

Fall 2009 PSYCHOLOGY 442 Dr. Ferguson AH 0401 T Th 2:00 -3:15pm
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Office hours: Tue. 3:30 – 4:30, Wed. 1:00 – 3:00 pm, and other times by appointment.

Textbooks from Textbook Rental:

Dreikurs, R. Fundamentals of Adlerian Psychology.
Dreikurs, R. Social Equality.
Ferguson, E.D. Adlerian Theory: An Introduction

Bookstore Required:

Dreikurs, R, Grunwald, B.B, & Pepper, F. Maintaining Sanity in the Classroom.

Select two of these four (student chooses two from the following):

- a. Dreikurs, R. The Challenge of Marriage.
- b. Dinkmeyer, D & Dreikurs, R. Encouraging Children to Learn¹.
- c. Ferguson, E.D. (Ed.), Equality and Social Interest.
- d. Grunwald, B.B., & McAbee, H. Guiding the Family.
- e. Dreikurs, R., Cassel, P., & Ferguson, E.D. Discipline Without Tears.¹ Revised Edition.

¹ Students may buy copies of these books directly from the instructor because extra copies have remained from books sold at the ICASSI international summer school.

Requirements

In addition to Required and Recommended books, a number of articles are posted on BlackBoard. In class you will be told when these articles need to be read. BlackBoard will also have Discussion items to be studied.

Students need to do all the assigned readings, once before the assigned time and then again afterwards. Student participation is important for active learning. Attendance is required. Exams and quizzes must be taken at times scheduled. Only in exceptional circumstances will make-ups be given. Papers must be handed in at times scheduled. If a student cannot take the exams or hand in the homework or term paper as scheduled, he/she must **speak to the instructor ahead of the scheduled time** and **make special arrangements for a makeup or late paper (conversation with instructor is necessary** – it is not sufficient to leave a message). Unexcused makeups and late paper without special permission are not possible and receive a failing grade.

The term paper requires APA format and use of **relevant publications**. References must be **published articles or books**. Internet sources cannot be used as substitutes for published articles or books.

In an emergency, a homework paper (not the term paper – it needs to be handed in directly) may be faxed, with a cover page clearly stating the instructor's name. **In no cases will a paper be accepted via email**. Videos and movies are an integral part of the course and are examinable content.

Two exams each count 35 points, Group Paper counts 12 points, 2 homework papers each count 10 points, 3 quizzes each count 10 points (one quiz is a "Pop Quiz", so students need to keep up with the readings!), Optimism paper counts 4 points, in-class participation counts 4 points, handing in Review Questions prior to each Exam counts half a point for each (a total of one point for Review Questions), attendance counts 5 points (absences over 4 times get zero attendance credit), and the term paper counts 54 points. Instructions for the Term Paper will be handed out during the semester. Maximum score is 200 points. **Grades** are as follows: A is 180-200, B is 160-179, C is 140-159, D is 130-139. Below 130 is Failing.

Objectives

The course provides an in-depth presentation of Adlerian theory and a selected set of methods. The emphasis is on real-life applications of the theory to every-day problems. Students need to keep up with reading assignments, which include theory and practical applications.

<u>Session</u>	<u>Date</u>	<u>Day</u>	<u>Topic</u>
1	Aug. 25	T	Key concepts of Adlerian Psychology. Read Ferguson (F) Chs 1 & 2, and Dreikurs, Grunwald, & Pepper Maintaining Sanity in The Classroom (MS in C) Chapters 1 & 2.
2.	27	R	Read Dreikurs Social Equality (RDSE) Chs 1 & 2, Discuss holism, goals, and Social Interest. Students need to have concepts clear: What they mean and why they are significant in Adlerian psychology.
3.	Sep. 1	T	<u>Discuss Group Paper to be done Sep. 8 & 10.</u> Read F. Chs. 3 & 4. Read Dreikurs Fundamentals (RDF) Chs. 1 & 5. The importance of Social Interest and private logic. What is meant by “inferiority feelings?”
4.	3	R	What is important about Democratic, Autocratic, & Laissez-Faire Processes? Read MS in C Chapters 8 & 9. Form into groups that will work together Sep. 8 th and 10 th to prepare group papers on Styles of Leadership, Family Constellation, and Family Dynamics. During Sep. 8 th and 10 th all students will read: F. Ch 5, RDF Ch 8, RDSE Chs. 5 & 6, MS in C Chs 3, 6 & 7. “Group paper” means the group writes the paper and all members get the same grade on the paper. The topics and groups will be: Autocratic leadership style in the home; Democratic leadership style in the home; Laissez Faire leadership style in the home; Family Constellation with 2 siblings ; Family Constellation with 3 or more siblings ; Family Dynamics : What it means and how it is different than Family Constellation. The group needs to provide references (books, videos, articles, internet) for content and direct observations from observing families the group members know. The papers should <u>define the concept</u> , <u>give descriptions from references</u> , <u>describe actual families that members have observed</u> , and <u>draw conclusions</u> . ONE PAPER IS HANDED IN PER GROUP, with all persons’ names on the front page.
5 & 6.	8 & 10	T & R	During Sep. 8 th and 10 th all students will read: F. Ch 5, RDF Ch 8, RDSE Chs. 5 & 6, MS in C Chs 3, 6 & 7. Groups can meet during class time or at other times to discuss the assigned topic and to write the paper together as a group.
7.	15	T	<u>Hand in Group Paper.</u> Continue discussion of Family Constellation and Family Dynamics. Groups present/read their papers to the class. Discuss Term Paper. Students start to think about Term Paper topic.
8.	17	R	1 st Quiz (10 pts) . “Spoiling the Child” Read RDF Chs 3 & 4, RDSE. Ch 8, MS in C Ch 10. Read RDF. Ch 6.
9.	22	T	Talk about HOMEWORK # 1 : Students find CASE MATERIAL from Recommended Readings and type a 2-3 pp paper (stapled, double spaced, font 12) that describes EXAMPLES in Recommended Readings. Quote the example , cite the book and pages , and describe clearly why the examples show (a) <u>how children learn inferiority feelings</u> and (b) <u>how they can be trained to have high Social Interest</u> . Cite examples from two different Recommended Reading books.
10.	24	R	“Four Mistaken Goals.” Read RDF. Ch 2, MS in C Chs 3-5. Video of RD Interview -- for providing examinable Case Material.
11.	29	T	Continue discussion about the Four Mistaken Goals.

12. Oct. 1 R How does a family train for Social Interest? For Inferiority Feelings? Students Hand in **HOMEWORK #1** and in class describe the material they reported in their homework paper.
13. 6 T Review: Subjective Bias, Social Interest, Inferiority Feelings, Family Dynamics, Horizontal vs. Vertical Strivings, Four Mistaken Goals. Students are to have started readings for the Term Paper. **Students bring in questions for the Review.**
14. Oct. 8 R **Mid-term Examination.**
15. 13 T Discuss Term Paper again and clarify important Concepts. Encouragement vs. Discouragement. Discuss **Homework #2**. Extrinsic vs. Intrinsic motivation and Encouragement vs. Praise and Reward. Compare Discouragement and punishment. Read F. Ch 7, RDF Ch 11, RDSE Ch 9, MS in C Ch 11.
16. 15 R Discussion on group processes and encouragement. Read RDSE Ch 11, RDF Ch 15, MS in C Ch 13-15.
17. 20 T **Hand in Homework Assignment #2.** Discuss Natural and Logical Consequences vs. Reward & Punishment. Read F.Ch 8, RDF, Chs 7 & 10, MS in C Ch 12.
18. 22 R Gender, & Male-Female roles. Marriage. The importance of beliefs and culture. RDSE Ch 10 & 12, RDF Ch 17.
19. 27 T Life Style and Neurosis. Read F.Chs 6 & 7, RDF, Chs 9, 12, & 13, MS in C Chs 16-19.
20. 29 R Psychopathology. Read RDF. Ch 14, MS in C Chs 20 & 24. Psychotherapy. Read RDF. Ch 16.
21. Nov. 3 T Optimism, Religion. Read RDSE. Ch 13, RDF. Ch 18.
22. 5 R **Students bring and read aloud** personal or News Report of case material to class on Optimism: Type (font 12, double space, staple) the story and why it illustrates optimism, and if it is from a News Report, cite the source or staple the news story onto the paper. Stories are read in class and papers are handed in for grading.
23. 10 T How does Psychopathology and Health relate to Social Interest?
24. 12 R **3rd Quiz.** How does Adlerian Psychology explain Psychopathology differently than do other psychological approaches?
25. 17 T Continue Psychopathology. How does Adlerian Psychology deal with conflicts and their resolution?
26. 19 R **Hand in Term Paper.** Students start presenting examples from papers in class.

THANKSGIVING BREAK – NO CLASSES

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| 27. | Dec. | 1 | T | Continue presentations in Class. |
| 28. | | 3 | R | Continue presentations in Class. |
| 29. | | 8 | T | Continue presentations in Class and Review for Final Exam. |
| 30. | | 10 | R | Review for Final Exam -- Emotions, Unconscious processes, Goals, Psychopathology, Counseling. Students bring in questions for Review. |

Final Exam: Monday December 14th at 12:00 – 1:40 pm. NOTE: this is NOT our regular class time.

Safety Issues

According to SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.

PSYCHOLOGY DEPARTMENT POLICY ON INCOMPLETE GRADES PASS-NO CREDIT OPTION, AND WITHDRAWAL.

It is a student's responsibility to officially withdraw from a course through the enrollment office by the dates set by the university if the student is not intending to complete the course. Students who do not withdraw but have not completed the course will receive an F. Only under special circumstances a faculty member may agree to give a student an INC grade in order to allow the student to complete the remaining work for the course not later than the end of the following semester. An INC is never automatic but must be approved by the instructor. If an instructor agrees to give a student an INC grade, the instructor and student will fill out a form (Memorandum of Incomplete Grade) indicating why an INC is being given. This form will be on file in the instructor's office and if the work is not completed by the specified time, the grade will be changed from INC to F.

For Policy on Plagiarism, see next page.

DEPARTMENT OF PSYCHOLOGY POLICY ON PLAGIARISM

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/POLICIES/li16.html>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/PSYCHOLOGY/plagiarism.htm>.

