

Adler Graduate School

Richfield, Minnesota

AGS Course 511

Introduction to Adlerian Psychology
and Child Guidance

July-August 2010

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 511
- 1.3 Introduction to Adlerian Psychology and Child Guidance
- 1.4 Three (3) credits
- 1.5 Prerequisites: None

2. Course Description

This course introduces students to the history, philosophy, and essential concepts of Adlerian psychology and child guidance. Students read and discuss Alfred Adler's original works as well as study modern interpretations and uses of Adlerian ideas. Special emphasis is placed on the application of Adlerian concepts in the practice of individual psychotherapy, family therapy, parent effectiveness training, and teaching in the schools. Adler's attention to child guidance and parent education are areas of special focus.

3. Texts, Materials, and Resources

3.1 Required texts for course:

Ansbacher, Heinz, & Ansbacher, Rowena. *The Individual Psychology of Alfred Adler*. (1956). HarperPerennial. ISBN 0-061-131154-5.

Dreikurs, Rudolf. *Children: The Challenge*. (1990). Plume Books. ISBN 0-452-26655-6.

Griffith, Jane, & Powers, Robert. *The Lexicon of Adlerian Psychology*, (2007). Adlerian Psychology Associates. ISBN 0-918-28710-3.

Mosak, Harold, & Maniaci, Michael. *A Primer of Adlerian Psychology*. (1999). Brunner-Routledge. ISBN 1-58391-003-4.

Publication Manual of the American Psychological Association (6th ed., second printing). (2009). APA. ISBN 978-1-4338-0561-5.

3.2 Text for Special Project Time (SPT) assignment. If a student is able to borrow this book from a local library, there is no need to purchase it:

Reynolds, Peter. *The Dot*. (2003). Candlewick Press. ISBN 978-0-7636-1961-9.

4. Competencies and Learning Outcomes

Students in this course learn:

(Numbers and letters, i.e. 1a., identify learning competencies as outlined in the Adler Graduate School's accreditation guidelines with the North Central Association)

- 1a. History and philosophy of Adlerian psychology including significant factors and events
- 1c. Adlerian-based professional organizations including membership benefits, activities, services to members, and current emphasis
- 1d. Professional credentialing processes, including certification, licensure, and accreditation practices and standards and the effects of public policy on these issues
- 2a. Multicultural and pluralistic trends from an Adlerian perspective including characteristics and concerns between and within diverse groups nationally and internationally
- 2b. The Adlerian perspective on attitudes, beliefs, understandings, and acculturative experiences including specific experiential learning activities
- 3c. The Adlerian view of human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
- 3d. An overview of Adlerian strategies for facilitating optimum development during the life span
- 4d. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development
- 5a. The Adlerian perspective on counselor and consultant characteristics and behaviors that influence helping processes including age, sex, ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientations, and skills
- 7a. The Adlerian-based historical perspective about the purpose, nature, and meaning of assessment, particularly lifestyle analysis
- 7h. A general understanding of Adlerian principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status

5. Course Outline

5.1 Unit 1 (Tuesday, July 6)

- ~ Introductions
- ~ Alfred Adler and the history of Adlerian Psychology
- ~ The application and use of Adlerian Psychology in current individual psychotherapy, family therapy, and teaching
- ~ An initial examination of the philosophy of Adlerian Psychology
- ~ An initial consideration of essential Adlerian concepts

5.2 Units 2 and 3 (Saturday, July 10)

Reading due: Mosak & Maniacci, pages IX-29
Ansbacher & Ansbacher, pages 154-161

- ~ Investigation of essential Adlerian concepts

Organ inferiority and inferiority feelings
Compensation

Social Interest
 Striving for significance (and masculine protest)
 A felt minus to a perceived plus
 Goal directedness
 Fictions
 Cognitive schema (apperceptive schema)
 Style of life (lifestyle)
 Socially embedded
 Neurotic (inferiority feelings, underdeveloped social interest, exaggerated objective of personal superiority)

5.3 Unit 4 (Tuesday, July 13)

Reading due: Dreikurs, *Children: The Challenge*, pages 3-67
 Mosak & Maniacci, pages 30-62

~ Adler, Dreikurs, and the child guidance movement
 ~ Adlerian family counseling
 ~ The optimally functioning family
 ~ Family constellation, parenting styles and family atmosphere, and birth order
 ~ The problem child
 ~ The four mistaken goals

5.4 Unit 5 (Tuesday, July 20)

Reading due: Mosak & Maniacci, pages 78-95
 Ansbacher & Ansbacher, pages 350-365

Examination: Dreikurs, *Children: The Challenge*, 3-67 (20 points)

~ Investigation of essential Adlerian concepts (continued)

The creative self
 “Both picture and artist”
 Teleology
 Pampered child
 Neglected child
 “Anything can also be different”
 Overcompensation
 Striving for perfection
 Useless side of life (wasting behavior)
 Safeguarding
 Hesitating attitude (“yes, but . . .”)
 The three great problems of life
 Sexual orientation
 Early recollections and dreams
 Symptoms
 Child-raising (Dreikurs)
 Adlerian psychotherapy
 Adlerian family therapy

5.5 Unit 6 (Tuesday, July 27)

Reading due: Mosak & Maniacci, pages 112-130
 Biography of Alfred Adler (to be handed out during first night of class)

- ~ The concept of Social Interest
- ~ Adler's conception of Social Interest as the key variable in counseling and psychotherapy
- ~ Manifesting Social Interest in children
- ~ Social Interest in education
- ~ The interaction of Social Interest and psychological disorders
- ~ In-class presentations

5.6 Units 7 and 8 (Saturday, July 31)

Reading due: Mosak & Maniaci, pages 146-161
Ansbacher & Ansbacher, pages 384-410

- ~ Mini-Workshop on "Writing in APA Format" (2 hours)
- ~ A critique of Adlerian psychotherapy from the vantage point of other contemporary theories
- ~ Adlerian Psychology in organizational consulting
- ~ Assessment and research in Adlerian Psychology
- ~ In-class presentations

5.7 Unit 9 (Tuesday, August 3)

Examination: Essential Adlerian Concepts and Adler's Life Story (30 points)

- ~ Revisiting the origins of Adlerian Psychology in context
- ~ Preparing to study Adlerian Psychology at the Adler Graduate School
- ~ Issues in professional development for Adlerian counselors and psychotherapists
- ~ Course wrap-up

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30-hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research-oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30-hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association*, 6th ed., second printing, 2009).

8. Assessment/Evaluation Procedures

8.1 Small group presentation (20 points)

The class will be divided into small groups. Each group will investigate and discuss two questions dealing with Anorexia Nervosa, Depression, or Obsessive Compulsive Disorder (OCD):

- a. What is Anorexia Nervosa, Depression, or Obsessive Compulsive Disorder (OCD)?
- b. How is Anorexia Nervosa, Depression, or Obsessive Compulsive Disorder (OCD) most effectively treated?

Prepare a presentation for the class, 20 minutes maximum. You are limited to one handout that can be no more than one side of an 8½ x 11 sheet of paper. Do not use the Internet, overheads, or power point during the in-class presentation. Just present!

Presentations will be given during class on July 27 and 31.

20 points total

8.2 Special Project Time (30 points)

Purchase or borrow *The Dot* by Peter H. Reynolds (2003, Candlewick Press, ISBN 978-0-7636-1961-9). Read the book carefully.

Compose a paper (five pages maximum including cover page and reference page) that analyzes the story from an Adlerian perspective. Use as many of the essential Adlerian concepts (class handout) as you deem appropriate. The paper should be in APA format.

30 points total, 25 for content and 5 for APA compliance

8.3 Score on in-class, open-book examination (20 points) covering Dreikurs reading (pages 3-67 of *Children: The Challenge*).

Score on in-class, open-book examination (30 points) covering essential Adlerian concepts and Adler's life story.

In-class presentation (20 points).

SPT assignment (30 points total, 25 for content and 5 for APA compliance).

The Dot paper is due by Monday, August 16, 2010, at 4:30 p.m. in the instructor's faculty mailbox at the Adler Graduate School. A late paper will be docked 5 points.

8.4 Grading:

A	90-100 points
B	80-89 points
C	70-79 points

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate based on race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing

equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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