Adler Graduate School

Richfield, Minnesota

AGS Course 511

Introduction to Adlerian Psychology
and Child Guidance

Fall 2015

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


3.2 Optional


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

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

Examination of Adlerian concepts will follow the following format: history of concept as it relates to history of Individual Psychology; contemporary debates, therapeutic use, brief exercise or a demonstration.

Reading assignments for each unit will be provided during the first night of this class.

5.1 Unit 1
- Introductions
- Alfred Adler and the history of Adlerian Psychology
- The application and use of Adlerian Psychology in current individual psychotherapy, family therapy, teaching, and other helping roles
- An initial examination of the philosophy of Adlerian Psychology
- An initial consideration of essential Adlerian concepts

5.2 Unit 2
- Investigation of essential Adlerian concepts (continued)

5.3 Units 3 and 4
- Investigation of essential Adlerian concepts (continued)

5.4 Unit 5
- Investigation of essential Adlerian concepts (continued)

5.5 Unit 6
- Investigation of essential Adlerian concepts (continued)

5.6 Unit 7
- Investigation of essential Adlerian concepts

5.7 Unit 8
- Investigation of essential Adlerian concepts

5.8 Unit 9
Examination: Essential Adlerian Concepts and Adler’s Life Story (30 points)
- Revisiting the origins of Adlerian Psychology in context
- In-class presentations
- 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, 45-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 45-hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, marriage and family therapy students, mental health counseling students, art therapy, career counseling, Adlerian studies, and school counseling 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., 2009).

8. Assessment/Evaluation Procedures

8.1 Short presentation (20 points)
From the list of Adlerian psychotherapy techniques and approaches, you will pick
one approach or technique (a list will be available during your first night of this
class). In groups of two, you will investigate this approach as presented in
Adlerian literature. You will write a very-very brief description of an approach or
 technique (one paragraph), list concepts that are foundational for this approach
(one paragraph), list conditions/diagnoses with which this technique may be
useful (one paragraph), and provide references.

Prepare a presentation for the class, 10 minutes maximum. Your handout (with
the information above) can be no more than two sides of an 8½ x 11 sheet of
paper. I will collate all your handouts, and each of you will receive a copy of a
booklet. This will start your Adlerian toolbox. Do not use the Internet, overheads,
or power point during the in-class presentation. Just present!

Presentations will be given during the final class meeting.

8.2 Special Project Time – part 1 (20 points)

View at the movie theatre, purchase, or rent the movie Inside Out.

Compose a paper (six pages maximum including a cover page and a reference
page) that discusses the film from an Adlerian perspective. Use as many of the
essential Adlerian concepts (class handout) as you see appropriate. Choose a
character in the movie and include that character’s Lifestyle glimpses in your
paper. A template for the Lifestyle glimpses will be provided with your unit one
handouts. The paper should be in APA format.

20 points total, 15 for content and 5 for APA style compliance.

This SPT paper is due two weeks after the last class meeting. A late paper will be
docked 5 points.

8.3 Special Project Time – part 2 (10 points)

Participate in peer review of submissions for the 2015 Journal “In 350 words and
beyond: Keeping Adlerian ethos virtually alive”. Quality of participation will be
graded based on two criteria: 1) submission of votes and 2)350 word summary of
impressions. Instructions, details, and grading rubrics will be provided during the
first night of a class.

8.3 Score on in-class, open-book examination (20 points) covering Dreikurs reading

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

A  91-100 points
B  81-90 points
C  71-80 points
R  Retake- Needs more time or instruction to master the requirements of the class
NC Quality of work or participation falls below minimum expectations, including:
- Not attending class.
- Not properly notifying registrar of a withdrawal
- Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

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. The highest possible grade for students who miss a single class session (one unit) in this class is “B”. In this course, students cannot miss the first and the last class session. Students are expected to arrange taking the class at a different time if they miss unit one or unit 9 in the class.

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/Online Activity**

Online 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 online 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.

- Online 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 online 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 online 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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