AGS Course 712
Individual Psychology: The Communal Ties and Family Guidance

February – March 2013

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 7 12
1.3 Individual Psychology: the Communal Ties and Family Guidance
1.4 Three (3) credits
1.5 Prerequisite: None

2. Course Description

This course is a part of two courses (711 and 712) building the basic Adlerian concepts as displayed in communal and family functioning and applied in provision of mental health services in the above areas. Students review the applications of Adlerian Psychology in areas such as intimacy, communal interpersonal relationships and communication, work, parenting, and spirituality. Students review Individual (Indivisible) Psychology of Alfred Adler and its applications to systems in a general context of cognitive-behavioral therapies. This includes four goals of misbehavior, or “useless behavior”, Early Recollections, psychological birth order, introduction to Life Style and its impact on family functioning and other assessment and intervention techniques. This course allows students to apply the Adlerian concepts and techniques they learn.

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

3.1 Required texts:

4) Ansbacher, Rowena R. / Ansbacher, Heinz Ludwig (Eds.). (1956/64) Individual psychology of Alfred Adler. Torchbooks

3.2 Articles/Handouts:

See your Moodle 712 coursepage for additional reading listing and/or uploads
4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 Research in Individual (Indivisible) Psychology understanding of and approaches to interpersonal relationships and communication, parenting, personal development, work relationships, intimacy, and spirituality (3 a, 3c, 3d, 3f, 3g; 9h, 10a-g).

4.2 Applications of principles of Individual (Indivisible) Psychology in therapeutic process, from establishing relationship, to investigation, to interpretation, to reorientation - considering unique Adlerian applications in a general context of cognitive-behavioral therapy with couples and families (5c, 5e, 5f; 10d, 10 e, 10 f, 10 g).

4.3 Evidence-based applications and specific considerations in the use of four goals of misbehavior, Early Recollections, psychological birth order, introduction to Life Style and its impact on family functioning and other assessment and intervention techniques (10a-g).

4.4 Strengths and limitations of cross-cultural therapeutic applications of IP and general Western cognitive-behavioral therapies and specific techniques - from assessment to interventions (2d; 10a-g).

With most of the knowledge-based items above, will come a specific awareness, and an opportunity to try out some beginning skills. In the course outline below, these will be identified as K (knowledge), A (Awareness), and S (Skills).

These will be delivered/practiced via direct discussions, various experiential tasks, instructor’s presentation and comments in debates, reading, watching, and listening of various media, in addition to final academic exercises.

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 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 Overview of Major Concepts, Philosophy, and Contributions of Adlerian Psychology.

- Concepts and philosophy (K)
- Philosophy or technique, or both? (K, A, S)
- Egalitarian therapeutic relationships (K, A, S)
- How the message is carried: Communication (K, A, S)

Readings: Primer of Adlerian Psychology, Pages 1-29
Adler, The Science of Living, Chapter I
Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3

Assessment Methods – quality of substantive posting and peer debate; general quality and depth of insight in identifying the essential elements of therapeutic interactions per observations.

Unit 6.2 Individual Psychology View on Personal Development. The Style of Life.

- Basic Dynamics (K, A, S)
- Unity of the Self (K, A)
- Heredity, Environment (K, A)
- Early Recollections as an assessment and treatment technique (K, A, S)

Readings: Primer of Adlerian Psychology, Pages 30-62
Adler, The Science of Living, Chapters IV & VI
Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3, 4.4

Assessment Methods - quality of substantive posting and peer debate; general quality and depth of insight in metaphors used in Early Recollection demo analysis and quality of developed therapeutic hunches.

Unit 6.3 Individual Psychology on Family Roots and Psychological Birth Order

- Understanding a Person (K)
- Style of Life (K, A)
- Interfering Beliefs (K, A)
- Birth order and personality development implications (K, A, S)
- Birth order and parenting (K, A, S)
- Birth order and cultural assumptions: therapeutic implications (K, A, S)

**Readings:**
Primer of Adlerian Psychology, Pages 63 – 95
Other reading/viewing/listening per coursepage (Eckstein's article is much shorter than it appears - there are references for 200 studies in that article, taking a lot of space ;))
The Role of Birth Order in Personality: an Enduring Intellectual legacy of Alfred Adler by Eckstein and Kaufman (2012)
Henry Stein's Video: Birth Order: Sense and Nonsense - An Adlerian View (40 minutes)
2012 talk by Susan Pye Brokaw "Psychological Birth Order" via our video collection - OPTIONAL (it is a bit longer, but you may want to watch it in portions)
Adler, *The Science of Living*, Chapter VIII
Other reading/viewing/listening per coursepage

**Learning Outcomes – Competencies (knowledge, awareness, skills) met are** 4.1, 4.2, 4.3, 4.4

**Assessment Methods** - quality of substantive posting and peer debate; general quality and depth of insight into IP therapeutic investigations in general and cultural implications in applying Western therapeutic constructs in counseling in particular

**Unit 6.4**  
**Adlerian Approaches to Child Development. Adlerian Parenting.**

- IP Views on Childhood and Family Roots (K, A)
- Goals of Misbehavior and Crucial Cs (K, A, S)
- Child as Creative (K, A)
- Positive Discipline (K, A)
- Encouragement as a therapeutic tool (K, A, S)
- Education in therapy with children and families (K, A, S)

**Readings:**  
Primer of Adlerian Psychology, Pages 146-161
*Children The Challenge*, Pages 3-67
Other reading/viewing/listening per coursepage

**Learning Outcomes – Competencies (knowledge, awareness, skills) met are** 4.1, 4.2, 4.3

**Assessment Methods** - quality of substantive posting and peer debate; depth of insight into IP approaches to parenting; quality of delivery in experiential exercise

**Unit 6.5**
**A Communal Tie of Work. Life Style Themes, Family Implications, and Therapeutic Interventions when Ties are Untied.**

- Communal ties of work and contributions and mental health (K, A)
- Useful vs. useless behavior (K, A)
- Workplace personal and interpersonal issues and IP views on/solutions to it (K, A, S)
- Collaborative problem solving and other interventions (FT interventions at a workplace) – (K, A, S)

**Readings:**
Primer of Adlerian Psychology, Pages 99-101

Other reading/viewing/listening per coursepage

**Learning Outcomes** – **Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3**

**Assessment Methods** - quality of substantive posting and peer debate; depth of insight and ability to hold an academic dialogue on debatable contemporary topics, therapeutic quality of experiential task.

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**Unit 6.6**

**Adlerian Psychology and Friendships. Group and Social Processes in Adlerian Psychotherapy.**

- Finding your Tribe- Belonging (K, A, S)
- Contribution anc cooperation (K, A)
- IP in group interventions (K, A, S)

**Readings:**
- Primer of Adlerian Psychology, Pages 102-103
- Other reading/viewing/listening per coursepage

**Learning Outcomes** – **Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3, 4.4**

**Assessment Methods** - quality of substantive posting and peer debate; therapeutic effectiveness and overall quality of experiential task.
Unit 6.7  
Adlerian Approaches to Spirituality. Is There a Place for Spirituality in Adlerian Psychotherapy with Individuals and Couples?

- Spirituality in The Adlerian Forum (K, A)
- Is Spirituality a Communal Tie? (K, A)
- Spirituality and Religion in psychotherapy (K, A, S)

Readings:
- Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3, 4.4

Assessment Methods - quality of substantive posting and peer debate; overall quality of experiential task.

Unit 6.8  
Adlerian concepts and Love/Partnering. Introduction to Adlerian Work with Couples

- Adlerian theoretical perspectives and practical approaches in the context of Contemporary Marriage (K, A, S)
- Adlerian metaphors in working with couples (K, A, S)
- Cooperation, encouragement, and the betterment of humankind as fundamentals of Adlerian work with couples and families (K, A,S)
- IP on work with diverse couples (K, A)

Readings:
- Primer of Adlerian Psychology, Pages 104-110
- Adler, *The Science of Living*, Chapters XI & XII
- Other reading/viewing/listening per coursepage
Learning Outcomes – Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3, 4.4

Assessment Methods - quality of substantive posting and peer debate; depth and overall quality of reconstructed therapeutic narrative in an experiential task.

Unit 6.9 From a Family to a Community. Social Justice as a Therapeutic Goal: To Be or Not to Be?

- Main idea in Classical Adlerian Depth Psychotherapy (K, A)
- Familial and social discouragement as a symptom (K, A)
- Neurosis and delinquency in familial and social context (K, A, S)
- Place of justice in psychotherapy (K, A)

Readings:
- Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies (knowledge, awareness, skills) met are 4.1, 4.2, 4.3, 4.4

Assessment Methods - quality of substantive posting and peer debate; overall quality of experiential task.

7. Assessment/Evaluation Procedures
(Detailed descriptions of these assignments are also 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.

7.2 Grading

A 90% + and 1 or fewer late assignments
B 80% + and/or 2 late assignments
C 70% +
R <69% and/or 3 late assignments
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>
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</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>
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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; 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 Free Weekly Discussions (Ungraded)
Free discussions will take place continuously during the weeks One through Four.

You will share anything in your reading that you were excited, not too excited, angry, confused about? Anything you have hoped we will talk about and we never did? Anything in your daily practice of observing and mastering your life that seems relevant to the conversations we will be having, and that you feel comfortable and useful sharing. When sharing about your life, please be aware of unique safety features of online dialogues. Never share any information that does not belong to you (your client classes, your friends’ marital troubles, your neighbors’ “out-of-control” kids, etc.)

No references required, but netiquette is expected. There will be no length expectation, and no posting deadlines

7.6 Ask a question

During the week Five, you will have an opportunity to ask a question. The question will be course-related and the one that you hoped we will discuss but we have not had a chance to or a question that came in a course of our conversations. This should be a very good question – not googlable and having all the qualities of questions that you have hoped we asked you in the course of the last four weeks. Your question will earn you 2 points. When you respond to any of the other students’ questions, you will earn another 2 points (four points total for this exercise).

7.7 Quiz – 10 points

7.8 SPT

In your special project presentation, you will teach us!

From the list posted in Week Six (see your courseroom), pick your first, second, and third choice of a teaching topic. You will e-mail your choices to us by the end of Week One. I will make every effort to honor one of your choices, and will assign the topics during the first part of the second week of this class. At the very beginning of Week Six (see exact dates on your Moodle coursepage), you will present your topic. You will determine the teaching delivery – powerpoint presentation, live video, animation, audio, or any other mean. In addition, I would like the following themes to be covered in your teaching assignment: a metaphorical representation of your topic (a song, a picture, a poem, etc.), a discussion about therapeutic usefulness of the concept of your choice, a discussion about cultural universality or cultural specificity of your concept. You will also create a single page handout on your topic – to be used in working with a client and to be given to a client (whether an individual or a family).

Your SPT will earn you a maximum of 17 points (15 points for a presentation, and 2 points for peer responses).

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

Assessment Methods - I will be looking at the effectiveness of your teaching style, the depth and the clarity of the discussion.

7.9 Final course assignment
Option A.

We now know about Adlerian parenting and Adlerian psychotherapy, Adlerian organizational development and Adlerian self-improvement. For this final assignment, you will discuss applications of Individual Psychology in higher education in general, and in academic preparation of future mental health professionals in particular. Who is an Adlerian student preparing to become an Adlerian practitioner? With Adlerian psychology advocating for egalitarian relationships, encouraging individuals to cooperate, and promoting “goodenoughness”, the traditional Western educational system, with its emphasis on competition and achievement, its push for perfection, and its support of hierarchy, may seem almost antithetic. What applications of Individual Psychology may help a graduate student (you, others) to succeed – both Adlerian way of success and in a traditional Western educational system? How would one negotiate these two worlds? How would student’s birth order and other Life Style data may play into success in academic activities and professional preparation? What mistaken beliefs may become an interference? This assignment is not an invitation for a full self-disclosure, but rather an encouragement to scholarly attend to a topic that will be of use for your fellow Adlerian students – now and later. Yet, and if appropriate, please feel free to share any relevant self-observations.

Option B.

From a list of therapeutic interventions commonly used in the practice of Individual Psychology with couples and families, or the ones incorporating the family data (ERs, genograms, act as if, birth order and family constellation, a typical day, a perfect day, etc.), pick the one that attracted you the most. Write about its use with a particular population (whether an ethnic group, or an age/gender group, or a clinical/diagnostic group). What are particular strengths and limitations in using this technique/approach with the chosen population. How will you educate your client family about it? How will you present/share your observations? What challenges do you anticipate? How will you make these challenges a therapeutic moment?

Your paper will be at least 7 pages long and will have at least five scholarly references.

Your paper will be due at mid-night (Central time) on Saturday of the week 7th. Please see the exact date on your Moodle coursepage.

Your final paper will earn you **15 points** maximum

*Learning Outcomes – Competencies (knowledge, awareness, skills) met are*  
*Assessment Methods -*

7.10 Summary of points

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Substantive forum postings and peer responses</td>
<td>54</td>
</tr>
<tr>
<td>Ask a question week 5 exercise</td>
<td>4</td>
</tr>
<tr>
<td>Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Special project</td>
<td>17</td>
</tr>
<tr>
<td>Final Paper</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
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, 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 at least two weeks in advance 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. 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 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. 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 descriptions of these policies are readily available on 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 documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. **Instructor Contact Information**

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Marina.Bluvshtein@alfredadler.edu

11-2012