Adler Graduate School
1550 East 78th Street
Richfield, MN 55423

AGS Course 541
Family Systems: Theoretical Foundations, Theories, and Practical Applications

Spring 2015

1. Course Designation and Identifier

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

2. Course Description

This course introduces the student to prominent theories of Family Therapy as a discipline. The student will examine historical influences of systems theories, therapeutic techniques for working from a Family System perspective, integrating Family Systems Models with Adlerian Individual Psychology, and begin to ascertain their own theoretically integrated systems framework.

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

3.1 Required texts:

   ISBN-10: 1111828806

   ISBN-10: 1433805618

3.2 Required Articles/Handouts are found in the Course Page (on Moodle)
3.3 Optional Reading:

   ISBN-10: 1111840504
   ISBN-10: 013348890X
   ISBN-10: 0393705099
   ISBN-10: 0205768938

4. Competencies and Learning Outcomes

Students in this course learn to:

4.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy (1.1.1).

4.2 Know which models, modalities, and/or techniques are most effective for presenting problems (3.1.1).

4.3 Understand the behavioral health care delivery system, its impact on the services provided and the barriers and disparities in the system (1.1.3).

4.4 Understand the risks and benefits of individual, marital, couple, and family, and group psychotherapy (1.1.4).

4.5 Determine who should attend therapy and in what configuration (e.g., individual, couple, family, and extrafamilial resources) (1.3.2).

4.6 Consider the influence of treatment on extra-therapeutic relationships (2.2.4).

4.7 Manage risk, crisis, and emergencies (3.3.6) and evaluate the level of the risk, crisis or emergency (3.4.3).
4.8 Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present (3.3.7).

4.9 Assist client in obtaining needed care while navigating complex systems of care.

4.10 Empower clients and their relational systems to establish effective relationships with each other and the larger system (4.3.8).

4.11 Elucidate presenting problem from the perspective of each member of the therapeutic system (2.3.9).

4.12 Evaluate Adlerian Individual Psychology techniques and principles to relational systems.

5. **AGS Online Course Overview**

5.1 AGS online 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 a unique teaching style and specific expectations presented in each online 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**

The following is only a summary of required and recommended readings. Please refer to your course page for complete list of readings, lectures and assignments.

**Unit 6.1 Introduction to Family Systems; Family Development**

*Readings:*

Adopting a Family Relationship Frame – Goldenberg & Goldenberg (Chapter 1)
Family Development: Continuity and Change – Goldenberg & Goldenberg (Chapter 2)

Summary of Principles of Adlerian Family Therapy (Handout in Course Page)

*Learning Outcomes – Competencies (knowledge, awareness, skills) met are:*

Understanding the family system and/or structure. (Knowledge)
Understanding a family life cycle perspective. (Knowledge)
Understanding how human behavior is linked to the family system. (Knowledge, and awareness.)
Understanding the principles of Adlerian Family Theory. (Knowledge and awareness.)

*Assessment Methods*

Learning will be assessed through the assigned posts: **The Original Post is due April 7 and the Peer Response is due April 8.**

**Unit 6.2 Gender, Culture and Ethnicity; Interlocking Systems (the Individual, Family and the Community)**

*Readings:*

Gender, Culture, and Ethnicity Factors in Family Functioning – Goldenberg & Goldenberg (Chapter 3)
Interlocking Systems: The Individual, The Family, and the Community – Goldenberg & Goldenberg (Chapter 4)
Appendix B: Becoming a Competent Family Therapist: Training and Supervision Goldenberg & Goldenberg (Appendix B)

*Learning Outcomes – Competencies (knowledge, awareness, skills) met are:*

Understanding culture, and ethnicity in family functioning. (Knowledge, awareness, and skills.)
Understanding the individual, family, and community relationship. (Knowledge, awareness, and skills)
Becoming a competent family therapist. (Knowledge, awareness, skills.)
Family organization and dynamics. (Knowledge, awareness, skills.)

*Assessment Methods*

Learning will be assessed through the assigned posts: **The Original Post is due April 10 and the Peer Response is due April 11.**

**Unit 6.3 Evolvement of the Family Therapy Field; Professional and Ethical Issues**

*Readings:*

Origins and Growth of Family Therapy – Goldenberg & Goldenberg (Chapter 5)
Professional Issues and Ethical Practices – Goldenberg & Goldenberg (Chapter 6)
AAMFT Code of Ethics [www.aamft.org](http://www.aamft.org) and Goldenberg & Goldenberg (Appendix A)

**Learning Outcomes – Competencies (knowledge, awareness, skills) met are:**

Understanding the origins and growth of family therapy. (Knowledge and awareness.)
Understand professional issues and ethical practices. (Knowledge and awareness.)
AAMFT Ethics. (Knowledge and awareness.)
Structure of Adlerian Family Therapy. (Knowledge, awareness, and skills.)

**Assessment Methods**

Learning will be assessed through the assigned posts: The Original Post is due April 14 and the Peer Response is due April 15.

**Unit 6.4 Models: Psychodynamic; Transgenerational**

**Readings:**

Psychodynamic Models - Goldenberg & Goldenberg (Chapter 7)
Transgenerational Models - Goldenberg & Goldenberg (Chapter 8)

**Learning Outcomes – Competencies (knowledge, awareness, skills) met are:**

Psychodynamic and Transgenerational Models. (Knowledge and awareness.)
- Freud, Adler & Sullivan
- Psychodynamic Outlook
  - Ackerman
- Object Relations Theory – Framo, Sharff & Scharff
- Self Psychology – Kohut
- Intersubjective Psychoanalysis
- Relational Psychoanalysis
- Bowen’s Family Therapy
- Eight Interlocking Theoretical Concepts
- Family Systems Therapy
- Contextual Therapy
Understanding Change in Family Therapy. (Knowledge and awareness.)

**Assessment Methods**

Learning will be assessed through the assigned posts: The Original Post is due April 17 and the Peer Response is due April 18.

**Unit 6.5 Models: Experiential; Structural; Integrative**

**Readings:**

Experiential Models – Goldenberg & Goldenberg (Chapter 9)
The Structural Model - Goldenberg & Goldenberg (Chapter 10)
Learning Outcomes – Competencies (knowledge, awareness, skills) met are:

Experiential and structural models. (Knowledge and awareness.)
- The Experiential Model
- Carl Whitaker and Symbolic-Experiential Family Therapy
- Gestalt Family Therapy
- The Human Validation Model (Satir)
- Emotionally Focused Couple Therapy (Johnson & Greenburg)
Adlerian Family Therapy. (Knowledge and awareness.)

Assessment Methods

Learning will be assessed through the assigned posts: The Original Post is due April 21 and the Peer Response is due April 22.

Unit 6.6 Models: Strategic; Systemic

Readings:

Strategic Models –Goldenberg & Goldenberg (Chapter 11)
The Milan Systemic Model –Goldenberg & Goldenberg (Chapter 11)

Learning Outcomes – Competencies (knowledge, awareness, skills) met are:

Strategic and Milan Systemic Models. (Knowledge and awareness.)
- MRI Interactional Family Therapy
- MRI Brief Family Therapy
- Strategic Family Therapy (Haley & Madanes)
- The Milan Systemic Model
Adlerian Family Therapy Techniques. (Knowledge, awareness and skills.)

Assessment Methods

Learning will be assessed through the assigned posts: The Original Post is due April 24 and the Peer Response is due April 25.

Unit 6.7 Models: Behavior and Cognitive-Behavior

Readings:

Behavior and Cognitive-Behavioral Models –Goldenberg & Goldenberg (Chapter 12)

Learning Outcomes – Competencies (knowledge, awareness, skills) met are:
Behavior, Cognitive-Behavioral, and Psychoeducational Models. (Knowledge and awareness.)
- Allert Ellis and Aaron Beck
- Behaviorally Influenced Forms of Family Therapy
- Families with Mental Disorders
- Medical Family Therapy
- Short-term Educational Models

Assessment Methods

Learning will be assessed through the assigned posts: The Original Post is due April 28 and the Peer Response is due April 29.

Unit 6.8 Psychoeducation Models; Research on Family Therapeutic Outcomes

Readings:
Psychoeducational Models: Teaching Skills to Specific Populations – Goldenberg & Goldenberg (Chapter 15)
Research on Family Assessment and Therapeutic Outcomes – Goldenberg & Goldenberg (Chapter 16)

Learning Outcomes – Competencies (knowledge, awareness, skills) met are:
Family Research, Assessment, Diagnosis, and Treatment Planning. (Knowledge, awareness, and skills.)
- Qualitative and Quantitative Research Methodologies
- Couple and Family Assessment Research
- Family Therapy Process and Outcome Research
- Evidence-Based Family Therapy
Change in family therapy. (Knowledge and awareness.)

Assessment Methods

Learning will be assessed through the assigned posts: The Original Post is due May 1 and the Peer Response is due May 2.

Unit 6.9 Social Construction Models

Readings:
Social Construction Models I: Solution-focused therapy and collaborative therapy– Goldenberg & Goldenberg (Chapter 13)
Social Construction Models II: Narrative therapy– Goldenberg & Goldenberg (Chapter 14)

Learning Outcomes – Competencies (knowledge, awareness, skills) met are:
Social Construction Models. (Knowledge and awareness.)
- Postmodernist Constructions
- Postmodern Therapeutic Outlooks
- Social Construction Therapies
- Solution-Focused Brief Family Therapy
- A Collaborative Approach

Assessment Methods

Learning will be assessed through the assigned posts: The Original Post is due May 5 and the Peer Response is due May 6.

Unit 6.10 A Comparative View of Family Theories and Therapies

Readings:

A Comparative View of Family Theories and Therapies–Goldenberg & Goldenberg (Chapter 17)
- Units of study, Time Frames, and Differences and Similarities

Learning Outcomes – Competencies (knowledge, awareness, skills) met are:

Comparative Views of Family Theories and Therapy. (Knowledge and awareness.)

Assessment Methods

Learning will be assessed through the special project that is due midnight May 24, 2015.

Weeks 6-7 Special Project Time

During Special Project Time students will be working on:

1. Final Exam described in 7.7 due midnight May 13, 2015

2. Special Project described in 7.6 due midnight May 24, 2015

7. Assessment/Evaluation Procedures

(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

There are different types of assessment in this course, aimed to assess your knowledge, awareness, and/or various academic and experiential skills.
### Regular Postings

<table>
<thead>
<tr>
<th>Regular Postings</th>
<th>Dates on Moodle page</th>
<th>Total of 54 in 9 units</th>
<th>Per course outline above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>May 13, 2015</td>
<td>23</td>
<td>Per course outline below</td>
</tr>
<tr>
<td>SPT Project</td>
<td>May 24, 2015</td>
<td>23</td>
<td>Per course outline below</td>
</tr>
</tbody>
</table>

#### 7.2 Grading

- **A** 90-100 points
- **B** 80-89 points
- **C** 70-79 points
- **R** Retake- Needs more time or instruction to master the requirements of the class
- **NC** Quality of work or participation falls below minimum expectations, including:
  - Not attending class.
  - 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 an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

#### 7.3 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. **You can earn a maximum of 36 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>
</tbody>
</table>
7.4 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; 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 SPT (See the general overview of SPT in section 9.)

The SPT for this course is entitled Developing A Systems Perspective and is to be submitted by midnight May 24, 2015. This special project is intended to assist you to begin developing your systems perspective from multiple theoretical perspectives, when working with individuals, couples, and families in counseling and therapy. Specifics of this project, a tracking log, and a grading rubric will be posted on Moodle.

Learning Outcomes – Competencies (knowledge, awareness, skills) met are:

- Developing ones theoretical perspective. (Knowledge and awareness).
- Case conceptualization and application. (Knowledge and awareness).

Assessment Methods -

Learning will be assessed through case conceptualization, creating a genogram, and application of theories.

7.6 Final course assignment.

Students will take a 100 item multiple choice exam. More details will be posted on Moodle.
Learning Outcomes – Competencies (knowledge, awareness, skills) met are:

- Reviewing concepts covered in the course. (Knowledge)

Assessment Methods -

Learning will be assessed through a 100 item multiple choice exam.

7.7 Summary of points

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantive forum postings and peer responses</td>
<td>54</td>
</tr>
<tr>
<td>Exam</td>
<td>23</td>
</tr>
<tr>
<td>SPT</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

8. Online Discussions or Activities

Online 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 online 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 Online communication presents a significant level of ambiguity, as the 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 the online 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 action can be taken if necessary.
8.6 During an online 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 the unique nature of online scholarly activities are not met, the concerning issue will be addressed with the involvement of the Program Director (PD) or Academic VP, if needed or determined by the PD as requiring a 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 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 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).

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 academicly 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

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. 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 the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

All substantive posts which are submitted late but within the unit will have two points deducted. (For example, a Tuesday post submitted on Wednesday will have two points deducted.) Unit one is an exception to this rule. All substantive posts which are submitted after the unit is closed will be acknowledged but not graded. Situational adjustments made by faculty or the school administration will supersede this policy.

It is the instructor’s prerogative to allow or not allow make-up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:

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 online 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 online 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 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.

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.

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 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 on Moodle’s 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 documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. **Instructor Contact Information**

Becky LaFountain, Ed.D., Licensed Psychologist  
becky.lafountain@alfredadler.edu