

# Adler Graduate School

Richfield, MN

## AGS Course 513- [Online](#)

### Comparative Theories of Personality and Psychotherapy

[Information in BLUE highlights that which is specific to the online course]

#### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 513- [Online](#)
- 1.3 Comparative Theories of Personality and Psychotherapy
- 1.4 Three (3) credits
- 1.5 Prerequisite: 511

#### 2. Course Description

This course provides an overview of the key theories of personality from the 20<sup>th</sup> and 21<sup>st</sup> centuries and the accompanying systems of counseling and psychotherapy that evolved to help individuals and families heal and change.

This overview will stimulate further study of preferred theoretical perspectives and promote integration with Adlerian theory. This integrative goal suggests that clinical interventions can be optimized if Adler's Individual Psychology is complemented by compatible schools of thought and the techniques and strategies informed by these additional perspectives. Opportunities to make comparative analyses of theories will be provided, but it is acknowledged that true mastery or competency in application will require additional study and applied experience.

A major purpose of this course is the development of your own "good theory," a personal theoretical perspective which is consistent with your own worldview and counseling style. Because it is unprofessional to pursue clinical challenges from a purely intuitive posture, we must make use of the technical skills which a scientific study of psychology can produce.

#### 3. Texts, Materials and Resources (required and optional)

##### 3.1 Required texts:

- 1) Corey, Gerald, (2009).  
*Theory and practice of counseling and psychotherapy 8th edition.*  
 ISBN-10: 0-495-10208-3  
 ISBN-13: 978-0-495-10208-3

-or-

*eBook: Theory and Practice of Counseling and Psychotherapy, 8th Edition*

ISBN-10: 0-495-62570-1

ISBN-13: 978-0-495-62570-4

2) Corey, Gerald. (2009). *DVD- Theory in Practice: The Case of Stan.*

ISBN-10: 0-495-50607-9

ISBN-13: 978-0-495-50607-2

3) Book Companion Web Site: [www.thomsonedu.com/counseling/corey](http://www.thomsonedu.com/counseling/corey)

#### 4. Competencies and Learning Outcomes

( )= MN Board of Teaching Standards for School Counselors

Students in this course learn:

- 4.1 The major theories and theorists that are central to the counseling profession (A1);
- 4.2 The key concepts of each theory (A1);
- 4.3 Theories of human nature and psychotherapeutic beliefs about change (A6);
- 4.4 Therapeutic goals of major counseling theories (A1);
- 4.5 The role of the relationship between the helper and client (E1);
- 4.6 Counseling theory as it is related to the selection of appropriate counseling skills and techniques (B1);
- 4.7 The contemporary and research influences on counseling and psychotherapy (I2);
- 4.8 The integration of theoretical and experiential learning in order to form a personal model of the counseling process ( );
- 4.9 The analysis of qualities that either support or hinder attempts at being therapeutic with others ( ).

#### 5. AGS Online Course Overview

- 5.1 AGS on-line courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend between 90 and 120 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final grades are submitted.
- 5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response

time-- replying within 48 hours. During the class, your instructor may post specific office hours on your class webpage.

- 5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching styles and specific expectations presented in each on-line class.
- 5.4 Although you will likely find that you have a lot of experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

## 6. System Requirements for the *Adlermoodle* Learning Platform

- 6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.
- 6.2 Moodle will work in any modern web browser. However, it works best in the following:
- [Internet Explorer \(v5.5 or later\)](#)
  - [Firefox \(all versions\)](#)
  - Netscape (v7 or later)
- 6.3 Others that MAY be less effective:
- Opera
  - Safari
  - Camino
- 6.4 Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of [adlermoodle.com](http://adlermoodle.com).
- 6.5 You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

### **What else may I need?**

- 6.6 Many courses have Office documents that you will need to access. If you do not have Microsoft Office, you can [download Open Office](#) which allows you to view and edit MS Office files, and is available free for Windows and for non-Windows computers.
- 6.7 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can [download Adobe Reader](#) for free.

6.8 Some courses may have multimedia animations created using Adobe Flash that require you to have the [Flash Plugin installed](#) on your computer. You probably have it already if you have a modern computer.

## 7. Course Outline

**\* All assignments are due by 11:55 pm on the date listed\***

### 7.1 Unit 1 Introduction to Course

By Wed 11:55 pm:

- 1) Download and review [Student Guide for Online 513](#) from Moodle
- 2) “Introduce Yourself” posting on Moodle
- 3) Overview of the Case of Stan- Activities and posting on Moodle

By Sat 11:55 pm:

- 1) Post your Group Symposium preferences on Moodle
- 2) Reply to the “Introduce Yourself” posting of 2 other classmates

7.2 Unit 2 Adlerian Therapy (Post- Sat; Reply- Mon)  
Corey: Chapter 5

7.3 Unit 3 Psychoanalytic & Psychosocial Therapies (Post- Wed; Reply- Sat)  
Corey: Chapter 4

7.4 Unit 4 Person-Centered Therapy (Post- Sat; Reply- Mon)  
Corey: Chapter 7

7.5 Unit 5 Behavior Therapy (Post- Wed; Reply- Sat)  
Corey: Chapter 9

7.6 Unit 6 Cognitive Behavior Therapy (Post- Sat; Reply- Mon)  
Corey: Chapter 10

7.7 Unit 7 Reality Therapy (Post- Wed; Reply- Sat)  
Corey: Chapter 11

7.8 Unit 8 Solution- Focused Brief Therapy (Post- Sat; Reply- Mon)

Corey: Chapter 13 (pp. 377- 386)

- 7.9 Unit 9 An Integrative Perspective (Post- Wed; Reply- Sat)  
 Corey: Chapter 15 (pp. 448-459)

### Special Project Time

*Online Symposium Project* (Submitted by Wed, )  
*Groups of 3-4 students will be assigned to each theory*

Existential Therapy  
 Corey: Chapter 6

Feminist Therapy  
 Corey: Chapter 12

Multicultural Therapy  
 Supplemental chapter on Multicultural and Asian posted on Moodle

Narrative Therapy  
 Corey: Chapter 13 (pp. 387-397)

Group Project team evaluations (Submitted by Sat )

Review other projects and post responses (Posted by Wed )

### Final Assignment

*Philosophy of Helping paper* (Submitted by Wed )

## 8. Assessment/Evaluation Procedures

(Detailed descriptions of these assignments are available on Moodle)

### 8.1 Assignment Overview

<u>Assignment</u>	<u>Points per</u>	<u>Total</u>
Introduction Activities	2 pts- Intro posting 2 pts ea for 2 replies 2 pts Case of Stan intro	8
Theory Outlines	1 point per theory	8
<i>Case of Stan</i> questions	2 points per theory	16
Original Forum Posting	4 points per theory	32
Responses to 2 other postings	1 point per response, 2 responses per theory	16
SPT- <i>Online Group Symposium</i>		20
Review of 3 other <i>Symposium</i> Projects	5 points per review	15
SPT Evaluate team members		5
Philosophy of Helping paper		80

## 8.2 Grading:

A	90% + and 1 or fewer late assignments
B	80% + and/or 2 late assignments
C	70% +
R	<69% and/or 3 late assignments

8.3 Upload assignments to the appropriate area of the AGS 513 Moodle course page.

## 8.4 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. You can earn a maximum of 32 points for this required activity. Responses posted after the deadline will not earn points.

Points	Interpretation	Grading Criteria
4	Excellent	Comments 1) are accurate and relevant; 2) demonstrate original thinking; 3) use appropriate scholarly support; 4) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”.  Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.
3	Above Average	Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.
2	Average	Comments lack two or three of the above qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important netiquette rules often fall within this category.
1	Minimal	Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.
0	Unacceptable	The comment lacks all four qualities or in violation of AGS academic integrity policy

## 8.5 Peer Responses

Peer responses can earn 1 point for each peer response (with the total of 2 points per theory and 16 points for the course). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses posted after the deadline will not earn points.

## 9. On-Line Discussions or Activities

On-line classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:

9.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

9.2 NEVER post to the courseroom content:

- That is known to be illegal,
- That is potentially harassing, threatening, or embarrassing,
- That might be offensive and might be received as disrespectful in any way.
- That is vulgar or sexually explicit

9.3 The tone of the exchange is one of respect for individual differences, If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

9.4 Students are encouraged to not overuse exclamation marks!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

9.5 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.

9.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

9.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

## 10. Special Project Time (SPT)

10.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

- 10.2 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.
- 10.3 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 may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

## 11. Writing Guidelines including APA Format

- 11.1 All written assignments in courses at the Adler Graduate School, [including those submitted in on-line courses](#), must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).
- 11.2 [Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain.](#) For instance, following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).
- 11.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.
- 11.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can't be used in presenting your argument in AGS classes-related tasks.

## 12. Attendance and Participation Policy

- 12.1 AGS policy states that a student can miss two class units (i.e., two weeknights, one Saturday) without special dispensation. In this online class, this policy is applied by allowing a student to miss one deadline and turn in late one weekly assignment (roughly the equivalent of two class sessions) without special dispensation.
- 12.2 However, in order to maintain continuity and keep students from falling too far behind, the late assignment is due no more than two days after the due date. If you need to turn an assignment in late, please notify the course instructor by the original due date using either e-mail or phone.
- 12.3 The highest grade available to students turning in two late assignments is a B. Students will be required to “Retake” the class if there are more than three late assignments.

- 12.4 Please discuss extenuating circumstances immediately with the course instructor to make specific arrangements.
- 12.5 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.
- 12.6 You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.
- 12.7 Your original posting will be at least 350 words, with at least one scholarly reference using in-text citations and other references. Your response will reflect critical thought related to the topic and specific assignments for that unit. You will have until Wednesday night (11:55pm CST) and Saturday night (11:55pm CST) to submit your original postings.
- 12.8 You will then have until the following Saturday night (11:55pm CST) and Monday morning (8:00 am CST), respectively to respond to at least two of your classmates' postings. These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate's position, reply to a group of your classmates by comparing or contrasting their stated positions, and integrate your classmates' observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate.
- 12.9 You can post your peer responses at any time but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original posting, whether individually or in a summary format.
- 12.10 Not complying with posting deadlines or not posting at all will count as a late and/or missed assignment.

### 13. Participation Disclaimer

- 13.1 In an online course, class participation is defined by the thoroughness and timeliness of the assignments completed.
- 13.2 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.
- 13.3 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 available.

#### 14. 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.

#### 15. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of 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.

#### 16. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, 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 you. 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.

#### 17. Instructor Contact Information

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