

Adler Graduate School

Richfield, MN 55423

AGS Course 532 Summer 2013 Group Psychotherapy and Counseling

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1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 532
- 1.3 Group Psychotherapy and Counseling
- 1.4 Three (3) credits
- 1.5 Prerequisite: 511, 711 or 712

2. Course Description

The purpose of this course is to familiarize students with theories, pertinent research, skills and techniques that are considered to be prerequisites for effective group counseling. Students will participate in a group counseling experience and class discussions will focus on how best to facilitate a group. Subject areas covered include group communication patterns-both verbal and nonverbal, leadership of the group, trust development, cohesion, risk-taking, group membership skills, facilitation skills, and conflict resolution skills. Students are expected to demonstrate their ability to plan, conduct, and terminate a group activity as an outcome of the course. Students will be introduced to the professional standards of group counseling dynamics as well as ethical and legal considerations.

3. Texts, Materials and Resources

3.1 **Required text:**

Yalom, Irvin D. (2005) (5th Edition) The Theory And Practice of Group Psychotherapy. Cambridge, MA: Basic Books.

Optional: Smith, Kenwyn K., Berg, David N. (1997). Paradoxes of Group Life. San Francisco, CA: Jossey-Bass.

3.2 **Articles & Other Resources:** (**In addition, other articles, resources & learning tools will be posted on the online Moodle courseroom upon start of course)

Bemak F, Chung R. Teaching Multicultural Group Counseling: Perspectives for A New Era. *Journal For Specialists In Group Work* [serial online]. March 2004;29(1):31-41. Available from: PsycINFO, Ipswich, MA. Accessed January 23, 2013.

Center for Substance Abuse Treatment. Brief interventions and brief therapies for substance abuse. Rockville (MD): *Substance Abuse and Mental Health Services Administration (US)*; 1999. (Treatment Improvement Protocol (TIP) Series, No. 34.) Chapter 9—Time-Limited Group Therapy.

Dreikurs, R. & Corsini, R. Twenty years of group psychotherapy: purposes, methods, and mechanisms *American Journal of Psychiatry*, 1954;110: 567-575. (Optional)

Ieva, K. P., Ohrt, J. H., Swank, J. M., & Young, T. (2009). The impact of experiential groups on master students' counselor and personal development: a qualitative investigation. *Journal For Specialists In Group Work*, 34(4), 351-368.

Kehoe, N. C., (1999) A therapy group on spiritual issues for patients with chronic mental illness. *Psychiatric Services*, 50(8) 549-565.

Kivlighan, D. r., Mullison, D. D., Flohr, D. F., Proudman, S., & Francis, A. R. (1992). The interpersonal structure of 'good' versus 'bad' group counseling sessions: A multiple-case study. *Psychotherapy: Theory, Research, Practice, Training*, 29(3), 500-508.

Klontz, B. T. (2004). Ethical practice of group experiential psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 41(2), 172-179.

Maier, N. R. (1967). Assets and liabilities in group problem solving: the need for an integrative function. *Psychological Review*, 74(4), 239-249.

Lakin, M. (1986). Ethical challenges of group and dyadic psychotherapies: A comparative approach. *Professional Psychology: Research And Practice*, 17(5), 454-461.

Papanek, Helene (1970) Adler's psychology and group psychotherapy. *American Journal of Psychiatry*, 127:783-786.

Sonstegard, M. A. (1998). The theory and practice of Adlerian group counseling and psychotherapy. *The Journal Of Individual Psychology*, 54(2), 217-250.

Thomas, R., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 revisions. *Journal For Specialists In Group Work*, 33(2), 111-117.

van der Avort, A., & Van Harberden, P. (1985). Helping self-help groups: A developing theory. *Psychotherapy: Theory, Research, Practice, Training*, 22(2), 269-272.

Walter, S., Lambie, G.W. & Ngazimbi, E.E. (2008)A Choice theory counseling group succeeds with middle school students who displayed disciplinary problems. *Middle School Journal*, 40(2), 4-12.

4. Competencies and Learning Outcomes

Students in this course will:

4.1 Develop knowledge of therapeutic factors that affect the functioning of a group 6a,c,d,10a

4.2 Develop knowledge of theories of group counseling and the importance of attention to diversity among group membership. 6a, c

- 4.3 Increase awareness of, and the ability to maximize, factors that improve group functioning and develop skills necessary to prepare clients for group work and member's role in the group. 6b
- 4.4 Identify and demonstrate knowledge of developmental stages of therapy groups. 6a
- 4.5 Develop therapeutic and leadership skills for group counseling and understand one's own effect on the group and on individuals in the group. 2c,d,6a, 10g
- 4.6 Improve ways of giving personal feedback to others regarding one's own reactions to others' behavior in ways that will be helpful and non-threatening.6f, 10d
- 4.7 Increase ability to plan and conduct group activities that will help develop trust and participation. 6 b,f
- 4.8 Increase knowledge and skill in gathering data about group functioning and individual reactions.6e
- 4.9 Application of group skills to various settings and populations. 6a, 6e
- 4.10 To review and illustrate the ethical standards and professional preparation applicable for effective group construction, development, management, and counseling. 6e

5. 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

Each week you will be expected to participate in approximately two online discussions first, by responding to the questions posed by the instructor with a short essay and, secondly, offer two peer responses. (For details, see *Attendance & Participation Policy* and the Moodle Courseroom Page.)

Week One:

6.1 Unit 1 – Therapeutic Factors in Group Counseling

Readings: Yalom, I. (2005) Chapters 1-4

Smith, K. (1997) Chapters 3, 4 (optional)

Learning Outcome: 4.1

Assessment Methods - quality & depth of unit posting and peer debate; overall quality of project & paper.

6.2 Unit 2 — Theories of Group Processes/ Adlerian Theory in Group Counseling

Readings:

Center for Substance Abuse Treatment. Brief interventions and brief therapies for substance abuse. Rockville (MD): *Substance Abuse and Mental Health Services Administration (US)*; 1999. (Treatment Improvement Protocol (TIP) Series, No. 34.) Chapter 9—Time-Limited Group Therapy.

Bemak F, Chung R. (2004) Teaching multicultural group counseling: perspectives for new era. *Journal For Specialists In Group Work* [serial online] 29(1):31-41. Available from: PsycINFO, Ipswich, MA. Accessed January 23, 2013.

Dreikurs, R. & Corsini, R. (1954) Twenty years of group psychotherapy: purposes, methods, and mechanisms *American Journal of Psychiatry*, 110: 567-575 . (Optional)

Papanek, Helene (1970) Adler's psychology and group psychotherapy. *American Journal of Psychiatry*, 127:783-786.

Sonstegard, M. A. (1998). The theory and practice of Adlerian group counseling and psychotherapy. *The Journal Of Individual Psychology*, 54(2), 217-250.

Walter, S., Lambie, G.W. & Ngazimbi, E.E. (2008) A Choice theory counseling group succeeds with middle school students who displayed disciplinary problems. *Middle School Journal*, 40(2), 4-12.

Learning Outcome: 4.2

Assessment Methods - quality & depth of unit posting and peer debate; overall creativity of project & paper.

Week 2:

6.3 Unit 3 - Therapist's Roles & Responsibilities

Readings: Yalom, I. (2005) Chapters 5,6,7, 17

Smith, K. (1997) Chapters 7 (optional)

Learning Outcome: 4.3, 4.7, 4.8

Assessment Methods - quality & depth of unit posting and peer debate; overall quality & creativity of project & paper.

6.4 Unit 4 – Leadership Styles

Readings:

Ieva, K. P., Ohrt, J. H., Swank, J. M., & Young, T. (2009). The impact of experiential groups on master students' counselor and personal development: a qualitative investigation. *Journal For Specialists In Group Work*, 34(4), 351-368.

Kivlighan, D. r., Mullison, D. D., Flohr, D. F., Proudman, S., & Francis, A. R. (1992). The interpersonal structure of 'good' versus 'bad' group counseling sessions: A multiple-case study. *Psychotherapy: Theory, Research, Practice, Training*, 29(3), 500-508.

Kivlighan, D. r. (1997). Leader behavior and therapeutic gain: An application of situational leadership theory. *Group Dynamics: Theory, Research, And Practice*, 1(1), 32-38.

Maier, N. R. (1967). Assets and liabilities in group problem solving: the need for an integrative function. *Psychological Review*, 74(4), 239-249.

Learning Outcome: 4.2, 4.5, 4.6

Assessment Methods - quality & depth of unit posting and peer debate; overall creativity of project & paper.

Week 3:

6.5 Unit 5 – Creation & Composition of Therapy Groups

Readings: Yalom, I. (2005) Chapters 8, 9, 10

Smith, K. (1997) Chapters 4, 5, 6 (optional)

Learning Outcome: 4.2

Assessment Methods - quality & depth of unit posting and peer debate; overall creativity of project & paper.

6.6 Unit 6 –Role of Group Members & Guidelines for Participation

Readings: Yalom, I. (2005) Appendix pgs. 567-571

Review Yalom, Chapter 10, pages 294-303 ("Preparation for Group Therapy")

Learning Outcome: 4.6, 4.9

Assessment Methods - quality & depth of unit posting and peer debate; overall creativity of project & paper.

Week 4:

6.7 Unit 7 - Stages of Groups and Challenges

Readings: Yalom, I. (2005) Chapters 11-13

Smith, K. (1997) Chapters 10 (optional)

Learning Outcome: 4.4

Assessment Methods - quality & depth of unit posting and peer debate; overall quality of project & paper.

6.8 Unit 8 - Ethical Considerations in Group Psychotherapy and Counseling

Readings:

Klontz, B. T. (2004). Ethical practice of group experiential psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 41(2), 172-179.

Lakin, M. (1986). Ethical challenges of group and dyadic psychotherapies: A comparative approach. *Professional Psychology: Research And Practice*, 17(5), 454-461.

Thomas, R., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 revisions. *Journal For Specialists In Group Work*, 33(2), 111-117.

The American Group Psychotherapy Association “Guidelines for Ethics”

<http://www.agpa.org/group/ethicalguide.html>

Association for Specialists in Group Work “Training Standards & Best Practices”

<http://www.asgw.org>

Learning Outcome: 4.10

Assessment Methods - quality & depth of unit posting and peer debate

Week 5:

6.9 Unit 9 – Specialized Groups

Readings: Yalom, I. (2005) Chapters 14, 15

Smith, (1997) Chapter 9 (optional)

Kehoe, N. C., (1999) A therapy group on spiritual issues for patients with chronic mental illness. *Psychiatric Services*, 50(8) 549-565.

van der Avort, A., & Van Harberden, P. (1985). Helping self-help groups: A developing theory. *Psychotherapy: Theory, Research, Practice, Training*, 22(2), 269-272.

Learning Outcome: 4.9

Assessment Methods - quality & depth of unit posting and peer debate

7. **Assessment/Evaluation Procedures**

(Detailed descriptions of these assignments will be available on Moodle)

7.1 Assignment Overview

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.

Points	Interpretation	Grading Criteria
4	Excellent	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.
3	Above Average	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.
2	Average	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.
1	Minimal	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.
0	Unacceptable	The comment lacks all four qualities or in violation of AGS academic integrity policy

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.

APA 6th edition style writing
3 to 4 recent scholarly references

7.5 Special Project:

For this course, **students have 2 options for the Special Project**. Each project has 2 parts. The culmination of the Special Project will be a brief presentation delivered by Tuesday at 11:59 PM, of week 7. The presentation can be delivered in an essay (3-4 pages, approx, 900 words) Powerpoint (slideshow with or without an audio), a video production, or as a website. You will then have until Thursday at 11:59 PM to respond to 2 of your peers' presentations.

Option 1: Participate in a Group Experience

Research groups available in your area and choose one to participate with as a live learning tool of this course. Choose a group that is open, free of charge such as support groups, AA, etc. You might want to check out a "Socrates Café" in your area as an option, (Google that) You must begin your group experience during Week 2 and attend at least 3 sessions.

A) In your presentation, include the following.

- Briefly describe your experience of finding a group in which to participate. What type of group is it? Was the purpose of the group clear? Why or why not? Why is clarity of purpose so important for a group's success?
- Describe your experience of the sessions you attended, some the themes and the group dynamics you observed (being careful to protect confidentiality).
- Identify the rules/agreements for the group that were identified, if any, and how do they compare to "Agreements for Group Discussion" on the Week 3 Course page?
- How did the members interact with each other? With you?
- Comment on the role of the group leader, if there was one. What were his/her strengths and weaknesses? How did they handle difficult members (if applicable)? What did you learn from him/her? What similarities and differences do you see in yourself?
- If you attended a leaderless support group, comment on your perceptions of the benefits a leader might have to this group.
- How were therapeutic factors (from Yalom text) integrated?

** Do not include any identifiable information about group members, leader or participant stories, etc.

- B) Keep a self-awareness log, observing your communication style in the group. Do you tend to listen more to others? Talk more? Which do you engage in more often: ask questions or give advice? Notice if your tendencies are different when with friends, family members, clients or colleagues.

Then, during week 4 of class, don't give advice to anyone in your life (includes work, friends, family, the group you are attending) for the whole week. Listen deeply, offer reflective listening or ask stimulating questions. Observe when you are tempted to

give advice and why. Notice if people respond differently if you are simply curious with questions or practice reflective listening. Discuss this in your summary.

In your presentation, discuss your observations and conclusions about yourself as well as what goals you might have to improve your communication and listening practices. How will you work on these goals and how will you know when you've met them?

Option 2: Leadership Style Exploration

- A. Reflect on your personal characteristics and preferences that may affect your group leadership style and prepare a self-exploration presentation. Discuss the theoretical approaches to group intervention that fit best for you, the aspects of group leadership that might be most challenging for you, the type of co-leader with whom you might work best, and personal values you hold that might affect your work as a group leader. You are encouraged to seek resources outside of those assigned for class as well as making informed decisions about group therapy based on general principles discussed in this course. Include your observations if you have led groups, what has worked well and what has not.

Discuss the traits of an effective leader. Explore what areas you need to develop and how you will go about doing so. State specific goals and a strategy for each and how will you know you've met them. (Example: To be a better listener and give less advice. By end of summer, I plan to hear from my friends that I have listened to them more often than I have given advice.)

- B. Keep a self-awareness journal during this course, observing your communication style. Do you tend to listen more to others? Talk more? Which do you engage in more often: ask questions or give advice? Notice if your tendencies are different when with friends, family members, clients or colleagues.

Then, during week 4 of class, don't give advice to anyone in your life (includes work, friends, family, the group you are attending) for the whole week. Listen deeply, offer reflective listening or ask stimulating questions. Observe when you are tempted to give advice and why. Notice if people respond differently if you are simply curious with questions or practice reflective listening. Discuss this in your summary.

In your presentation, discuss your observations and conclusions about yourself as well as what goals you might have to improve your communication and listening practices.

7.6 Final Course Paper: Development & Facilitation of a Therapy Group

Students will design a "group" in which they will construct the basic elements of group psychotherapy. Students will identify a population (e.g., substance abuse, youth, adult inpatient, etc.) of their choice for this group. This is a therapy group **not** a "support group."

Include the following:

- Group composition and purpose of the group
- Assessment of the Clinical Situation: What clinical factors are involved that you need to consider for this group? Pre-screening interview?
- Formulation of Goals: What might be reasonable and attainable goals for this group?
- Modification of Technique: What factors do you need to consider when using techniques with this group? What therapeutic factors would you utilize and why?

- As an Adlerian, what techniques would you entertain to enhance this group and why?
- Role of Leader and how influence each session
- Group agreements

Facilitation:

Then describe the flow of 8-10 group sessions. Outline the flow from session to session and what interventions, tools and structure you use in each session and how it culminates in helping the group over time. Each session description will include goals, themes/topics, techniques, probing questions, etc. Be sure to identify the stages of the group.

Discuss the special challenges or needs that might arise from the particular population you chose. Please use hypothetical examples or scenarios to make your point.

Include how you would use Adlerian techniques in your group, and, if influenced by any other theory of group counseling, describe the substance of such theory and any techniques you would utilize.

Paper must be 10 min. pages – 15 max. pages of content (i.e not including the cover page or references); APA 6th edition style writing; use 5-8 recent scholarly references. Papers will be assessed for critical thinking, depth, grammar, APA format, references, flow and utilization of concepts learned in the course.

Due Sunday night of Week 7 by 11:59 PM

7.7 Summary of points:

Introduction- 2 Points

Introducing yourself in the online Courseroom, etc.

Syllabus review: - 2 points

Acknowledge reading of syllabus, stating your expectations for the class, etc.

Original Postings and Peer Responses - 54 points total (maximum of 6 pts/unit)

Each week requires an original response to Tuesday's forum/unit and an original response to Thursday's forum/unit. You will also post 2 responses to your classmates' original Tuesday forum post and 2 responses to your classmates' original Thursday forum posts. Your posts must be received before the deadlines of the due days. An original post submitted after that time will receive no more than 2 out of a possible 4 points.

Special Project - 20 points

Final Paper – 22 points

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 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, 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 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 11:59 PM CST for the second question to submit your original response.

- 11.4 Your original response will be at least 350 words and no more than 600, 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 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 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.

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

January 31, 2013

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