1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number 514
1.3 Psychodynamics of Psychopathology
1.4 Three (3) credits
1.5 Prerequisites:

2. **Course Description**

This course offers an in-depth examination of psychopathology from an Adlerian perspective. The course leads students through an Adlerian-based understanding of the development of those mental disorders most frequently diagnosed, e.g. depression and anxiety. The course outcome is for students to gain those skills necessary to identify various underlying etiology to psychopathology; according to Adlerian dynamics presented upon.

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

3.1 Required texts:


3.2 Optional texts:

3.3 Required articles:

Related biographical online articles TBA (see individual units)

3.4 Required websites:

http://en.wikipedia.org/wiki/Anna_Nicole_Smith

Related genogram websites TBA

3.5 Required videos:


AE Biography – the Carpenters: Harmony and Heartbreak (part 1). Available at: http://www.youtube.com/watch?v=UVj_29UGZyE&feature=related

AE Biography – the Carpenters: Harmony and Heartbreak (part 2). Available at: http://www.youtube.com/watch?v=igYwkuLqExw&feature=related

AE Biography – the Carpenters: Harmony and Heartbreak (part 3). Available at: http://www.youtube.com/watch?v=Y5xzKwUMwww

AE Biography – the Carpenters: Harmony and Heartbreak (part 4). Available at: http://www.youtube.com/watch?v=CUhkCdZrkCk

AE Biography – the Carpenters: Harmony and Heartbreak (part 5). Available at: http://www.youtube.com/watch?v=JKOFnsKcAlg&feature=related

Anna Nicole Smith: Early Years. Available at: http://www.bing.com/videos/search?q=nicole+early+years&view=detail&mid=DDB4E3829505C3F53CBCDDB4E3829505C3F53CBC&first=0&FORM=LKVR2

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 1 of 6). Available at: http://www.youtube.com/watch?v=q6vTehQ7KIU
Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 2 of 6).
Available at:
http://www.youtube.com/watch?v=Wc4rlaSl2DY&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 3 of 6).
Available at:
http://www.youtube.com/watch?v=PkvyRlaHuKE&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 4 of 6).
Available at:
http://www.youtube.com/watch?v=xHLStx4cD9c&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 5 of 6).
Available at:
http://www.youtube.com/watch?v=itRTYekX58A&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 6 of 6).
Available at:
http://www.youtube.com/watch?v=EuqMANVWSRs&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 1.
Available at:
http://www.youtube.com/watch?v=SIuU6VqOaCQ&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 2.
Available at:
http://www.youtube.com/watch?v=6RwidzoCiB8&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 3.
Available at:
http://www.youtube.com/watch?v=9TeK8ngvt7s

Ted Kaczynski: The Unibomber Special on 20/20, part 4.
Available at:
http://www.youtube.com/watch?v=Oz3TZrNhyR4&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 5.
Available at:
http://www.youtube.com/watch?v=xYWJTMoWGc&feature=related
Ted Kaczynski: The Unibomber Special on 20/20, part 6.

Available at: http://www.youtube.com/watch?v=PzEC4GRQ5Qg&feature=related

4. Competencies and Learning Outcomes

Students in this course learn:
( ) 8710.6400 coding

4.1 The Adlerian theory about the various factors that contribute, individually and together, to the development of psychopathology in children, adolescents, and adults, viewed by Adlerian psychology as distortion in thinking and reasoning.

4.2 The Adlerian perspective to human growth and development and the variables that contribute to a healthy and productive lifestyle characterized by productivity, vibrant relationships, and strong social interest. (A6)

4.3 The Adlerian view of the etiology of neuroses and mental disorders, taking in particular a holistic, psychosocial point of view. (E1)

4.4 The interaction of psychological distress, hesitation in the face of challenges, and demands of social living; each concept viewed as essential to the understanding of the Adlerian view of psychopathology. (E4)

4.5 Specific examination of certain, more frequently, diagnosed neuroses and mental illnesses and their onset in children, adolescents, and adults, i.e. anxiety, depression and eating disorders. (F1)

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 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 papers 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 will 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 style 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. **System Requirements for Adlermoodle Learning Platform**

6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable Internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.

6.2 Moodle will work in any modern web browser. However, it works best in the following:

   - Internet Explorer (v5.5 or later)
   - Firefox (all versions)
   - Netscape (v7 or later)

6.3 Others that MAY be less effective:

   - Opera
   - Safari
   - Camino

Your browser should also have both cookies and JavaScript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of adlermoodle.com.

6.5 You should also enable pop-ups for your Moodle site. Consult “Help” for
your particular browser on how to enable pop-ups.

**What else may I need?**

6.6 Many courses have Office documents that you will need to access.

If you do not have Microsoft Office, you can download Open Office, which allows you to view and edit MS Office files; available free for Windows and non-Windows users.

6.7 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can download Adobe Reader for free.

6.8 Some courses may have multimedia animations created using Adobe Flash that require you to have the Flash Plugin installed on your computer. You probably have it already if you have a modern computer.

7. **Course Outline**

7.1 Week 1: Units 1 and 2 (date: 2/17-2/22/2014)

Introductions

Readings: Craighead pages (TBA)
Sperry (1993), pgs. 3-7
Ansbacher & Ansbacher (1956), pg.22-30; 101-125; 143-145; 239-256; 281-298; 366-382
http://pws.cablespeed.com/~hstein

Assignment One (due: TBA)

- Read Instructors Course Expectations/post your agreement with and acceptance of expectations.
- Update your personal information on website
- Introduce yourself to min. of 3 classmates (4 pts. possible)
- Respond to min. of 3 classmates’ introductory postings (2 pts. possible)

Assignment Two (due: TBA)

- Respond to classroom question presented by instructor.
How would you define the term, psychopathology, and what is your understanding of the Adlerian perspective of neurosis? (4 pts. possible)

● Respond to two other classmates’ postings to the question. (2 pts. possible)

7.2 Week 2: Units 3 and 4 (date: 2/24-3/1/2014)

Investigation of essential Adlerian concepts related to an understanding of psychopathology and the role these concepts may play in the etiology of different neurosis.

    Inferiority feelings
    Compensation and overcompensation
    Social interest
    Striving for significance
    Felt minus/perceived plus
    Cognitive schema
    Birth order
    The Creative Self
    Organ inferiority
    Family atmosphere
    Parenting styles
    Pampered and Neglected child
    Striving for perfection
    Useless side of life (wasting behavior)
    Hesitating attitude (“yes, but…”)
    Life tasks

Readings: Ansbacher & Ansbacher (1956), pgs. 22-30; 101-125; 143-145; 239-256; 281-298; 366-382
          Sperry & Carlson (1993), pgs. 599-610 (Ch. 19)

Video: Toxic Stress and the Child's Brain (Youtube.com)

Optional- supportive sites:

http://pws.cablespeed.com/~hstein

Assignment One (due: TBA)

● Respond to classroom question presented by instructor (4 pts. possible)
Assignment Two (due: TBA)

- Respond to classroom question presented by instructor (4 pts. possible)
  - Respond to two other classmates’ posting to the question (2 pts. possible)

7.3 Week 3: Units 5 and 6 (date: 3/3-3/8/2014)

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

**The Affective (or Mood) Disorders**

**Psychosexual Disorders/Paraphilias**

The Case of Jeffrey Dahmer

Readings: Note: These readings will be continued to Week 4
Ansbacher & Ansbacher (1956), pgs. 299-303, 411-420, 424-427
Craighead, et al (2008), Ch. 8 (pgs. 284-307); Ch. 9 (pgs. 340-347);
Ch. 10 (pgs. 372-379)
Sperry & Carlson (1993), pgs. 121-148; 429-446

Video: Stone Phillips interviews – segments 1 and 2 (parts 1-6).

Assignment One (due: TBA)

- Respond to classroom question presented by instructor (4 pts. possible)
  - Respond to two other classmates’ posting to the question (2 pts. possible)

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorder:

**Eating Disorders**: Anorexia Nervosa and Bulimia Nervosa

The Case of Karen Carpenter

Readings: Craighead, et al (2008), Ch. 12 (p. 446-453); Ch. 13 (p. 471-478)
Sperry & Carlson (1993), pgs. 567-575
Video: AE Biography – the Carpenters: Harmony and Heartbreak (pts. 1-6)

Assignment two (due: TBA)

- Respond to classroom question presented by instructor (4 pts. possible)
- Respond to two other classmates’ posting to the question (2 pts. possible)

7.4 Week 4: Unit 7 and Special Projects Part I: Current Articles
   (date: 3/10-3/15/2014)

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

**The Affective (or Mood) Disorders** (continuation)

**Substance Abuse Disorders**

The Case of Anna Nicole Smith

Cont. Readings:

Ansbacher & Ansbacher (1956), pgs. 299-303, 411-420, 424-427
Craighead, et al. (2008), pgs. 279-366 (ch. 8, 9, 10) - previous readings;
NEW: Ch. 14 pgs. 495-512
Sperry & Carlson (1993), pgs. 121-148; 429-446; 387-399

Additional online readings:

[http://en.wikipedia.org/wiki/Anna_Nicole_Smith](http://en.wikipedia.org/wiki/Anna_Nicole_Smith)

Videos:

Anna Nicole Smith: The Early Years.
Anna Nicole Smith: The Life of – The Early Years

Anna Nicole Smith: A Rising Star.

**Writing Assignment due:**

Special Project Part I: Writing Assignment due:

Current Articles

You will find two current articles in Week 4:
1. The Womb: Your Mother, Yourself
2. Upgrade Your Brain

Please read each of these articles and create a written response, presenting upon their relationship to the etiology of pathology and the dynamics we have been discussing and presented upon in Week 2.

These should be two separate discussion pieces. The discussion papers should each be 2-3 pages in length. They do not need to have a title page, but please do include references and use proper in-text citations. There will not be response due to peers. An open discussion area has been created for those who would like to do so (optional).

They will need to be entered here in Week 4, where noted, however are not due until the end of the course period (Week 7).

The Special Projects is worth 15 points of your overall grade.

Assignment One (due: TBA)
- Respond to classroom question presented by instructor (4 pts. possible)
- Respond to two other classmates’ posting to the question (2 pts. possible)

Assignment two (due: TBA)
- Respond to classroom question presented by instructor (4 pts. possible)
- Respond to two other classmates’ posting to the question (2 pts. possible)

7.5 Week 5: Units 8 and 9 (date: 3/17-3/22/2014)

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

**Schizophrenia** – The Case of Ted Kaczynski

Readings: Ansbacher & Ansbacher (1956), pgs. 314-318
Assignment One (due: TBA)

- Respond to classroom question presented by instructor (4 pts. possible)
- Respond to two other classmates’ posting to the question (2 pts. possible)

**Anxiety Disorders** – Lars and the Real Girl (2007)

Readings: Ansbacher & Ansbacher (1956), pgs. 299-308
Craighead, etal (2008), pgs. 78-95; 198-223 (ch. 3 and 6)
Sperry & Carlson (1993), pgs. 167-179; 185-198

Video/Movie: Lars and the Real Girl (2007) by Craig Gillespie (with Ryan Gosling)

Assignment Two (due: TBA)

- Respond to classroom question presented by instructor (4 pts. possible)
- Respond to two other classmates’ posting to the question (2 pts. possible)

7.6 Week 6: Working towards completion of required paper (3/24-29/2014)

7.7 Week 7: Working towards completion of required paper (3/31-4/4/2014)

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

8.1 Assignment Overview

8.2 Original Forum Posting Submissions
Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded. You can earn a maximum of 40 points in this required activity.

<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 a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) 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 required 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>

8.3 Peer Responses

Peer responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a maximum of 20 points per 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 deadline will be not be graded.

8.4 Special Projects: Part 1 – Current Articles (15 points)

Current Articles

You will find two current articles in Week 4:

1. The Womb: Your Mother, Yourself
2. Upgrade Your Brain

Please read each of these articles and create a written response, presenting upon their relationship to the etiology of pathology and the dynamics we have been discussing and presented upon in Week 2.

These should be two separate discussion pieces. The discussion papers should each be 2-3 pages in length. They do not need to have a title page, but please do include references and use proper in-text citations. There will not be response due to peers. An open discussion area has been created for those who would like to do so (optional).

They will need to be entered here in Week 4, where noted, however are not due until the end of the course period (Week 7).

The Special Projects is worth 15 points of your overall grade.

8.5 Special Projects: Part 2 – Final paper (21 points)

Choose one of the persons investigated through the units and create a discussion paper whereby you discuss four main psychodynamics related to their pathology.

Use APA format to write this paper, and cite at least 5 references. The paper should be no longer than eight (8) pages inclusive of title and reference pages.

8.6 Reflective Response (4 points)

This is your opportunity to reflect on your learning experience. How has your understanding of Adlerian dynamics in relation to the etiology of
psychopathology changed throughout this course? Is there a specific dynamic that you really gained insight to and has had an impact on how you may view pathology in the future. This is, again, your opportunity to address such questions reflectively. As this is a creative writing assignment, no references or citations are necessary. Your response is graded simply through your timeliness and participation to do so.

9. **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. Acknowledgment of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:

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

9.2 NEVER post to the course room content:

   o That is known to be illegal,
   o That is potentially harassing, threatening, or embarrassing,
   o That might be offensive and might be received as disrespectful in any way.
   o That is vulgar or sexually explicit

9.3 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.

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

9.5 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.

9.6 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.

9.7 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.

9.8 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.

9.9 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.

10. 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, 2 page integrative writing component or (b) a research exercise and a short, 2 page 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.

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.

11. **Writing Guidelines including APA Format**

11.1 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).

11.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. 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).

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

11.4 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.

12. **Attendance and Participation Policy**

12.1 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.

12.2 You are expected to attend each of the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.

12.3 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 for the five weeks of coursework. You will 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.

12.4 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.

12.5 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). These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in live scholarly debate.

12.6 You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Thursday 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.

12.7 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. Not complying with posting deadlines or not posting at all will be counted as a missed class.

13. 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.
14. **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.

15. **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.

16. **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.

17. **Instructor Contact Information**

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