

Adler Graduate School

Richfield, MN 55423

AGS Course 513

Comparative Theories of Personality and Psychotherapy

1. Course Designation and Identifier Information

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

2. Course Description

This course introduces students to various perspectives of personality theory, counseling, and psychotherapy. The course provides an overview of the key theories of personality that arose during the 20th and 21st centuries and the accompanying systems of 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:

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*.
 DVD: ISBN-10: 0-495-50607-9
 ISBN-13: 978-0-495-50607-2
- 3) Book Companion Web Site: www.thomsonedu.com/counseling/corey
- 4) For the Special Project Time (SPT)- Option A, you may choose to read a *primary source* for one of the specific theories with which you are most interested (examples listed in Appendix A).

3.2 Recommended:

- 1) Corey, Gerald, (2009). Student Manual for: *Theory and practice of counseling and psychotherapy: 8th edition*.

4. Learning Outcomes

() = CACREP Standards

Students in this course learn:

- 4.1 The major theories and theorists that are central to the counseling profession (1a, 5c);
- 4.2 The key concepts of each theory (5c);
- 4.3 Theories of human nature and psychotherapeutic beliefs about change (5c);
- 4.4 Therapeutic goals of major counseling theories (5c);
- 4.5 The role of the relationship between the helper and client (5b);
- 4.6 Counseling theory as it is related to the selection of appropriate counseling skills and techniques (5f);
- 4.7 The analysis of qualities that either support or hinder attempts at being therapeutic with others (5b, 5f).
- 4.8 The contemporary and research influences on counseling and psychotherapy (8a).

5. Course Outline

5.1 Unit 1

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- Introductions
- Introduction to Course, Activities, and Assignments
- View of Human Nature
- Qualities of Helping Professionals
- Overview of the Case of Stan
 Corey: Chapter 1 & 2

5.2 Unit 2 ()

- Psychoanalytic and Psychosocial Therapies
Corey: Chapter 4
- Adlerian Therapy
Corey: Chapter 5
- Work on Group Presentations (30 mins)

5.3 Unit 3 ()

- Person-Centered Therapy
Corey: Chapter 7
- Work on Group Presentations

5.4 Unit 4 ()

- Behavior Therapy
Corey: Chapter 9
- Rationale Emotive Behavior Therapy
Corey: Chapter 10
- Work on Group Presentations

5.5 Unit 5 ()Assignment Due:

- *Motives of Professional Helper* paper
- Reality Therapy
Corey: Chapter 11
- Work on Group Presentations (30 mins)

5.6 Unit 6 ()

- Solution- Focused Brief Therapy
Corey: Chapter 13 (pp. 377- 386)
- Work on Group Presentations (30 mins)

5.7 Unit 7 ()

- Feminist Therapy (Group Presentation)

Corey: Chapter 12

- Existential Therapy (Group Presentation)
Corey: Chapter 6
- Multicultural Therapies (Group Presentation)
(supplemental reading provided)

5.8 Unit 8

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- Asian Psychotherapies (Group Presentation)
(supplemental reading provided)
- Narrative Therapy (Group Presentation)
Corey: Chapter 13 (pp. 387-397)

5.9 Unit 9

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- Integration and Application
Corey: Chapter 15
- Review of Integrative Approach to Working with Stan
Corey: Chapter 16

Final project due	()
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Philosophy of Helping paper due

* You may send as an email attachment or deliver in person.

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. 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 edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

- 8.1 Motives to be a Professional Helper (25 points) [Due]
- a. Paper must clearly address the following questions:
 - i. Specific area of helping you are entering
 - ii. Personal needs and motivations for seeking a career in the helping professions
 - iii. How might your needs and motivations be helpful to provide effective assistance to others?
 - iv. How might your needs and motivations be a hindrance to providing effective assistance to others?
 - b. (see rubric for further details)
- 8.2 Special Project Time- Group Presentation (30 points) [Due]
- a. Groups of 4-5 people
 - i. All members must participate in presentation.
 - b. Presentation should be 45-60 minutes
 - c. 1-2 page highlight sheet for the class, including references
 - d. References (list to instructor)
 - ii. Summarize material in the Corey text
 - iii. Minimum of 4 other sources (journal articles, books, videos, websites)
 - e. (see rubric for further details)
- 8.3 Philosophy of Helping Paper (100 points) []
- a. All activities and assignments should naturally lead to this final project, which will help pull together ideas from the course.
 - b. Major project outline handed out in class
 - c. (see rubric for further details)
 - d. Professional Application

Option A:

Select an original book written by one of the major theorists we studied during the course (see Appendix A for a list of possible titles). This book MUST be in the author's own words, not a summary or biography of the author.

Write a two-page reflection of the book that is integrated into your final Philosophy of Helping Statement or as a separate document.

 - a. Brief summary of what you read (1 page)
 1. How is the theory used?
 2. With whom is the theory used?
 3. How do we know it is effective?
 - b. Relate to your own theoretical orientation (1 page)
 1. Do you agree or disagree with its use?
 2. Would you use it?

Option B:

Select two practicing therapists, counselors, coaches, etc and interview them about their particular theoretical orientation. **Please select practitioners outside the faculty at AGS and select two professionals with different theoretical orientations.

If the person doesn't have a specific "name" for what they do, describe it yourself and relate it to the theory or theories you think it most closely emulates.

Write a two-page reflection of the interviews that is integrated into your final Philosophy of Helping Statement.

- a. Brief summary of the interviews (1 page)
 - 1. Why do they use that philosophical orientation?
 - 2. How do they use it?
 - 3. With whom do they use it?
 - 4. How do they know it is effective?
- b. Relate to your own theoretical orientation (1 page)
 - a. Do you agree or disagree with its use?
 - b. Would you use it?

8.5 Participation/ Social Interest (45 points)

[5 pts for each class session]

A) Attendance and promptness

- a. Attendance is expected at every class session, unless there is a valid emergency reason. Promptness is expected and appreciated. Unexcused absences will have an effect on the "Social Interest" aspect of the grade for this class. If you have a legitimate reason for missing, please let me know prior to or immediately upon returning to class.

B) Preparation

- a. Reading
- b. Completeness of *Theory Outline* or other form of preparation
- c. Completion of "Prechapter Self-Inventory" in Student Manual
- d. Readiness for small and large group discussion

C) Participation and cooperation

- a. Active participation in class activities
- b. Quality of participation in class discussions and small groups

D) Support and feedback for peers

- a. Offer constructive comments when in pairs, small or large groups.
- b. Professionally critique other group's presentations.

E) Respect for confidentiality

- a. Being actively involved in a course like this entails some level of personal self-disclosure. Because of the nature of the vulnerability, trust and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of the classroom is a breach of confidentiality.

8.6 Make-up Assignment

- i. For students who have missed part or all of a class session and want to make up the participation points, please complete the following:
 - 1. In response to each major topic missed, submit a two page review containing:
 - 2. Page One: Write an accurate summary of the essentials of the topic presented.
 - 3. Page Two: Present your creative thoughts on the material and how you will make use of it in your work or personal life.
 - 4. Use bullet points if it is easier to deliver your points succinctly.
- ii. Please show respect to your group members by initiating conversation about any group preparation missed and finding ways to provide additional help to the group.
- iii. If you have questions, please do not make assumptions. Talk to the instructor before or immediately following the event.

8.7 Grading:

- A 180-200 points

B	160-179 points
C	140-159 points
R	139 or less- Retake

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 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.

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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Appendix A

Bibliography for Professional Application: Option A

Adler Various

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Beck, J. (1976). *Cognitive therapy and the emotional disorders*. New York: International Universities Press.

DeShazer (1985). *Keys to Solutions in Brief Therapy*

Ellis, A. & Maclaren, C. (2nd ed. 2005). *Rationale emotive behavior therapy: A therapist's guide*. Atascadero, CA: Impact.

Erikson, E. H. (1963). *Childhood and society* (2nd ed.). New York: Norton.

Frankl, V. (1963). *Man's search for meaning: An introduction to logotherapy*. New York: Pocket Books.

Freud, S. (1900/ 1953). *The interpretation of dreams*. First German edition, 1900; in Standard edition (Vols. 4 & 5), Hogarth Press, 1953.

Gilligan (1982) *In a Different Voice*

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. New York: HarperCollins.

Kerr, M. (2004). *One family's story: A primer on Bowen theory*. Washington, DC: Bowen Center for the Study of the Family

Morgan, A. (2000). *What is narrative therapy? An easy-to-read introduction*. Adelaide, South Australia: Dulwich Centre Publications.

Perls, F. (1969). *Gestalt therapy verbatim*. Lafayette, CA: Real People Press.

Rogers, C. (1995/1961). *On becoming a person: A therapist's view of psychotherapy*. New York: Houghton Mifflin.

Rogers (1951). *Client-centered Therapy*

Skinner, B. F. (1953). *Science and human behavior*. New York: Macmillan.

White and Epston (1990). *Narrative Means to Therapeutic Ends*

Yalom, I. D. (1980). *Existential psychotherapy*. New York: Basic Books.

****Students may also talk with the instructor about other titles of interest. **For other titles, see the "Recommended Supplementary Readings" at the end of each chapter in the textbook.**