Adler Graduate School
1550 East 78th Street
Richfield, MN 55423

AGS Course 513

Comparative Theories of Personality and Psychotherapy

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, 711 or 712

2. Course Description

This course provides an overview of the key theories of personality from the 20th and 21st 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:

   ISBN-100-8400-2854-7
4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 The major theories and theorists that are central to the counseling profession (1a);

4.2 The key concepts of each theory (1a);

4.3 The key concepts of Adlerian theory as well as some comparison with other major theories (10a, 10d);

4.4 Theories of human nature and psychotherapeutic beliefs about change (3c, 3d);

4.5 Therapeutic goals of major counseling theories (1a);

4.6 The role of the relationship between the helper and client (5b, 5c);

4.7 Counseling theory as it is related to the selection of appropriate counseling skills and techniques (5b, 5c, 5f, 9c);

4.8 The key concepts of theories related to multicultural settings (2e);

4.9 The contemporary and research influences on counseling and psychotherapy (8a, 8e);

4.10 The integration of theoretical and experiential learning in order to form a personal model of the counseling process (5c);

4.11 The analysis of qualities that either support or hinder attempts at being therapeutic with others (1g).

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 approximately 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
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. **Course Outline**
   
   * All assignments are due by 11:59 pm on the date listed*

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Knowledge, awareness, &amp;/or skills developed in each unit</th>
<th>Reading and other sources</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to classmates and Introduction to the Case of Stan</td>
<td>Become aware of expectations of the class, provide an introduction to the Case of Stan</td>
<td>Expectations of class presents an opportunity to plan ahead for requirements, become familiar with Stan, who we will address in most units</td>
<td>Read welcome and guidelines posted on Moodle, syllabus, Case of Stan introduction in Chapter 1 of Corey and DVD</td>
<td>Posting and responses</td>
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<td>2.</td>
<td>Adlerian therapy</td>
<td>Become aware of Adlerian therapy and basic components as related to counseling</td>
<td>Adlerian therapy, skills related to the capability to draw important points in the reading as well as limitations</td>
<td>Corey: Chapter 5 Case of Stan</td>
<td>Posting, Case of Stan, outline and peer responses, posting of group symposium preferences</td>
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<tr>
<td>3.</td>
<td>Psychoanalytic therapy and Erikson/s</td>
<td>Learn basic points about psychoanalytic</td>
<td>Synthesize information from reading</td>
<td>Corey: Chapter 4</td>
<td>Posting, Case of Stan posting,</td>
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<td></td>
<td>psychosocial theory</td>
<td>theory as related to counseling and psychosocial ideas related to counseling sources and begin to identify one’s own role in the helping field</td>
<td>Case of Stan outline, and peer responses</td>
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<td>4</td>
<td>Person-centered therapy</td>
<td>Learn basic approaches to the counseling field as related to person-centered theories Observe the person-centered approach with Carl Rogers, integrate or not into your own approach</td>
<td>Corey: Chapter 7, Moodle resource Posting responses found in Moodle, outline, and peer responses</td>
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<td>5</td>
<td>Behavior therapy</td>
<td>Learn the basic points of behavior therapy as related to the counseling profession Integrate behavior ideas into your own personal identity of a professional helper with families of children</td>
<td>Corey: Chapter 9 Case of Stan Posting, Case of Stan posting, outline, and peer responses</td>
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<tr>
<td>6</td>
<td>Cognitive Behavior therapy</td>
<td>Learn basic ideas related to cognitive behavioral theory as a counselor Observe Albert Ellis in therapy sessions, integrate those ideas into your own personal identify of a professional helper</td>
<td>Corey: Chapter 10, Moodle resource Posting responses found in Moodle, outline, and peer responses</td>
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<tr>
<td>7</td>
<td>Reality therapy</td>
<td>Learn basic ideas related to reality therapy in a counseling viewpoint Synthesize the ideas of reality therapy into own view of self in the profession of helping others, compare with</td>
<td>Corey: Chapter 11 Case of Stan Posting, Case of Stan posting, outline, and peer responses</td>
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7.1 Unit 1  
Introduction to Course

By Tues, 5/21 11:55 pm:
1) Download and review Welcome and Guidelines for Online 513 from Moodle
2) Complete “Introduce Yourself” posting on Moodle
3) Overview of the Case of Stan- Activities and posting on Moodle

By Wed, 5/22 11:55 pm:
1) Reply to the “Introduce Yourself” posting of 2 other classmates

7.2 Unit 2  
Adlerian Therapy  
Corey: Chapter 5  
Also post Group Symposium preferences on Moodle by Fri, 5/24

7.3 Unit 3  
Psychoanalytic & Psychosocial Therapies  
(Post- Tues, 5/28; Reply-Wed, 5/29)  
Corey: Chapter 4

7.4 Unit 4  
Person-Centered Therapy  
Corey: Chapter 7  
(Post- Fri, 5/31; Reply- Sat 6/1)

7.5 Unit 5  
Behavior Therapy  
(Post- Tues, 6/4; Reply- Wed. 6/5)
Corey: Chapter 9

7.6  **Unit 6**  Cognitive Behavior Therapy  
Corey: Chapter 10

(Post-Fri 6/7; Reply- Sat, 6/8)

7.7  **Unit 7**  Reality Therapy  
Corey: Chapter 11

(Post- Tues, 6/11; Reply- Wed, 6/12)

7.8  **Unit 8**  Solution- Focused Brief Therapy  
Corey: Chapter 13 (pp. 395-410)

(Post- Fri, 6/14; Reply- Sat, 6/15)

7.9  **Unit 9**  An Integrative Perspective  
Corey: Chapter 15  
Chapter 16

(Post- Tues, 6/18; Reply- Wed, 6/19)

Special Project Time

**Online Symposium Project**  
(Submitted by Fri, 6/21)

*Groups of 3-4 students will be assigned to each theory*

- Feminist Therapy  
  Corey: Chapter 12

- Narrative Therapy  
  Corey: Chapter 13 (pp. 410-419)

- Existential Therapy  
  Corey: Chapter 6

Group Project team evaluations  
(Submitted by Sat, 6/22)

Review other projects and post responses  
(Posted by Sat, 6/22)

Final Assignment

*Philosophy of Helping paper*  
(Submitted by Sun, 7/7)

7. **Assessment/Evaluation Procedures**
(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points per</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Activities</td>
<td>4 pts- Intro posting</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2 pts ea for 2 replies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 pts Case of Stan intro</td>
<td></td>
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</tbody>
</table>
Theory Outlines 1 point per theory 7
Case of Stan questions 2 points per theory 14
Original Forum Posting 4 points per theory 36
Responses to 2 other postings 1 point per response, 2 responses per theory 16
SPT- Online Group Symposium 20
Review of 2 other Symposium Projects 5 points per review 10
SPT Evaluate team members 5
Philosophy of Helping paper 80

Total of 198 points

7.2 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

7.3 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. You can earn a maximum of 36 points for this required activity. Responses posted after the deadline will have two points deducted for every late post.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
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<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
</tr>
</tbody>
</table>

7.4 Peer Responses
Peer responses can earn 1.0 point for each peer response (with the total of 2 points per unit and 18 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 be graded.

In these responses, you will a) bring another aspect to the discussion, add a new insight to already offered ideas; b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue; c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought; and/or d) integrate your classmates’s observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don’t forget that validation and respect are two integral rules in any scholarly conversation.

7.5 There will be additional postings for many units with using the DVD, The Case of Stan. These require scholarly work as in the original postings.

7.6 SPT Description, timeline (deadline), and assessment

There will be an online group symposium project regarding additional therapies as listed in the Corey text. There will be 3-4 members per group. You are required to post a group project which consists of a powerpoint presentation that will provide an overview of the assigned additional therapy. Those therapies might include:

- Feminist Therapy, Chapter 12 of Corey
- Narrative Therapy, Chapter 13 of Corey
- Existential Therapy, Chapter 6 of Corey

That powerpoint presentation will be due during that last week of class, Friday, 6/21 as posted in the Moodle course page. In addition to this posting, you are required to post peer responses to each of the other groups which will be due on Saturday, 6/22, and complete an evaluation form for your group members regarding the cooperation and sharing of work with each other that is due on Saturday, 6/22. That evaluation can also be found on Moodle. This will be an opportunity to experience social interest with your fellow classmates and learn technological ways to share the information that you will /present on additional theories.

7.7 Final course assignment (s), timeline (deadline), and assessment

There will be a final paper due on 7/7/13 titled, “Philosophy of Helping Paper”. This will be a synthesis of the information that you have learned in the course and an integration into your own views of your future role in the helping profession. It will be a way for you to identify key concepts of other theories as well as Adlerian theory that you plan to use in your future work in the field of psychology. You will be required to identify your view of human nature as well as how you will address diversity in your work. There will be the opportunity for you to identify how your strengths and limitations as well as key methods and techniques that you will use in your profession.
8. **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:

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

8.2 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

8.3 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.

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

8.5 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.

8.6 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.

8.7 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.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.

8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.
9. **Special Project Time (SPT)**

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 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.

SPT specifics for this course are posted on Moodle.

10. **Writing Guidelines including APA Format**

10.1 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* (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

10.2 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).

10.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

10.4 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.

11. **Attendance and Participation Policy**

11.1 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.

11.2 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.
In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning at least two weeks in advance for the five weeks of coursework. You will then have until Tuesday night (11:59 PM CST) for the first question and Friday night (11:59 PM CST) for the second question to submit your original response.

Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

Typically, you will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM CST) to respond to at least two of your classmates’ postings for each question (four responses per week). You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Friday and Saturday night (for discussion topic Two), 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.

It is the AGS attendance policy that students have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

**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 personal disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

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 description of these policies are readily available on the Moodle main page.

**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.

14. **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.

15. **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.

16. **Instructor Contact Information**

Dr. Louise Ferry  
Adler Graduate School  
1550 East 78th Street  
Richfield, MN  55423  
Office Phone: 320-235-4613, ext. 137  
Cell Phone: 320-766-3554  
Email: lferry56215@yahoo.com