Adler Graduate School
Richfield, Minnesota

AGS Course 513

Comparative Theories of Personality and Psychotherapy

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 Prerequisites: #511

2. Course Description

This course introduces students to various perspectives of personality development and psychotherapy. The course provides an overview of the key theories of personality that arose during the 20th and 21st centuries, as well as 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 result in 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 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 clinical skills which a scientific study of psychology can produce.

Time Allocation:
30 hours of class attendance
45-60 hours of reading, completing theory outlines, and working toward a final philosophy of helping statement.
30 hours for Special Project Time.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:


3.2 Optional text:

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 that are central to the counseling profession (A1);  
4.2 The main/key concepts of each theory (A1);  
4.3 Theories of human nature and psychotherapeutic beliefs about change (A6);  
4.4 The role of the relationship between the helper and client (E1);  
4.5 Therapeutic goals of major counseling theories (A1);  
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**  
Thursday, April 12, 2012  
Introductions  
~ Introduction to Course, Activities and Assignments.  
~ Issues for beginning counselors and therapists—*Corey, chapter 2*  
~ Work in groups to “jigsaw” the information regarding differing theories.  
~ Adlerian Therapy: create the framework to which all other theories will be compared. *Corey, chapter 5*  
~ Selection of Groups and begin work on presentation.

5.2 **Unit 2**  
Thursday, April 19, 2012  
~ Psychoanalytic, Analytic, and Psychosocial Therapies—*Corey, chapter 4*

5.3 **Unit 3**  
Thursday, April 26,  
~ Person Centered Therapy—*Corey, chapter 7*
5.4 Unit 4
Saturday, April 28, 2012, AM
- Cognitive Behavior Therapy—
  Corey, chapter 10.

5.5 Unit 5
Assignment Due: Motives of a professional helper paper
- Saturday, April 28, 2012, PM
- Behavior Therapy
  Corey, chapter 9

5.6 Unit 6
- Thursday, May 3, 2012
- Reality/Choice Therapy
  Corey, chapter 11

5.7 Unit 7
- Saturday, May 5, 2012, AM
- Existential Therapy—
  Corey, chapter 6
  Group presentation
-- Feminist Therapy—
  Corey, chapter 12
  Group presentation

5.8 Unit 8
- Saturday, May 5, 2012, PM
- Solution Focused Brief Therapy—
  Corey, chapter 13
  Group presentation
- Narrative Therapy—
  Corey, chapter 13
  Group presentation.
- Asian/energy/alternative therapies---
  Additional materials provided in class
  Group presentation
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, 15 hour experience, requiring no more than 15 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 15 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**


8. **Assessment/Evaluation Procedures**

<Describe assessment and evaluation procedures using this basic format.>

<table>
<thead>
<tr>
<th>8.1 Assignments</th>
<th>Due</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>1) Motives to be a professional helper paper.</td>
<td>April 28, 2012</td>
<td>25 points</td>
</tr>
<tr>
<td>2) Group presentation.</td>
<td>May 5, 2012</td>
<td>30 points</td>
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<tr>
<td>3) Philosophy of Helping paper</td>
<td>May 31, 2012</td>
<td>100 points</td>
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<tr>
<td>Including Special Project Time</td>
<td></td>
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<tr>
<td>4) Participation/Social Interest</td>
<td>5 points for each class session</td>
<td>45 points</td>
</tr>
<tr>
<td>Total</td>
<td>200 points</td>
<td></td>
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</tbody>
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8.2 **Details of Assignment Projects**

1) **Motives to be a Professional Helper**
   a. Paper must clearly address the following subquestions:
      i. Specific area of helping you are entering
      ii. Personal needs and motivations for seeking a career in a helping profession
      iii. How might your needs and motivations be helpful to provide effective assistance?
      iv. How might your needs and motivations be a hindrance to providing effective assistance?
   b. (see rubric for further details)

2) **Group Presentations**
   a. Groups of 3-4 people with equal participation
   b. Presentation should be 45-60 minutes
c. 1-2 page highlight sheet for the class, including references

d. References (list to instructor)
   i. Summarize material in Corey text
   ii. Minimum of 4 other sources (journal articles, books)

e. (see rubric for further detail)

3) Philosophy of Helping Statement
a. All activities and assignments should naturally feed into 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)

4) Participation/Social Interest (5 points for each session)
A. Attendance and Promptness
   a. Attendance and active participation is expected in 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
   c. 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 groups, and large groups
   b. Professionally critique other groups’ 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.

8.3

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle.

Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

8.4 Grading:

A  180-200 points
B  160-179 points
C  140-159 points

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 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

<Insert instructor information as deemed appropriate. This is an example.>

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November 1, 2011