Adler
Graduate
School
Richfield,
Minnesota
AGS Course
511
Introduction to Adlerian Psychology and Child Guidance
Summer One, 2017

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 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 is an additional focus.

3. Texts, Materials, and Resources

3.1 Required texts for course. Contact Earl Heinrich, Media Center Coordinator, for assistance with book orders:


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

   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 status.

5. Course Outline

5.1 Unit 1 (July 6)

Core Concepts: Belonging and Contributing
The Adlerian Classroom
Dreikurs article on Belonging
Investigation of essential Adlerian concepts

5.2 Unit 2 (July 13)

Core Concepts: Inferiority/Superiority, Birth order
Reading due: Oberst and Stewart, pp 1 -11
Mosak and Maniaci, Chapters 3, 4, 10
History of Alfred Adler
Historical Context of Adler
Dreikurs and the Child Guidance Movement
Investigation of essential Adlerian concepts
The Four Mistaken Goals
Video Demo – John Carlson
**Presentations: Organ Inferiority, Masculine Protest**

5.3 Unit 3/4 (July 15)

Core Concepts: Parenting styles, Family Constellation
Reading due: Dreikurs, *Children the Challenge*, pp 3-67
Oberst and Stuart, pp 12-25, pp 102-9
Investigation of essential Adlerian concepts
Dreikurs Video Demo
**Presentations: Equality/Inequality, Compensation/Over-compensation**
Dethronement, Fictional Goal

5.4 Unit 5 (July 20)

Core Concepts: Early Recollections
Reading due: Oberst and Stuart, pp 36-48
Exam: Dreikurs, Children the Challenge (20 points)
The Number One Priority
Completing our Lifestyle forms
Investigation of essential Adlerian concepts
**Presentations: Spitting in the Soup, Embeddedness/Social Embeddedness**

5.5 Unit 6 (July 27)

Core Concepts: The Lifestyle and Life Tasks: Special guest speaker Sue Brokaw
Reading due: Complete Lifestyle handout
Investigation of essential Adlerian concepts
Carlson Individual therapy demo

**Presentations:** Cooperation, Dreams/Daydreams/ Fantasies
Pyschosis/Neurosis

5.6 Unit 7/8 (July 29)

Core Concepts: The Number One Priority
Reading due: Mosak and Maniacci, Chapters, 6, 7, 8, and 9
Adler Family therapy
Bitter Video Demo
Fun with Self-disclosure (Johari Window)

Investigation of essential Adlerian concepts
**Presentations:** Emotions, Hesitating Attitude/Distancing
Mental Illness, Safeguarding

5.7 Unit 9 (August 3)

Core Concepts:
Reading due:
Investigation of essential Adlerian concepts
Exam: Essential Adlerian Concepts and Adler’s Life Story
**Presentations:** Teleology/Purpose, God/Religion/Spirituality
Final course wrap up
6. **Special Project Time**

Write a 5-7 page short story about a person. This can either be about yourself or someone else. It can be a true story or made up. It can be happy, sad, or a combination of emotions.

In this story, correctly use each of the Adlerian terms listed below. Weave these into your text in an appropriate manner, thus indicating your understanding of each of these terms and illustrating them with “life examples”. Make sure you do a complete but concise description of each of the terms. Give it your best effort to explain them in relatively simple terms. Have the courage to be imperfect!!!! Refer to your class readings on Adler or presentations/power points used in class. Make sure to use APA format in your citations.

Please type your short story using appropriate language (i.e. non-sexist) and format your document in a clear and presentable way.

Adlerian terms to include are:

*Parenting Styles

*The impact of Belonging and Contributing

*Birth order/Family Constellation

*Early Recollections

*Goal Directedness

*Social Interest

*Inferiority feelings and Inferiority Complex

*Moving from a felt minus to a perceived plus

*Compensation and Over-Compensation

*Encouragement/Discouragement

*Social Interest

*Courage to be Imperfect

*Life tasks
7. 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, 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 45-hour student expectation.

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 Small group presentation (20 points)

The class will be divided into partner groups. Each group will read, discuss, and prepare a presentation for the class about two Adlerian concepts (to be handed out the first night of class).

The presentation contains two parts:

a. Give a concise summary of the concepts.

b. Use some examples of things that you have observed and experienced and how these concepts may apply in your personal life or society.

The presentation to the class is 20 minutes maximum. You are limited to one handout that can be no more than one side of an 8 1/2 x 11 sheet of paper for each concept. You can use the Internet for a short video prompt or illustration. Do not overheads or power point during the in-class presentation. Just present!

Presentations will be given during class on your assigned date.

20 points total

8.2 Special Project Time (30 points)

A student must file a request for extension by the final day of class in order to
receive permission to hand in a late paper. If a request for extension is not processed, a student receives no credit for the paper and the final course grade is calculated accordingly. A late paper is docked 5 points.

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

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

In-class presentation (20 points).

SPT assignment -lifestyle assessment form (30 points).

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NC  below 70
R  Retake: Needs more time or instruction to master the requirements of the class

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. In this course (511), a student must attend the first and last class meetings and miss no more than two of the nine course units (nine units – 5 weeknights, 2 weekend mornings, and 2 weekend afternoons). If a student is absent from three or more course units (i.e., he or she misses a weeknight class and an all-day weekend class), he or she will be asked to withdraw from the course and start again in the future.

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:

D  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.

D  Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

D  Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
D Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12 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.

13 Receiving 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 request. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

14 Instructor Contact Information

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