Adler Graduate School
Richfield, Minnesota

AGS Course 511-OL
Foundations of Adlerian Psychology
(Fall 1 - 2017)

1. Course Designation and Identifier
   1.1 Adler Graduate School
   1.2 Course number 511
   1.3 Foundations of Adlerian Psychology
   1.4 Three (3) credits
   1.5 Prerequisite: None

2. Course Description
   This course introduces students to the history, philosophy, and essential concepts of Adlerian psychology and child guidance. Students read and discuss Alfred Adler’s original works as well as study modern interpretations and uses of Adlerian ideas. Special emphasis is placed on the application of Adlerian concepts in the practice of individual psychotherapy, family therapy, parent effectiveness training, and teaching in the schools. Adler’s attention to child guidance and parent education are areas of special focus.

3. Texts, Materials and Resources
   3.1 Required textbooks:
   3.2 Recommended and supportive texts (no assigned readings, but will be used throughout your education at AGS):
   3.3 Required Articles/Handouts:
       See your Moodle 511 course page for additional reading listing and/or uploads
   3.4 Movie for Final Assignment. The film is available through various sources (i.e., local libraries, video on demand). *Antwone Fisher*. [http://www.foxsearchlight.com/antwonefisher/](http://www.foxsearchlight.com/antwonefisher/)

4. Competencies and Learning Outcomes
   Students in this course learn:
   1. Research in Individual (Indivisible) Psychology understanding of and approaches to interpersonal relationships and communication, parenting, personal development, work relationships, intimacy, and spirituality (3a, 3c, 3d, 3f, 3g; 9h, 10a-g).
   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)
   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. Strengths and limitations of cross-cultural therapeutic applications of Individual Psychology and general Western cognitive-behavioral therapies and specific techniques - from assessment to interventions (2d; 10a-g)

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 – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). You should expect to spend approximately 135 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 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

6.1 Unit 1: Overview of Major Concepts, Philosophy, and Contributions of Adlerian Psychology.
- History, concepts and philosophy of Adlerian Psychology
- Philosophy, technique, or both?
- Egalitarian therapeutic relationships
- How the message is carried: Communication

Readings: Mosak and Maniacci, Pages 1-29
Oberst and Stewart – chapters on definitions and concepts
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.

6.2 Unit 2: Individual Psychology View on Personal Development. The Style of Life.
- Basic Dynamics
- Unity of the Self
- Heredity, Environment
- Early Recollections as an assessment and treatment technique

Readings: Mosak and Maniacci, Pages 30-62
Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies 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.
6.3 **Unit 3: Individual Psychology: Family Constellation and Psychological Birth Order**

- Understanding a Person
- Style of Life
- Interfering Beliefs
- Birth order and personality development implications
- Birth order and parenting
- Birth order and cultural assumptions: therapeutic implications

**Readings:**
Mosak and Maniaci, Pages 63 – 95

Other reading/viewing/listening per coursepage:

**Viewings:**
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)

Note: Eckstein’s article is much shorter than it appears - there are references for 200 studies in that article, taking a lot of space

Other reading/viewing/listening per coursepage

**Learning Outcomes – Competencies 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

6.4 **Unit 4: Adlerian Approaches to Child Development. Adlerian Parenting.**

- Individual Psychology Views on Childhood and Family Roots
- Goals of Misbehavior and Crucial Cs
- Child as Creative
- Positive Discipline
- Encouragement as a therapeutic tool
- Education in therapy with children and families

**Readings:**
Mosak and Maniaci, Pages 146-161
Dreikurs, *Children The Challenge*, Pages 3-67
Oberst and Stewart, pages 12-25; 102-119
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

6.5 **Unit 5: The 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
- Useful vs. useless behavior
- Workplace personal and interpersonal issues and Individual Psychology views on/solutions to it
- Collaborative problem solving and other interventions (FT interventions at a workplace)

**Readings:**
Mosak and Maniaci, Pages 99-101
6.6 **Unit 6: Adlerian Psychology and Friendships. Group and Social Processes in Adlerian Psychotherapy.**
- Finding your Tribe- Belonging
- Contribution and cooperation
- Individual Psychology in group interventions with families

**Readings:**
- Mosak and Maniaci, Pages 102-103
- Oberst and Steward, Pages 26-48

**Articles:**

*Other reading/viewing/listening per coursepage*

**Learning Outcomes – Competencies 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.

6.7 **Unit 7: Adlerian Approaches to Spirituality. Is There a Place for Spirituality in Adlerian Psychotherapy with Individuals and Couples?**
- Spirituality in The Adlerian Forum
- Is Spirituality a Communal Tie?
- Spirituality and Religion in psychotherapy

**Readings:**

*Other reading/viewing/listening per coursepage*

**Learning Outcomes – Competencies met are 4.1, 4.2, 4.3, 4.4**

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

6.8 **Unit 8: Adlerian Concepts and Love/Partnering. Introduction to Adlerian Work with Couples**
- Adlerian theoretical perspectives and practical approaches in the context of Contemporary Marriage
- Adlerian metaphors in working with couples
- Cooperation, encouragement, and the betterment of humankind as fundamentals of Adlerian work with couples and families
- Individual Psychology on work with diverse couples


Readings: Mosak and Maniacci, Pages 104-110
Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies 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.

### 6.9 Unit 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
- Familial and social discouragement as a symptom
- Neurosis and delinquency in familial and social context
- Place of social justice in psychotherapy

Other reading/viewing/listening per coursepage

Learning Outcomes – Competencies 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.

<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>Regular Postings (36 points) and Peer Responses (18 points)</td>
<td>Dates on Moodle Page</td>
<td>Total of 54 in 9 Units</td>
<td>Per Course Outline Above</td>
</tr>
<tr>
<td>Quiz</td>
<td>End of Week 2</td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>Conversing with Adler</td>
<td>End of Week 5</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Special Project Time (SPT)</td>
<td>End of Week 6</td>
<td>15</td>
<td>All</td>
</tr>
<tr>
<td>Final Paper</td>
<td>End of Week 7</td>
<td>15</td>
<td>All</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
7.2 Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. **You can earn a maximum of 36 points in this required activity.**

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important “netiquette” rules often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<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>

7.3 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.

7.4 Free Weekly Discussions (Ungraded)

Free discussions will take place continuously during the Weeks 1-4.

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 cases, 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

7.5 Conversing with Adler – 6 points
During Week 5, you will have an opportunity to converse with Adler. In this exercise, pretend you are having coffee with Alfred Adler. What would you want to discuss with him? The discussion will be course-related and intriguing to you. What part of Adlerian psychology remains opaque to you? What parts do you wish to challenge? Adler was a big believer in the Socratic Method. He loved a good debate, so take him on! For this exercise, tell me what you would discuss with Adler if given the opportunity, and why?

7.6 Quiz - 10 points

7.7 Special Project Time (SPT)
In your special project presentation, you will teach us!

In Mosak and Maniaci’s (1999) Primer of Adlerian Psychology, 12 Basic Adlerian Assumptions are discussed (pages 12-28). Choose your first, second, and third choice of a teaching topic. Email your choice to me by the end of Week 1. I will make every effort to honour one of your choices, and will assign the topics during the first part of the second week of the class. At the beginning of Week 6 (see date on Moodle), you will present your topic. Explain the precept to the class, Acting ‘as if’ you are the teacher and the class knows nothing about Adlerian psychology. Convince us why this basic tenet is so pivotal—to understanding Adler, sure, but also to understanding our clients and intervening successfully. You will determine the teaching delivery – PowerPoint presentation, live video, animation, audio, or any other means. 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, and a discussion about the use of this concept in therapeutic work with couples and families.

Your SPT will earn you a maximum of 15 points (13 points for the presentation, and 2 points for the peer responses).

Learning Outcomes – Competencies (knowledge, awareness, skills) met are 4.1 – 4.4 Assessment Methods - I will be looking at the effectiveness of your teaching style, the depth and the clarity of the discussion.

7.8 Final Course Assignment

Option A
Using Roger Ballou’s lifestyle assessment form (handed out during the second week) as a guide, carefully view the film Antwone Fisher. During or after watching the movie, fill out the lifestyle form in detail to the best of your ability. You may hand write your information (clear and legible) or type it. Either works well (again, as long as it’s legible!). This lifestyle assessment form for Antwone Fisher is due no later than 2 weeks after the last class meeting uploaded to the Dropbox on Moodle. A late paper will be docked 5 points.

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?

Option C
Historically, Adlerian Psychology is known for its focus on child guidance. Since inception, child guidance clinics became a hallmark of parenting training and de facto Adlerian research centers. The principles upon which Adlerian child guidance was built are alive and well, and continue to inspire therapists and parents alike. In a contemporary world - fighting different wars, seeing different family setups, blending racial and ethics differences while creating a host of other ones, e-connecting and e-disconnecting at a rate of millions clicks per second - are these classical child guidance principles still relevant?

Your paper will be at least 7 pages (double spaced) and will have at least five scholarly references.

Your paper will be due at midnight (Central Time) on Saturday of 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 4.1 – 4.4
Assessment Methods -

7.8 Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.0</td>
</tr>
<tr>
<td>R</td>
<td>Retake: Needs more time or instruction to master the requirements of the class</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>Quality of work or participation falls below minimum expectations, including:</td>
<td></td>
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<tr>
<td></td>
<td>• Not attending class.</td>
<td></td>
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<td>• Not properly notifying registrar of a withdrawal.</td>
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<td>• Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below).</td>
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<td></td>
<td>• Not resolving a grade of incomplete (I) within 45 days after the last class meeting (not the SPT assignment due date). An extension must be granted on or before the final class meeting. The incomplete turns to No Credit (NC) and the course must be repeated at full price.</td>
<td></td>
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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:

1. Faculty members monitor discussions and intervene when requested or deemed necessary.

2. NEVER post to the course room 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

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.
4. Students are encouraged to not overuse exclamation marks!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

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.

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.

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. 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.

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

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

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

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

11.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.

11.2 You are expected to attend all the course learning activities. In the AGS asynchronous online courses, you attend the class by complying with posting and other submission deadlines.

11.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning 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 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. Non-Discrimination 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
Charmaine McIntosh, Psy.D.
Faculty Member
Adler Graduate School
1550 East 78th Street
Richfield, MN 55423
Cell Phone: 416.258.8441
Office Email: charmaine.mcintosh@alfredadler.edu

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