1. Course Designation and Identifier
   1.1 Adler Graduate School
   1.2 Course number 751
   1.3 Assessment and Appraisal of Social Interest as measure of mental health
   1.4 One (1) credits
   1.5 Prerequisite: None

2. Course Description

The course provides an overview of the strategies for assessing and measuring the construct of Social Interest in Individual Psychology clinical practice and research. The emphasis will be on the clinical applications of the construct of Social Interest.

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

   3.1 Required textbooks:

   There is no required textbook for this class, so the readings will come from articles obtained through online databases available to all Adler Graduate School students.

   3.2 Required Articles/Handouts:


4. Competencies and Learning Outcomes

Students in this course learn:

4.1 Students will gain a deeper understanding of the concept of Social Interest and how Adler envisioned it at the end of his theory development.

4.2 Students will learn how Social Interest can be operationalized into a measureable and applicable concept.

4.3 Students will gain greater knowledge of the assessment methods for Social Interest and the research studies that establish/question its validity.

4.4 Students will gain practical knowledge of ways to incorporate Social Interest strategies and activities in clinical practice.

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 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**  
**The Origin and Definition of Social Interest (K, A)**

- Gaining thorough understanding of the concept of Social Interest (K, A)
- Deepening the perspective Adler had as he created the concept of Social Interest (K, A)

**Readings:**


Viewing - [https://www.youtube.com/watch?v=IN3TA65CwiM](https://www.youtube.com/watch?v=IN3TA65CwiM) (Roger Ballou)

[https://www.youtube.com/watch?v=ZyNhGF_Rtgc](https://www.youtube.com/watch?v=ZyNhGF_Rtgc) (Andre Koen)
Learning Outcomes – Students will gain a deeper understanding of the concept of Social Interest and how Adler envisioned it at the end of his theory development.

Assessment Methods – Instructor will post a (one) course discussion question in Moodle. Learners will respond with a substantive post and two peer responses.

Unit 6.2  Operationalizing the concept of Social Interest (K, A)

- Taking an idea and making it observable/measureable (K, A, S)
- Students will practice operationalizing Social Interest from their own perspectives (S)

Readings:


Quote from Bass, M., Curlette, W., Kern, R., & McWilliams, Jr., A. (2002). Social interest: A meta-analysis of a multidimensional construct. JIP, 58, 4-34.

Learning outcomes - Students will learn how Social Interest can be operationalized into a measureable and applicable concept.

Assessment:

Instructor will post a (one) course discussion question in Moodle. Learners will respond with a substantive post and two peer responses.

Unit 6.3  Measuring Social Interest (K, S, A)

- Students will take various Social Interest assessments and interpret their own scores for self-awareness and future clinical use (K, S, A)

Readings –


Learning outcomes - Students will gain greater knowledge of the assessment methods for Social Interest and the research studies that establish/question its validity.

Assessment: Instructor will post a (one) course discussion question in Moodle. Learners will respond with a substantive post and two peer responses.

Other Assignment (worth 10 points) – Students will write a brief analysis of their scores on the various Social Interest inventories, comparing the scores they received and exploring how well these inventories described their own levels of Social Interest. Students will address these items in their summaries:

1. Begin your analysis by briefly describing your upbringing with regard to Social Interest activities – did you do any and were they encouraged by your family of origin? If so, what did you do? If not, were you interested in doing things but something or someone prevented you?
2. List your scores for each Social Interest inventory. Describe what it was like to take each one (i.e., did the items make sense, etc.).
3. Which inventory fit your view of yourself the best? Why do you think so?
4. Which would be easiest for you to use with clients in the future? Why do you think so?

Unit 6.4 Application of the concept of Social Interest (K, A, S)

- Students will gain knowledge of how past Adlerians put Social Interest to use with clients/individuals in different settings (K,A)

Readings:


Learning outcomes - Students will gain practical knowledge of ways to incorporate Social Interest strategies and activities in clinical practice.

Assessment: Instructor will post a (one) course discussion question in Moodle. Learners will respond with a substantive post and two peer responses.
Unit 6.5  **Application of Social Interest, continued** (S, A)

- Students will critically think about how they could utilize Social Interest as a clinical strategy in future practice (K,A, S)

**Readings:**


**Learning outcomes** - Students will gain practical knowledge of ways to incorporate Social Interest strategies and activities in clinical practice.

**Assessment:** Instructor will post a (one) course discussion question in Moodle. Learners will respond with a substantive post and two peer responses.

**Other assignment** – Students will complete the Social Interest Activity worksheet and incorporate their experience and answers into the post for this unit as well as the final project for the course. The grade for this will be included in the final project grade.

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></td>
<td>Dates on Moodle page</td>
<td>20</td>
<td>Per course outline above</td>
</tr>
<tr>
<td>(four (4) points per unit x five (5) units)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peer responses:</strong></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(two (2) points per unit x five (5) units)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Assignments:</strong></td>
<td></td>
<td>10</td>
<td>Complete/incomplete</td>
</tr>
<tr>
<td>Analysis of SI scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of Social Interest Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>worksheet</td>
<td></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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>48-50</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>46-47</td>
<td>Above Average</td>
</tr>
<tr>
<td>B+</td>
<td>44-45</td>
<td>Average</td>
</tr>
<tr>
<td>B</td>
<td>42-43</td>
<td>Minimal</td>
</tr>
<tr>
<td>B-</td>
<td>40-41</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>C+</td>
<td>38-39</td>
<td>Retake- Needs more time or instruction to master the requirements of the class</td>
</tr>
<tr>
<td>C</td>
<td>35-38</td>
<td>NC Quality of work or participation falls below minimum expectations, including:</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td>Retake- Needs more time or instruction to master the requirements of the class</td>
</tr>
</tbody>
</table>

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) 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>
7.4 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 (a description of other assignments if applicable)

Analysis of SI Scores – The purpose of this assignment is to gain familiarity with what it is like to take these assessments (for future clients perspective) and interpret them. Students are expected to answer the questions listed in the syllabus for that unit and include their scores in the summary report. It is worth 10 points.

Completion of Social Interest Activity Worksheet – The purpose of this worksheet is for students to consider activities that fit with their interests and lifestyle. The grade is initially a complete/incomplete and will then become part of the final project grade.

7.6 Final course assignment (description)

The final project for the course is to engage in a Social Interest activity that fits with each individual’s lifestyle and interests, and write a brief report about the experience. The report should include how the particular experience was chosen, what happened during the experience, the impact the experience had on the student (personal growth, learning, emotional reactions, etc.), and the implications for future clients. Students should reflect on how clients may react to being asked to do a similar activity as well as completing the activity. Students should finish the report with considerations for using Social Interest in future clinical practice (this should include clients’ cultural and background variables to consider). Worth 10 points.

7.6 Summary of points

| Substantive forum postings and peer responses | 30 points |
| Analysis of Social Interest Scores | 10 points |
| Social Interest Activity Worksheet | complete/incomplete |
| Final project | 10 points |
| **Total** | **50 points** |
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 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)

One credit courses do not include SPT

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 students 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**

Susan Belangee, Ph.D., PLC, NCC, ACS  
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Canton, GA  
678-570-5809  
susan.belangee@alfredadler.edu

(created November 5, 2015)