Adler Graduate School
Richfield, MN

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 Prerequisite: 511

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 materials:

   ISBN-10: 0-495-10208-3
   -or-
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 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 the 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

   1) Introductions
   2) Course Activities & Assignments
   3) Adlerian Therapy
   4) Overview of the Case of Stan
   5) Group Presentation selection

   Monday, 8/15/11

5.2 **Unit 2** Psychoanalytic & Psychosocial Therapies

   Corey: Chapter 4

   Saturday, 8/20/11 - AM
5.3 Unit 3  Person-Centered Therapy  
  Corey: Chapter 7  
  Saturday, 8/20/11 - PM  
  *Time for Group Presentation Work

5.4 Unit 4  Behavior Therapy  
  Corey: Chapter 9  
  Monday, 8/22/11  
  *Time for Group Presentation Work

5.5 Unit 5  Cognitive Behavior Therapy  
  Corey: Chapter 10  
  Monday, 8/29/11  
  *Time for Group Presentation Work

5.6 Unit 6  Reality Therapy  
  Corey: Chapter 11  
  Saturday, 9/10/11 - AM

5.7 Unit 7  SPT- Group Presentations:  
  Solution- Focused Brief Therapy  
  Corey: Chapter 13 (pp. 377-386)  
  Narrative Therapy  
  Corey: Chapter 13 (pp. 387-396)  
  Saturday, 9/10/11 - PM

5.8 Unit 8  SPT- Group Presentations:  
  Existential Therapy- Corey: Chapter 6  
  Feminist Therapy- Corey: Chapter 12  
  Monday, 9/12/11

5.9 Unit 9  An Integrative Perspective  
  Corey: Chapter 15 (pp. 448-459)  
  Monday, 9/19/11

Final Assignment

Philosophy of Helping paper  
(Submitted by Monday, 10/3/11)

6. Special Project Time (SPT)

6.1 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 and a short integrative writing component.
6.2 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.

6.3 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.

7. Writing Guidelines including APA Format
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 (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Outlines for in class discussions (1 point per theory). Email to Chris before the start of class. - Freud, Rogers, Behavioral, Cognitive Behavioral, Reality, &amp; Integrative</td>
<td>6</td>
</tr>
<tr>
<td>SPT- Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Review of 3 other Group Presentations (3 x 4 pts each)</td>
<td>9</td>
</tr>
<tr>
<td>Feedback on Group Presentation Members</td>
<td>3</td>
</tr>
<tr>
<td>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 Complete a Theory Outline for six of the theories discussed in class (1 point per outline)
-Freud, Rogers, Behavioral, Cognitive Behavioral, Reality, Integrative

8.3 Group Presentation
   a. Presentation (15 points)
      a. 3-4 people
         1. All members must participate in presentation.
      b. 45-60 minutes
      c. Create a 1-2 page highlight sheet for the class, including references
      d. References including:
         1. Summarize material in the Corey text
         2. Minimum of 4 other sources (journal articles, books)
         3. (see rubric for further details)
b. Feedback for other groups (9 points)
c. Feedback for other group members (3 points)

8.4 Philosophy of Helping Paper (40 points)
a. All activities and assignments should naturally lead to this final project, which will help pull together ideas from the course.
b. Major project outline handed out in class
   a. (see rubric for further details)

8.5 Participation/Social Interest (27 points) [3 pts for each class session]
A) Attendance and promptness
   a. Attendance is expected at 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 or other form of preparation
   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 or large groups.
   b. Professionally critique other group’s 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.

8.6 Grading:

A  90-100 points
B  80-89 points
C  70-79 points
R  69 or less= Retake

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
13.2 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.
13.3 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.

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.

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, 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.
15. **Instructor Contact Information**

Chris Helgestad  
Core Faculty Member and School Counseling Program Director  
Adler Graduate School  
1550 East 78th Street  
Richfield, MN  55423  
Office Phone:  612-861-7554, ext. 108  
Cell Phone:  612-384-9075  
Office Email:  [chris.helgestad@alfredadler.edu](mailto:chris.helgestad@alfredadler.edu)

August 15, 2011