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 by 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 to engage you in the first steps of 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 that a scientific study of psychology can produce.
3. Texts, Materials and Resources (required and optional)

Required texts:


2) Book Companion Web Site: www.thomsonedu.com/counseling/corey

Optional DVD:


This option is not required for the class but does accompany the text in its narrative at times. We are not using it in any of the discussions for the class.

4. Competencies and Learning Outcomes

This course addresses the following 2016 CACREP standards:

2.F.5.a – Theories and models of counseling

5.C.1.b – Theories and models of clinical mental health counseling

Students in this course learn:

- The major theories and theorists that are central to the counseling profession;
- The key concepts of each theory;
- The key concepts of Adlerian theory as well as some comparison with other major theories;
- Theories of human nature and psychotherapeutic beliefs about change;
- Therapeutic goals of major counseling theories;
- The role of the relationship between the helper and client;
- Counseling theory as it is related to the selection of appropriate counseling skills and techniques;
- The key concepts of theories related to multicultural settings;
- The contemporary and research influences on counseling and psychotherapy;
- The integration of theoretical and experiential learning in order to form a personal model of the counseling process;
The analysis of qualities that either support or hinder attempts at being therapeutic with others.

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 135 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 time—replying within 48 hours. During the class, your instructor may post specific office hours on your class webpage.

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

For each unit, students are expected to post 2 original forum posts and at least two responses to a colleague’s original posting in each of the forums.

All assignments are due at 11:59 Central Time on the date listed.
<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Learning activities (in addition to original posting and responses)</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to classmates and subject matter</td>
<td>Awareness of class expectations</td>
<td>Read welcome and guidelines posted on Moodle; Read and acknowledge syllabus. Corey: Chapter 2.</td>
<td>Posting and peer responses</td>
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<tr>
<td></td>
<td></td>
<td>Basic Knowledge of the multiple characteristics of an effective professional helper</td>
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<td>Awareness of the importance of self-examination as an integral part of counselor professional development</td>
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<td>2.</td>
<td>Adlerian therapy</td>
<td>Basic knowledge of the various aspects of Adlerian theory as it applies to professional counseling and therapy</td>
<td>Corey: Chapter 5</td>
<td>Posting, peer responses, and theory outline</td>
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<tr>
<td>3.</td>
<td>Psychoanalytic therapy and Erikson's psychosocial theory</td>
<td>Basic knowledge of the main elements of the psychoanalytic approach to counseling and the differences between the different schools of psychoanalysis</td>
<td>Corey: Chapter 4</td>
<td>Posting, peer responses, and theory outline</td>
</tr>
<tr>
<td>4.</td>
<td>Person-centered therapy</td>
<td>Basic knowledge of Person-centered therapy and of its importance in defining common factors in counseling and psychotherapy.</td>
<td>Corey: Chapter 7</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Basic knowledge of stages of change and motivational interviewing</td>
<td>Carl Rogers with Gloria video</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Ability to identify similarities and differences between the person centered and Adlerian approaches to counseling and psychotherapy</td>
<td>PowerPoint about Stages of Change and Motivational Interviewing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Ability to identify strengths and limitations of this approach when working with culturally diverse populations</td>
<td>Posting, peer responses, and theory outline</td>
<td></td>
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<tr>
<td>5.</td>
<td>Behavior therapy</td>
<td>Knowledge of the basic points of</td>
<td>Corey: Chapter 9</td>
<td>Posting, peer responses</td>
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</tbody>
</table>
| 6. | Cognitive Behavior therapy | behavior therapy as related to the counseling profession  
Ability to identify similarities and differences between behavior therapy and Adlerian therapy  
Ability to identify strengths and limitations of this approach when working with diverse populations  
Basic knowledge of REBT and Beck’s cognitive therapy. Ability to identify common factors and differences between these two approaches and between each of the two approaches and Adlerian therapy.  
Ability to identify strengths and limitations of the cognitive approaches when working with culturally diverse populations | Corey: Chapter 10 Albert Ellis with Gloria video | Posting, peer response, and theory outline |
| 7. | Reality therapy | Basic knowledge of Reality therapy and of its application in counseling/therapeutic settings  
Ability to identify similarities and differences between reality therapy and Adlerian therapy  
Ability to identify strengths and limitations of reality therapy when working with culturally diverse populations | Corey: Chapter 11 Robert Wubbolding video | Posting, peer responses, and theory outline |
| 8. | Feminist and Post modern theories | Basic knowledge of the feminist and post-modern approaches to counseling.  
Ability to identify similarities and differences between these approaches and the Adlerian approach to counseling and psychotherapy  
Ability to identify strengths and possible limitations to the use of | Corey Chapters 12 and 13 Other Groups Online symposia | Posting, peer responses, group presentations, feedback to other groups |
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Description</th>
<th>Corey: Chapters</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative perspective</td>
<td>Knowledge of the different strategies for development of an integrative approach to counseling and psychotherapy. Ability to critically examine each of the major theories studied and to synthesize aspects of the different theories in a congruent personal conceptual framework. Ability to start examining your own personal identity as a counselor and to identify personal characteristics that are facilitative of becoming an effective counselor and those who may be inhibitory of this process.</td>
<td>15 and 16</td>
<td>Posting, peer responses, personal approach outline, and Final Paper.</td>
</tr>
</tbody>
</table>

**Weekly Schedule**

**Week 1**

6.1 **Unit 1** - Introduction to the Course

1. Download and review Welcome and Guidelines for Online 513 from Moodle
2. Complete “Introduce Yourself” posting on Moodle
3. Reply to the “Introduce Yourself” posting of 2 other classmates
4. Read Corey: Chapter 2

6.2 **Unit 2** - Adlerian Therapy

Corey: Chapter 5

Also post Group Symposium preferences on Moodle

**Week 2**

6.3 **Unit 3** - Psychoanalytic Therapy

Corey: Chapter 4

6.4 **Unit 4** - Person-Centered Therapy
Corey: Chapter 7

**Week 3**

6.5 Unit 5 - Behavior Therapy

   Corey: Chapter 9

6.6 Unit 6 - Cognitive Behavioral Therapy

   Corey: Chapter 10

**Week 4**

6.7 Unit 7 – Reality Therapy

   Corey: Chapter 11

6.8 Unit 8 – Feminist and Postmodern theories

**Week 5**

6.9 Unit 9 – Integrative perspective

   Corey: Chapters 15 and 16

6.10 Final Exam

**Special Project Time** – All activities related to your Special Project should consume approximately 45 hours. Special Projects are due at the end of unit 7 (exact date will be posted on the Moodle course page).

- Online Symposium Project: Groups of 3-4 students will be assigned to each theory (number of students per group will depend on the number of students enrolled; this number may be smaller or larger than originally planned). The following theories will be examined, one per group:
  - Feminist
  - Narrative
  - Existential
  - Solution Focused Brief Therapy
- In addition to participating in the group preparation of the online symposium, each student will be expected to review the other projects, post responses related to the review of 2 other projects, and perform a review of team members.

**Specific instructions for each of these activities will be posted on Moodle.**
Final Assignment: Philosophy of Helping Paper. Due two weeks after the end of unit 9.

- 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.
- Specific instructions for this paper will be posted on Moodle.
- The rubric according to which this paper will be graded will be posted on Moodle. You are encouraged to consult the rubric prior to writing the paper, as this may help clarify the instructions and orient your writing.

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.

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>2 pts for introductory posting + 1 pt for each reply</td>
<td>4</td>
</tr>
<tr>
<td>Theory outlines</td>
<td>1 pt each (seven outlines)</td>
<td>7</td>
</tr>
<tr>
<td>Original Forum Posting</td>
<td>4 pts per unit after the first unit</td>
<td>32</td>
</tr>
<tr>
<td>Response to 2 other postings</td>
<td>1 pt each, 2 responses per unit after first unit</td>
<td>16</td>
</tr>
<tr>
<td>SPT – Online Group Symposium</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Review of 2 other Symposiums</td>
<td>2 pts per review</td>
<td>4</td>
</tr>
<tr>
<td>SPT evaluation of team members</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Final Paper</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

7.2 Grading:

- 91 – 100 = A
- 81 – 90 = B
- 71 – 80 = C
If it is determined that the student needs more time and/or additional instruction in order to meet the requirements to pass the course, a grade of “R” (retake) will be assigned.

A grade of “NC” (no credit) will be assigned if it is determined that the quality of work or participation falls below minimum expectations. This includes:

- Not attending class.
- Failure to complete any of the course assignments, even if the number of points accrued in the other assignments may result in a passing grade.
- Not properly notifying registrar of a withdrawal.
- Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below).
- Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and/or student has not arranged with the instructor for an extension. In this case, the “I” (incomplete) automatically turns into a “NC” (no credit) and the student must be repeated at full price.

7.3 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points, except for the first unit (which is grade on a scale of 0-2 points). You can earn a maximum of 32 points for this required activity, after the introduction unit. Responses posted after the deadline will have two points deducted for every late post. Your original forum postings need to be written in APA format and citations and references need to be included.

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<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 that result from personal opinion or personal experience and are not supported by scholarly research and/or comments violating important netiquette rules often fall into this category.</td>
</tr>
</tbody>
</table>
Comments present little or no new information or lack three or more of the qualities present in an excellent posting. However, one-point comments may provide important social presence and contribute to a collegial atmosphere.

The comment lacks all four qualities above or is in violation of AGS academic integrity policy.

For the introductory posting, the point values above are divided by two.

7.4 Peer Responses

Peer responses can earn 1.0 point for each peer response (with the total of 2 points per unit after the introduction unit, and 16 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’ 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 Theory outlines

There will be theory outlines required for each unit from 2 through 8. A theory outline form, with specific questions to be answered, can be found in the Moodle course page. These outlines will be due the same evening as the peer responses. The outlines are an excellent way to formulate your thoughts with regard to each theory and will be of assistance as you organize information for the Philosophy of Helping final paper.

7.6 SPT Description, timeline (deadline), and assessment

There will be an online group symposium project regarding additional therapies that are presented in the Corey text, but will not be discussed in depth in the general forums and units. Ideally, each group will have 3-4 members, but this number may vary depending on the number of students enrolled in the class. You are required to post a group project which consists of a PowerPoint presentation that will provide an overview of the assigned additional therapy. The following theoretical approaches will be the focus of these projects: feminist, narrative, solution-focused, and existential.
These PowerPoint presentations will be due at the end of unit 7, as posted in the Moodle course page. In addition to this posting, you are required to post feedback responses to two other groups, which will be due on Saturday evening. A form to be used when providing this feedback will be provided on the Moodle course page.

As part of the Special Project, you will also be required to complete an evaluation form for your group members regarding the cooperation and sharing of work with each other that is due on Saturday of the last week of classroom experience. That evaluation can also be found on Moodle. This will be an opportunity to experience social interest with your fellow classmates. In order to receive credit for these evaluations, students need to provide useful feedback: For example, marking “Excellent” or “Fair” on the form is not enough; you must provide specific reasons why you found your colleagues participation “excellent” or “fair”.

Plans for the Special Project will be finalized as class begins and will be dependent on how many are enrolled in the class.

7.7 Final Exam

You will have a multiple-choice final exam, similar to what you may face when taking your licensure exam. This exam will test your knowledge of the basic facts about each theory and will help you identify areas in which you may need to seek extra preparation prior to taking the NCE (National Counselor Exam, which is used for LPC licensure in many states). This exam will be on the second half of the last week of class.

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

There will be a final paper due two weeks after the last class assignments titled, “Philosophy of Helping Paper”.

The aim of this paper is to provide you an opportunity to start developing your own approach to counseling, through the integration of concepts and strategies learned from the different theories with your own views about the helping process. 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 an opportunity for you to identify your strengths and limitations as well as key methods and techniques that you will use in your profession. An added section in the paper will involve reading a book of your choice related to comparative theories or complete an interview with two different professionals in the field. These details will also be found in the Moodle course page.

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 course room 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 discussions, 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 if 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 45 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 and were also discussed above.

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. Instructions for APA format can be found in the following publication: 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.

11.3 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 on-line 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.

11.4 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.

11.5 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.

11.6 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. Also, most of the forums are in a question and answer format, which means that you will not be able to see the postings of peers until you have posted your own original discussion posting.

11.7 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.

12. 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 is readily available on the Moodle main page.

13. **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 a disability is documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. Instructor Contact Information

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