Adler Graduate School

1550 East 78th Street

AGS Course 717
Early Recollections and Advanced Lifestyle Analysis

Summer I 2016

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 717
1.3 Early Recollections and Advanced Lifestyle Analysis
1.4 One (1) credits
1.5 Prerequisite: None

2. Course Description

This course focuses on advanced applications of early recollections analysis and lifestyle in Individual Psychology clinical practice. Students will collect and process early recollections, as well as apply them within the advanced lifestyle assessment process; with different cultural groups and clinical populations.

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

3.1 Required textbooks:


3.2 Required Articles/Handouts:

See your Moodle coursepage for required articles and/or uploads, as well as posted below in the weekly course outline (6).

4. Competencies and Learning Outcomes

Students in this course learn:

4.1 Students will gain greater knowledge into the use of early recollections in working with different cultural and clinical populations.

4.2 Students will have learned basic skills in the collection of early recollections and processing of them with a client through their application of methodologies educated upon.
4.3 Students will gain practice in the advanced use of the lifestyle assessment with different cultural and clinical populations.

4.4 Students will gain deeper understanding and use of the lifestyle assessment in the therapy Process.

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

5. **AGS Online Course Overview**

5.1 AGS online courses have the same total duration as residential courses – 5 weeks (5 weeks of coursework plus two weeks for completing final assignments). In this one credit course, you should expect to spend approximately 45 hours on all course-related activities, with one discussion unit per week. 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 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**

**Unit 6.1 Deepening Education and Insights into Early Recollections and the lifestyle assessment process** (K,A)

- Advancing understanding in the process and use of Early (in understanding of the Lifestyle) (K,A)
- Advancing understanding in the purpose and use of dream analysis in practice (K, A)
Readings:

Early Recollections:


Lifestyle Assessment Process:


Assessment:

Instructor will post a course discussion question in Moodle. Learners will respond to the discussion question with a substantive post (four possible points) and two peer responses (two possible points).

**Unit 6.2**  
**Methodologies in Early Recollection (K)**

- Traditional Adlerian Processing (K,A)
- The Willhite Method (K,A)
- Other Methodologies (K,A)
- Typology Method

Readings:  
**Note:** Due to the extensive readings provided for this unit, please feel free to choose to focus upon one or two methodologies introduced here.


Viewings:

   http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=1&ved=0CBwQtwIwAGoVChMI4aGsMvAIVjrYeCh1nCwRM&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DygYjiyL9Ofl&usg=AFQjCNFlgbqDQovywtMpi7gF-4sTycLMbA&bvm=bv.103627116,d.dmo

Assessment:

Instructor will post a course discussion question in Moodle. Learners will respond to the discussion question with a substantive post (four possible points) and two peer responses (two possible points).

Unit 6.3 Application of Methodology with Early Recollections (S, A)

- Students will practice a specific methodology in the collection and processing of an Early Recollection (video) (S,A)
- Students will share this outcome with class (A); upload video

Assessment:

1. Due: Other assignment:

Learners will upload a video of their collection and processing of an Early Recollection (10 points) using a methodology they investigated for this unit through reading(s) and/or viewing(s). Both portions may be done in a single video or broken up into two of them. Also, either portion may also be presented in the classroom in written form vs. video (video preferred). They will not need to demonstrate clinical skill in the interpretation of the information; only demonstrate a method of collection and processing.

2. Discussion: Discuss any insights or illuminations that came to either you as the clinician, or the client due to the “other” assignment posted to this week (this will count as your unit substantive discussion post, e.g. for four points). The instructor will not post a separate discussion question for response.

2. Please include two peer responses to your peers’ original post of either their discussion or “other” assignment (two points).
Unit 6.4  Application of the lifestyle assessment with depressive and anxiety disorders (K,A,S)

- Description of themes related to depressive and anxiety disorders (K,A)
- Identification of early recollections related to depressive and anxiety disorders (K,A)
- How to use these themes in the therapy process (S)
- Video presentation of a possible case presentation of a lifestyle assessment found in Moodle (K,A,S).

Readings:


Viewing:

https://youtu.be/CijbDGv60es
Video of Dr. Harold Mosak “Depression from a Lifestyle Point of View.

Assessment:

Instructor will post a course discussion question in Moodle. Learners will respond to the discussion question with a substantive post (four possible points) and two peer responses (two possible points).

Unit 6.5  Application of the lifestyle assessment with specific cultures (K,A,S)

- Identification of possible issues related to the use of the lifestyle assessment with specific cultures (K,A)
- Demonstration of the assessment process with specific cultures (K,A,S)

Readings:


**Viewing:**

Video presentation in Moodle

**Assessment:**

Students will have two options for this unit:

Option 1 is to interview an individual with a different cultural experience/perspective from your own, e.g. religious, geographical, socioeconomic, etc… to assess their viewpoint on how the lifestyle assessment and collection of early memories would be accepted and/or applicable from their cultural group or perspective.

Option 2 is to find resources related to a particular cultural group to assess one’s own perception of how the lifestyle assessment process would be accepted with the group and how one would adjust the task if it is not acceptable.

Instructor will post a course discussion question in Moodle. Learners will respond to the discussion question with a substantive post (four possible points) and two peer responses (two possible points).

### 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.

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion posts:</strong> (four points per unit x five units)</td>
<td>Dates on Moodle page</td>
<td>20</td>
<td>Per course outline above</td>
</tr>
<tr>
<td><strong>Peer responses:</strong> (two points per unit x five units)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Assignments:</strong> (One “other” assignments worth 10 points each re Collection and Processing of an Early Recollection.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7.2 Grading

A  48-50 points
A-  46-47 points
B+  44-45 points
B   42-43 points
B-  40-41 points
C+  38-39 points
C   35-38 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:
    • Grade point is below 35
    • Not attending classes
    • 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 20 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) well written, with no significant grammar, punctuation errors or 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 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>
7.4 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 10 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 Other Assignment:

Application of Methodology in Early Recollections (10 points) (S, A)

Students will collect and process an Early Recollection. Please identify your client by age, gender, and any cultural considerations (e.g. ethnicity, socio-economic status, birth order (family of origin), marital status, etc… that may be relevant to his/her perspective within the Early Recollection). Present the Early Recollection as collected. Present your processing of the Early Recollection (I am/the world is/others are). Discuss any insights or illuminations that came to either you as the clinician, or the client due to this exercise.

Note: This is an initial exercises in application and there is no expectation that this be done to the level of experts. Just give it a whack, and let us know what went well, what could have gone better, what was challenging, and if you were surprised by your outcome.

7.6 Final course assignment (10 points)

Complete the collection and processing of two more (or additional) ER’s (preferably with same volunteer as previously); expansive of unit 6.3 “Other Assignment”. Provide documentation surrounding the collection and processing (paper or video) and apply your clinical skill(s) in trying to identify themes and or patterns that may emerge relative to their style of life (lifestyle); integrate this information with what we know about how they (ER’s) play a part in the overall assessment of the individual’s lifestyle. Due: two weeks from last course date (Week 7).

7.7 Summary of points

| Substantive forum postings and peer responses | 30 points |
| Other assignments listed here | 10 points |
| Final Project | 10 points |
| **Total** | **50 points** |

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:
   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

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 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 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 actions can be taken if necessary.

8.6 During 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 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 at least 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 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

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.

The AGS one credit courses are divided into five 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. In a one credit class, if a student misses more than 1 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss two 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

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 one credit courses, you will have one deadline 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 a discussion question or a topic corresponding with a unit in the course outline. You will have until Friday night (11:59 PM CST) to submit your original response.

11.4 Unless instructed differently for some experiential exercises, 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 Sunday night (11:59 PM CST) to respond to at least two of your classmates’ postings (two responses per week minimum). 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 after your own original post is submitted. 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.

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.

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 expected.

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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