1. **Course Designation and Identifier**

   1.1 Adler Graduate School  
   1.2 Course number 541- Online  
   1.3 Family Systems: Theoretical Foundations, Theories and Practical Applications  
   1.4 Three (3) credits  
   1.5 Prerequisite: None  

2. **Course Description**

   This course provides basic information about theory guiding family therapy and the history of theories that have impacted the study of families. A variety of conceptual and theoretical frameworks will be studied (e.g., family systems theory, family development, symbolic interaction, effective communication, human ecology, feminist perspectives, bio-social perspectives). Key concepts and basic assumptions will be identified to assist the learner in understanding and conceptualizing core components of the Family Social Science discipline. The course is designed to teach students to integrate Adlerian Individual Psychology with Family Systems Theory and to identify resulting therapeutic strategies. By comparing and contrasting Adlerian Psychology and Family Systems Theory, and their related applications, students will become more effective in their relationships with future clients.

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

   3.1 Required texts:  

   3.2 Optional  


3.3 Course Articles and Handouts from Course Room

Readings will also be included in the course room section of the two weekly assignments that will be requirements for additional readings.

4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 Learn the basic theories which have provided for the basic thought frameworks of Family Science (9h);

4.2 Become familiar with the key aspects of what a theory is and the significant concepts that are part of model-building (9e);

4.3 Know some of the work of the early Family theorists and a history of the major theoretical models (9h);

4.4 Understand a variety of models and theories of MFT. Understands family development and the life cycle, sociology of the family, family phenomenology, and contemporary issues and methodology (9 e-h).

4.5 See the connections between these theoretical models and how they are linked to the practice of family therapy (9 e-h);

4.6 Knows the history, philosophy, and trends to marriage, couple, and family counseling (9e).

4.7 Understand human behavior including an understanding of development crisis, disability, (exceptional behavior, addictive behavior), psychopathology and situational and environmental factors that affect both normal and abnormal behavior (3c);

4.8 Understand the theories and models of individual, cultural, couple, family, and community resilience. Form a general framework for understanding exceptional abilities and strategies for differentiated interventions (3g);

4.9 Examine the specific frameworks such as family development, symbolic interaction, communication, human ecology, and feminist, biosocial, and social family systems theories (9h);
4.10 Be able to think creatively in a multidimensional fashion, in order to better formulate a family systems approach in alignment with student’s own personal and professional understanding of Family as a discipline (9e-f).

4.11 Realize and facilitate core Adlerian concepts of Holism, Teleology, Social Embeddedness, and related concepts (10c);

4.12 Understand the Adlerian processes of Establishing Relationships, Psychological Investigation, Process of Interpretation, Process of Reorientation, and related techniques (10e);

4.13 Be able to gain some ability to theorize about an Adlerian /Dreikursian family-oriented theory (10d);

4.14 Learn key family systems concepts;

4.15 Become sensitized to the multiplicity of family forms and the ramifications for treatment;

4.16 Become familiar with select theoretical perspectives and practitioners of family therapy;

4.17 Be able to think from a “systems” perspective about assessment and treatment of family;

4.18 Conceptualize the role of an “Adlerian” family systems therapist;

4.19 Learn the three phases of family therapy and the therapist’s role for each phase (9a-c);

4.20 Know the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals. (9f)

4.21 Become aware of a variety of family assessment methods and innovative treatment methods; (9b)

4.22 Understand and be able to provide effective clinical assessments, diagnosis, admission to treatment, treatment planning, and case management. (9 b,c)

4.23 Consider some issues related to special problems and populations (i.e. separation, divorce, adoption, medical patients); (9f)

4.24 Increase appreciation for personal and professional issues such as legal issues, ethics, standards, and techniques that are a part of the dilemmas related to working within this area of focus (9g);

4.25 Knows the professional organizations, preparations standards, and credential relevant to the practice of MFT (9g).

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. **Course Outline**

   **Unit 6.1** Original Post Due: October 2, 2012 - Peer Response Due: October 3, 2012

   Adopting a Family Relationship Frame – Chapter 1 – Goldenberg & Goldenberg

   Family Development: Continuity and Change – Chapter 2 – Goldenberg & Goldenberg

   Understanding Human Behavior – Chapter 1 – Sherman & Dinkmeyer

   Summary of Principles of Adlerian Family Therapy – Appendix (p. 299) - Sherman & Dinkmeyer

   **Knowledge, Awareness & or Skills Developed: (Competencies)**

   Understanding the family system and/or structure. Knowledge (4.14, 4.16)
   Understanding a family life cycle perspective. Knowledge (4.4)
   Understanding how human behavior is linked to the family system. Knowledge, and awareness. (4.7)
   Understanding the principles of Adlerian Family Theory. Knowledge and awareness. (4.11, 4.12, 4.13)
Unit 6.2  Original Post Due: October 5, 2012- Peer Response Due: October 6, 2012

Gender, Culture, and Ethnicity Factors in Family Functioning – Chapter 3 – Goldenberg & Goldenberg

Interlocking Systems: The Individual, The Family, and the Community – Chapter 4 – Goldenberg & Goldenberg

Appendix B: Becoming a Competent Family Therapist: Training and Supervision Page 454 – Goldenberg & Goldenberg

Family Organization and Dynamics – Chapter 2 – Sherman & Dinkmeyer

Knowledge, Awareness & or Skills Developed: (Competencies)

Understanding, culture, and ethnicity in family functioning. Knowledge, awareness, and skills.
(4.9, 4.15, 4.20, 4.23)
Understanding the individual, family, and community relationship. (Knowledge, awareness, and skills)
(4.1, 4.4, 4.5, 4.6, 4.8, 4.14)
Becoming a competent family therapist. Knowledge, awareness, skills.
(4.10, 4.18, 4.19, 4.20)
Family organization and dynamics. Knowledge, awareness, skills.
(4.4, 4.9, 4.14, 4.15)

Unit 6.3  Original Post Due: October 9, 2012 - Peer Response Due: October 10, 2012

Origins and Growth of Family Therapy – Chapter 5 – Goldenberg & Goldenberg

Professional Issues and Ethical Practices – Chapter 6 – Goldenberg & Goldenberg

Appendix A: AAMFT Code of Ethics – Page 445 – Goldenberg & Goldenberg

Structure of Adlerian Family Therapy – Chapter 3 – Sherman & Dinkmeyer

Knowledge, Awareness & or Skills Developed: (Competencies)

Understanding the origins and growth of family therapy. Knowledge and awareness.
(4.1, 4.2, 4.3, 4.5, 4.14)
Understand professional issues and ethical practices. Knowledge and awareness.
(4.24)
AAMFT Ethics. Knowledge and awareness.
(4.24, 4.25)
Unit 6.4  **Original Post Due: October 12, 2012 - Peer Response Due: October 13, 2012**

Psychodynamic Models –  **Chapter 7** – Goldenberg & Goldenberg

Transgenerational Models –  **Chapter 8** – Goldeberg & Goldenberg

The Basics of Change –  **Chapter 4** – Sherman & Dinkmeyer

**Knowledge, Awareness & or Skills Developed: (Competencies)**

Psychodynamic and Transgenerational Models. Knowledge and Awareness.
(4.1, 4.2, 4.3, 4.4, 4.5, 4.14, 4.16)
Understanding Change in Family Therapy. Knowledge and Awareness.
(4.4, 4.7, 4.8, 4.9, 4.15, 4.23)

Unit 6.5  **Original Post Due: October 16, 2012 - Peer Response October 17, 2012**

Experiential Models –  **Chapter 9** – Goldenberg & Goldenberg

The Structural Model –  **Chapter 10** – Goldenberg & Goldenberg

Adlerian Family Therapy as an Integrative Theory –  **Chapter 5** – Sherman & Dinkmeyer

**Knowledge, Awareness & or Skills Developed: (Competencies)**

Experiential and structural models. Knowledge and awareness.
(4.1, 4.2, 4.3, 4.4, 4.5, 4.14, 4.16)
Adlerian Family Therapy. Knowledge, awareness.
(4.11, 4.12, 4.13, 4.18)

Unit 6.6  **Original Post Due: October 19, 2012 - Peer Response Due: October 20, 2012**

Strategic Models –  **Chapter 11** – Goldenberg & Goldenberg

The Milan Systemic Model –  **Chapter 12** – Goldenberg & Goldenberg

Adlerian Family Therapy Techniques –  **Chapter 11** – Sherman & Dinkmeyer

**Knowledge, Awareness & or Skills Developed: (Competencies)**

Strategic and Milan Systemic Models. Knowledge and awareness.
(4.1, 4.2, 4.3, 4.4, 4.5, 4.14, 4.16)
Adlerian Family Therapy Techniques
(4.11, 4.12, 4.13, 4.18, 4.19)
Unit 6.7  Original Post Due: October 23, 2012 – Peer Response Due October 24, 2012

Behavior and Cognitive-Behavioral Models – Chapter 13 – Goldenberg & Goldenberg

Psychoeducational Models: Teaching Skills to Specific Populations – Chapter 16 – Goldenberg & Goldenberg

Research on Family Assessment and Therapeutic Outcomes – Chapter 17 – Goldenberg & Goldenberg

Knowledge, Awareness & or Skills Developed: (Competencies)

Behavior, Cognitive-Behavioral, and Psychoeducational Models: Knowledge and awareness.
(4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.14, 4.15, 4.16)
Family Research, Assessment, Diagnosis, and Treatment Planning: Knowledge, awareness, and skills.
(4.15, 4.17, 4.21, 4.22)

Unit 6.8  Original Post Due: October 26, 2012 – Peer Response Due October 27, 2012

Social Construction Models I: Solution-Focused Therapy and Collaborative Therapy – Chapter 14 – Goldenberg & Goldenberg

Social Construction Models II: Narrative Therapy – Chapter 15 – Goldenberg & Goldenberg

A Comparative View of Family Theories and Therapies – Chapter 18 – Goldenberg & Goldenberg

Knowledge, Awareness & or Skills Developed: (Competencies)

Social Construction Models: Knowledge and awareness.
(4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.14, 4.15, 4.16)
Comparative Views of Family Theories and Therapy: Knowledge and Awareness.
(4.1, 4.3, 4.4, 4.5, 4.10, 4.14, 4.20)

Unit 6.9  Original Post Due: October 30, 2011 – Peer Response Due October 31, 2012

Special Project Due Online

Knowledge, Awareness & or Skills Developed: (Competencies)

Special Project: Knowledge, Awareness, and Skills.
(4.10)
7. **Assessment/Evaluation Procedures**  
(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

7.2 Original Forum Posting Submissions  
32 points (8 Units)

Peer Responses  
18 points (9 Units)

Special Project  
23 points October 30, 2012

Final Paper  
27 points November 14, 2012

Total Points  
100 points

7.3 Upload assignments to the appropriate area of the AGS Moodle course page.

7.4 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 32 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>

7.5 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 18 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.
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.

<table>
<thead>
<tr>
<th>1</th>
<th>Acceptable</th>
<th>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”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>Comments reflect only a repeat of the information presented in the post and do not add an additional level of understanding to the posting.</td>
</tr>
</tbody>
</table>

7.6 Special Project

Each student will be assigned a more recent or integrative model of Family Therapy. As your assignment each student will present a powerpoint, video, Internet website or whatever means of presenting the material to other members of the class. Each presentation is to include the premise of the theory, the founder(s), when it was developed, the key concepts surrounding the theory, key vocabulary relevant to the theory, with what diagnoses or family groups the theory is best used, and a case study presenting how the theory is integrated with the family system. The information is not to be a repeat of anything that might be presented in the text for this course. Each student must cite at least 4 additional references that were used in the preparation of this project. The references are to be included on the final page of the presentation. The project is due in the courseroom on Thursday, October 30, 2012. Two responses to your classmates are due on Wednesday, October 31, 2012.

Points for Special Project:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality of Presentation</td>
<td>2</td>
</tr>
<tr>
<td>Premise of Theory</td>
<td>3</td>
</tr>
<tr>
<td>Founder of Theory</td>
<td>2</td>
</tr>
<tr>
<td>Key Concepts of Theory</td>
<td>3</td>
</tr>
<tr>
<td>Key Vocabulary Terms</td>
<td>3</td>
</tr>
<tr>
<td>Diagnosis that Would Best Use this Theory</td>
<td>2</td>
</tr>
<tr>
<td>Case Study</td>
<td>5</td>
</tr>
<tr>
<td>References</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>
Final Paper

Write a 10 to 15 page paper defining your intended approach to Family Therapy. This paper is due two weeks after the class ends. November 16, 2011. This is to be in APA Style 6th ed. and include a cover page, abstract, body of the paper, and references. Final Paper: Knowledge, Awareness, and Skills. (4.10)

a) Identify the kinds of families you are most likely to work with. What would be some of the key variables and definers of the population? Highlight the types of problems and stage of family development that this population has. **5 points**

b) Select a “systems approach” to which you are most drawn. What kinds of interventions would you be most likely to make? Describe in detail the family systems approach that you would utilize and how you would use it. **7 points**

c) Cite a case example (either real or fictitious) of how you would go about the treatment process with a typical client family. Include a three or four generation genogram which covers a general format, or the time line genogram format of a case, or of your own family. **7 points**

d) Incorporate citations and references from the required readings and course materials as well as any other reference materials or citations you would like to use from professional books or journals. Your paper should include at least eight citations with at least five references. **4 points**

e) APA Style 6th ed. **4 points**

f) Include aspects from a through e above in your paper to receive full credit. **Total points possible 27 points due to Instructor November 14, 2012. Points will be deducted for late papers on a daily basis.**

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 courseroom 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 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.

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 of 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 such as the Special Project, requiring 30 hours to complete.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

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 (*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. 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 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.

11.4 Your original response will be at least 350 words, with at least one scholarly reference other than the text. 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 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 a live scholarly debate.
11.6 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 pasting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that student 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.

12.0 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.

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 descriptions of these policies are readily available.

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 documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. **Instructor Contact Information**

Karyl Frye, Ph.D., LMFT, LPCC  
1425 4th Street W.  
Hastings, MN 55033  
Home Phone: 651-437-5526  
Cell Phone: 612-850-4437  
E-Mail: karylfrye@aol.com

<07.12>