, double spacing, and 1-inch margins 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 AC 113 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.

Assignments and Exams (i.e., ways you earn points in this class):

1. **Initial thought/reflection paper (15 points):** This thought/reflection paper is aimed at beginning to think about the nature of personality, suffering, behavior change, and other constructs relevant to counseling and psychotherapy. Please write a thought/reflection paper that addresses the following questions: What do you see as the root of most human problems and suffering? What keeps problems going, rather than getting better? How do people make changes in their lives? How does talking about issues make a difference? Draw upon your own life experience, formal and/or informal, NOT on “expert” views. Do NOT quote people such as Freud and Rogers—go on what you know from your own life.
   - Length: 2-3 pages (600-900 words)
   - Due: 9/8 by 5:30 p.m., posted to Sakai Assignments

2. **Biographical sketch (15 points):** This paper will serve as the basis for your case conceptualization exercises throughout the semester. Select an individual you know very well. It could be a friend or a member of your family. Choose someone with whom you will not be tempted to share what you write, as this is a class exercise and not a true clinical case conceptualization. Give a brief description of this person (e.g., gender, age, # of siblings, etc.) and her/his life history including her/his environment during childhood, as well as critical incidents, events, and experiences that occurred as he/she developed. What were the major decisions made by this individual during her/his life? Characterize and capture the uniqueness of this individual. What are the person’s strengths and weaknesses? What are the critical issues being resolved in this person’s life at the present time? You may choose to use headings if you find it difficult to keep your thoughts organized. **Keep in mind that this paper is to be a factual report of the person’s life. Do NOT give your impressions regarding “why” he/she has behaved or lived as he/she has. You may write this paper as if you have interviewed the person and in this manner you could include her/his impressions regarding the “causes” in her/his life.** Also, please take care to disguise the identity of this person. You are not to reveal how you know this person in your paper or to members of the class. If you need to address your relationship with this person in your paper, discuss yourself in the third person.
   - Length: 3-5 pages (900-1500 words)
   - Due: 9/15 by 5:30 p.m., posted to Sakai Assignments

3. **Reaction paper/Journal article review (20 points):** A reaction paper and journal article review are due for a theory of your choosing by 5:30 p.m. on the day we discuss that theory. (For instance, if you decide to write a reaction paper/journal article review on existential theory, the assignment will be due on 9/22). Keep in mind that you may not do a reaction paper/journal article review using the same theory as you use for a conceptualization exercise (see #4, below). Be prepared to discuss all aspects of this assignment in the related class.
   - The reaction paper must include the following: (1) a summary of the major aspects of the theory (the length of this will vary, though it would be difficult to adequately complete in fewer than 300 words, most likely), (2) a brief critique of the theory based upon your knowledge of counseling and behavior change, (3) your
5. **Case presentation (20 points):** In conjunction with (and on the same day as you hand in) one of the two conceptualization exercises you complete over the course of the semester (see #4, above), you will give a brief (10-15 minute) presentation on the person described in your biographical sketch (#2, above) from the chosen theoretical perspective. You will imagine that you are a clinician presenting to a treatment team (the rest of the class) on a client you have just assessed. Your presentation should include the following: basic demographic and background information, the client’s presenting concern, your conceptualization of the nature and causes of the client’s difficulties and personality (from the perspective of the theory), and your thoughts on key targets for intervention. Note: Given that we are primarily concerned with theory (rather than technique) in this course, you should NOT discuss how you would plan to intervene. After you present, there will be a 5 minute period where members of the class will ask you questions about the case that they believe would be of interest to other clinicians practicing from that theoretical perspective. Please keep in mind that throughout the presentation, you must take care to disguise the individual’s identity.
• Additional requirements: Be sure to practice your presentation ahead of time to ensure you do not exceed 10-15 minutes. You do NOT need to prepare a PowerPoint presentation, though you should feel free to have notes for yourself to guide your presentation.
• Due: Dates will vary. Because there is a limit to how many presentations will fit in each class period, slots will be assigned on the first day of class.

6. **Final case conceptualization/Emerging orientation paper (50 points):** This paper is to be a consolidation of theory and evidence, using the biographical sketch with the information provided through the two conceptualization exercises you completed (see above). You will select a theoretical approach to conceptualizing this individual, integrating evidence from empirical research and research on using your theory for case formulation, our course discussion, and a book about the theory written by the actual theorist (please see list at the end of this document). The paper should also include, at the very end, a discussion of your developing and evolving personal theory of counseling and behavior change (2-3 pages), including factors that, to date, have affected your current beliefs and theoretical preferences. For this part of the paper, you should refer back to your Initial Thought/Reflection Paper, comparing and contrasting it with your newer, perhaps more informed, personal theory. All papers should include evidence (i.e., quotes, citations) that you have read and considered original works by theorists discussed in class, as well as empirical studies that support the use of the interventions and techniques you recommended using. Additional information for this assignment will be provided later in the semester.
   • Length: 8-10 pages (2400-3000 words)
   • Due: 12/8/16 by 5:30, posted to Sakai Assignments AND in hardcopy format to me at start of class

7. **Exams (50 points each, 100 total):** There will be two in-class, closed book exams, one of which will be taken at mid-term and the other of which will occur during the final exam period. Exams may include a combination of multiple choice, matching, short answer, and brief essay questions. All students are expected to make arrangements to ensure their on-time arrival to the exams. Once the first student to finish an exam has left the classroom, students who arrive to class after the first student to finish has left will not be allowed to take the exam and will earn zero points for that exam.

If you are not present in class the day of the exam, you will receive no points for that exam. 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 in order to be eligible for a make-up exam.

**Grade Evaluation Procedure**
There are a total of 250 points possible in the course. See “Assignments” section above for the breakdown 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**
A = 93.0 +  B+ = 87.0 –89.99  C+ = 77.0 –79.99  
A- = 90.0 – 92.99  B = 80.0 –86.99  C = 70.0 –76.99  F = 69 and below
TENTATIVE LECTURE AND EXAM SCHEDULE

Scheduled topics and chapters may change. It is your responsibility to attend class and note any announced changes in the schedule. The chapter listed under “Reading” indicates the date by which the chapter should be read.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Reading</th>
<th>Lecture Topic</th>
<th>Assignments Due**</th>
</tr>
</thead>
</table>
| 1     | 9/1  | Syllabus Eells, 2013 | Course introduction  
Case conceptualization |  
**9/11 Last day to drop without a W** |
| 2     | 9/8  | Chapter 1 Readiness article TBD | Processes and Stages of Change  
Discussion of thought/reflection papers | Initial thought/reflection paper |
| 3     | 9/15 | Chapter 2  
Chapter 3 | Psychoanalytic Theory  
Psychodynamic Theory | Biographical sketch |
| 4     | 9/22 | Chapter 4  
Chapter 5 | Existential Theory  
Person-Centered Theory |  
**11/2 Last day to drop with a W** |
| 5     | 9/29 | Chapter 6  
Chapter 7 | Experiential Theory  
Interpersonal Theory |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 6     | 10/6 | Chapter 12 | Systemic Theory |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 7     | 10/13| Chapter 13  
Chapter 14 | Gender-Sensitive Theory  
Multicultural Theory | You must have completed at least 1 conceptualization exercise or your reaction paper/journal article review by this date! |
| 8     | 10/20| Exam 1 (Covers Ch 1-7, 12-14) |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 9     | 10/27| Chapter 8  
Chapter 9 | Exposure Theory  
Behavior Theory |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 10    | 11/3 | Chapter 10 | Cognitive Theory |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 11    | 11/10| Chapter 11 | Third-Wave Theory |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 12    | 11/17| Chapter 15  
Chapter 16 | Constructivist Theory  
Integrative Theory |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 13    | 12/1 | Chapter 17 | Comparative Conclusions & Integration  
Discussion of final case conceptualization/emerging orientation paper and related topics |  
**11/24 NO CLASS – Happy Thanksgiving!** |
| 14    | 12/8 | Chapter 18 | Future of Psychotherapy  
Discussion of final case conceptualization/emerging orientation paper and related topics | Final case conceptualization/emerging orientation paper  
(Must be posted to Sakai Assignments AND brought in hard copy to class!) |
| 15    | 12/15| Final Exam (non-comprehensive, covers Ch 8-11, 15-18) |  
*In addition to the assignments listed on this page, keep in mind that over the course of the semester you will also be completing the following: 1 reaction paper/journal article review, 2 conceptualization papers, and 1 case conceptualization presentation. Due dates will vary depending on which theories you choose, but papers will always be due by 5:30 p.m. (i.e., before class) on the day the theory is discussed. It is up to you to budget your time and ensure that you complete at least one of these assignments by 10/13 and that all are complete by the end of the semester!* |
List of Authorized Books for Final Case Conceptualization Paper

***You may not read a book not on the list below unless you have approval from me beforehand.***


Resources for Students

Academic and counseling resources for you include but are not limited to:

- The Achievement and Learning Center | Academic Center 113 | www.ubalt.edu/alc | 410.837.5383
  The ALC is a free resource for all UB students and offers support in three ways:
  - A tutor or study facilitator may be available for this course, either on-campus or online. Assistance in a variety of computer skills may also be available. Visit www.ubalt.edu/tutoring to learn more, or stop by AC113.
  - Writing consultants can work with you one-on-one to improve your papers and provide suggestions for revisions. Writing consultants provide feedback on anything you're writing for UB courses at any point in the writing process, from getting started to final editing. You can also submit to the Online Writing Link through the MyUB portal to receive audio MP3 feedback; look for the OWL icon.
  - To gain a competitive edge in the classroom or the workplace, make an appointment with Learning Consultant Cydney Delia. Cydney works with students on goal-setting, time management, efficient learning strategies, working in teams, oral presentations, and exam taking. She can help you develop a personalized "master plan" for accomplishing your goals. To make an appointment, visit mywco.com/ubalt

- Langsdale Library | Reference & Instruction Librarians | langref@ubalt.edu | 410.837.4274 1.888.LANGREF | Langsdale Library online chat service: http://langsdale.ubalt.edu/research-TechnologyServices http://www.ubalt.edu/about-ub/offices-and-services/technology-services/index.cfm

- The Counseling Center http://www.ubalt.edu/campus-life/counseling-services/index.cfm

- Office of Community Life and Dean of Students http://www.ubalt.edu/about-ub/offices-and-services/dean-of-students/index.cfm

- Sakai Support ubsakaisupport@ubalt.edu; 1-855-501-0856

- Academic Advisors – see your assigned advisor in your major

- Center for Educational Access | Academic Center 139 | cea@ubalt.edu | 410.837.4775
  The University of Baltimore’s Center for Educational Access ensures that all UB students can achieve their academic potential unhindered by any disabilities. If you have a documented disability that requires accommodations, please contact the Center for Educational Access at 410.837.4775 or cea@ubalt.edu. The office is in the Academic Center, Room 139. The center provides reasonable and appropriate accommodations for students with documented disabilities. Even students with short-term disabilities, such as a broken arm, can take advantage of certain services if appropriate medical documentation is provided. For documentations guidelines, visit the Center for Educational Access website at www.ubalt.edu/cea.
STANDARDS AND EXPECTATIONS OF COUNSELING GRADUATE STUDENTS

In addition to the specific criteria listed as the basis for grading in this course, the UB counseling 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.

a) academic performance and skills

b) oral and written communication skills
   Criteria a and b are directly measured in each of the assignments in this course.

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 more and improve your mastery. It is part of the basis of your participation grade in this course.

d) adherence to professional ethical standards
   Professional ethical standards which bind during the period of education and training are found in the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association, the Code of Ethics and Standards of Practice of the American Counseling Association, the Code of Ethics of the Maryland Board of Professional Counselors and Therapists, and the Code of Ethics and Professional Conduct of the Board of Examiners of Psychologists. University and Division standards regarding academic integrity, including plagiarism, also constitute ethical expectations of students. Professionals and trainees must be aware of these standards and meet them; ignorance does not remove accountability. This standard is part of the grading criteria in all assignments, and notably, in your practice counseling sessions.

e) openness to beliefs and values other than their own
   You exhibit that you are able to work with people of other beliefs and values. It is clear that you do not impose your own values and beliefs on others. It is clear that you do not let your own values and beliefs interfere with the counseling process. You manifest this through your interactions with faculty, other students, and clients in your practice counseling sessions.

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 are not argumentative. You manifest this through your interactions with faculty, with administrators and other students, and especially, in relation to feedback you receive about your practice counseling sessions.

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 in the classroom and in all the surrounding environments of the counseling program.

h) psychological stability
   This is being judged by the counseling faculty, a panel of licensed, professional psychologists who are experienced clinicians. It is an especially important criterion in how it affects your performance in your practice counseling sessions.

i) willingness to seek as well as provide therapeutic assistance
   None of us is perfect; even the healthiest of individuals can be in need of therapy in time of crisis and personal difficulty. You manifest this understanding and willingness, in general, and especially when it is true in your own case.