1. Course Designation and Identifier

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

Faculty:  Wendi Anderson, MA, LMFT
          e-mail: wendi.anderson@alfredadler.edu
          Phone: 952-201-1012

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 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 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 produced by a scientific study of psychology.
3. **Texts, Materials, and Resources (required and optional)**

Required materials:


OR
   ISBN-10: 0-495-62570-1

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 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 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. **Course Outline**

5.1 **Unit 1** Introduction to Course  
Monday, 5/16/2016

1. Introductions  
2. Course activities and assignments  
3. Adlerian Therapy  
4. Overview of the Case of Stan  
5. Group Presentation selection

5.2 **Unit 2** Psychoanalytic & Psychosocial Therapies  
Corey, Chapter 4  
Monday, 5/23/2016

5.3 **Unit 3** Person-Centered Therapy  
Corey, Chapter 7  
Saturday, 5/28/2016 AM

5.4 **Unit 4** Behavior Therapy  
Corey, Chapter 9  
Saturday, 5/28/2016 PM

* Time for work on Group Presentation

5.5 **Unit 5** Cognitive Behavior Therapy  
Corey, Chapter 10  
Saturday, 6/4/2016 AM

5.6 **Unit 6** Reality Therapy  
Corey, Chapter 11  
Saturday, 6/4 /2016 PM

* Time for work on Group Presentation

5.7 **Unit 7** Group Presentations  
Monday, 6/6/2016

Existential Therapy  
Corey, Chapter 6

Gestalt Therapy  
Corey, Chapter 8

5.8 **Unit 8** Group Presentations  
Monday, 6/13/2016

Narrative Therapy  
Corey, Chapter 13
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 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 coupled with a short integrative writing component.

An integrative SPT experience can be based on an individual or a group project. Independently on whether the experiential or research-oriented exercise is completed as a group or individually, each student then individually completes a short integrative writing assignment.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, students seeking degrees leading to licensure as Marriage and Family Therapists, Professional Counselors, or Schools Counselors may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. **Writing Guidelines**

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format, unless specifically noted by the course instructor.

American Psychological Association. ISBN 1-4338-0562-8

Refer to rubrics handed-in in class for details of each assignment. As a general rule, written assignment content should address the learning objectives of this course, relating theories and theoretical concepts discussed to the student’s own view of the helping process and of the role of the therapist in the helping relationship. Attention to grammar and writing mechanics is expected in all written projects.
8. **Assessment/Evaluation Procedures**

8.1 **Assignment Overview**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline of theories for class discussion (1 point per theory)</td>
<td>6</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Review of 4 other Group Presentations (3 points each)</td>
<td>12</td>
</tr>
<tr>
<td>SPT - Philosophy of Helping paper</td>
<td>40</td>
</tr>
<tr>
<td>Participation/Social Interest (3 points per class)</td>
<td>27</td>
</tr>
</tbody>
</table>

8.2 **Theory Outline**

Complete an outline for six of the theories to be discussed in class (1 point per outline) and email to Wendi no later than 1 PM on the day scheduled for discussion of that theory. **Theories to be outlined include: Psychoanalytic, Person-Centered, Behavioral, Cognitive Behavioral, Reality, and integrative perspective.**

8.3 **Group Presentation**

a. **Presentation (15 points)**

- Each group may have 4 to 5 persons
- All group members must participate in the presentation
- Presentations are to last 45 - 60 minutes
- Groups need to create a 1-2 page highlight sheet for the class, including a summary of the material in Corey's text and references
- References must include a minimum of 4 additional sources (journal articles, books)

- See rubric for further details

b. **Feedback for other groups (12 points)**

- This grade reflects the quality of feedback offered to other groups (for example: saying “great job” does not qualify as good feedback. In order to be useful, feedback needs to be specific: identify specific aspects of the presentation that were either particular useful to you or that you wish had been different (in this case, identify what would have made the presentation a better learning experience to you)

8.4 **Philosophy of Helping Paper (40 points) – Special Project**
a. All activities and assignments of this course should naturally lead to this final project, which will help pull together the ideas generated from the course.
b. Major project outline will be handed out in class.
c. See rubric for further details. **In order to earn an A in this course, students must hand in this assignment by the due date. A late assignment will automatically result in a grade of B or lower for the course.**

8.5 Participation/Social Interest (27 points)

a. Attendance and promptness.
   Attendance is expected at every class session. Students do not earn SI points when absent from class; one point can be earned if absence is communicated before the start of class. Promptness is expected and appreciated. Being late or leaving early results in a loss of 1-2 SI for the class period.

b. Preparation.
   Graduate students are expected to come to class well prepared. This includes:
   - Completing all assigned readings
   - Preparing complete Theory Outlines and other verbal assignments
   - Being ready for small and large group discussions

c. Participation and cooperation
   - Active participation in class activities
   - Quality of participation in class discussions and small groups
   - Respect for the learning environment, which includes refraining from using cell phones (includes texting and checking/sending email), using computers **only** for class-related activities, such as note-taking (no emailing, internet surfing, etc), and being on time for class and staying to the end of each class meeting.

d. Support and feedback to peers
   - Offer constructive comments when in pairs, small, or large groups.
   - Professionally critique other groups’ presentations.
   - Provide useful feedback to other members of the presentation group.

e. Respect for confidentiality
   Being actively involved in a course like this entails some level of self-disclosure. Because of the nature of the vulnerability, trust, and openness necessary 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 and is unacceptable.

8.6 Grading:

A  90 - 100 points  4.00
A-  90-92 points  3.67
### Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy (as well as expected professional behavior) to notify the course instructor in advance using either e-mail or phone. Any student missing more than two class meetings will receive a NC grade (which enters the transcript as a 0.0, resulting in significant impact on the student's GPA).

### Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, students in this course 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 available.

### 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 some 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 form 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, words, or statements of another as one’s own without acknowledgement of original authorship.

12. **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.

13. **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 disability occurs at the student’s expense. When a disability is appropriately documented, the Adler Graduate School makes all reasonable accommodations.

14. **Course Paperwork**

Upon submission of a grade, course papers will be returned to a student’s Adler email.