

Spring 2012                      PSYCHOLOGY 442    Dr. Ferguson    AH 0302    M W 3:00-4:15 pm  
Office: Alumni Hall 0135. Phone 650-3973, and leave messages at 650-2202.  
Email: [efergus@siue.edu](mailto:efergus@siue.edu)    Fax 618-650-5087  
Office hours: Tue. 2:00 – 3:00 pm, Wed. 10:45 – 11:45 am, Thur. 1:00–2:00 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 five (student chooses two from the following):

- a. Dreikurs, R. (1998) The Challenge of Marriage.
- b. Dinkmeyer, D. & Dreikurs, R. (1998) Encouraging Children to Learn.
- c. Ferguson, E. D. (Ed.), (2010) Equality and Social Interest.
- d. Grunwald, B.B., & McAbee, H. (1999) Guiding the Family.
- e. Dreikurs, R., Cassel, P., & Ferguson, E.D. (2004) Discipline Without Tears. Revised Edition.

### Requirements

Students need to read the required books as well as a series of articles that are posted on BlackBoard. The articles are examinable material. All papers handed in must be typed on only one side of the paper, in black ink, size font 12 or 14, with correct spelling and grammar. In line with expectations for correct and professional writing, points are deducted for errors in spelling and grammar.

Students need to be in class on time and to remain in class for the whole period. If a student needs to leave early for unusual circumstances the student needs to tell the instructor prior to the start of class.

Students need to do all the assigned readings and should do so once before the assigned time and then again afterwards. Participation in class discussion 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 are an integral part of the course and are examinable content.

### Grading

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 3 times get zero attendance credit), and the term paper counts 54 points. Credit for attendance requires the student to be in class the whole period. 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

This course provides an in-depth presentation of Adlerian theory and a selected set of methods. Because Dreikurs was the leading Adlerian who brought about the contemporary revival and spread of Adlerian Psychology, books by him provide the main source of readings in this course. Emphasis in the course is on real-life applications of the theory to every-day problems. Although Adlerian psychology began as a clinical psychology field with the aim of treating 'mental illness,' the emphasis today is in the field of prevention, and that is the focus of the present course. Students need to keep up with assignments, which include theory and practical applications.

<u>Session</u>	<u>Date</u>	<u>Day</u>	<u>Topic</u>
1.	Jan. 9	M	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.	11	W	Read Dreikurs Social Equality (RDSE) Chs 1 & 2, Discuss holism, goals, and Social Interest. Students need to know what the concepts mean and why they are significant in Adlerian psychology. <u>Read Carson's 1996 article.</u>
	16	M	Dr. MARTIN LUTHER KING, Jr. Day – <u>no class</u>
3.	18	W	Read F. Chs. 3 & 4. Social Interest and Horizontal Striving. Read Dreikurs Fundamentals (RDF) Chs. 1 & 5. The importance of Social Interest and private logic. What is meant by "inferiority feelings?"
4.	23	M	What is important about Democratic, Autocratic, & Laissez-Faire Processes? Read MS in C Chapters 8 & 9. Form into groups that will work together to prepare group papers on Styles of Leadership related to Family Dynamics. "Group paper" means the group writes the paper and all members get the same grade on the paper. The topics and groups will be: <b>Autocratic leadership</b> style in the home; <b>Democratic leadership</b> style in the home; <b>Laissez Faire leadership</b> style in the home. The group needs to provide references (books and articles) for content, and direct observations need to be reported from observing families the group members know. The papers should <u>define the concept, give descriptions from references, describe actual families that members have observed, and draw conclusions.</u> ONE PAPER IS HANDED IN PER GROUP, with all persons' names on the front page.
5.	25	W	F. Ch 5, RDF Ch 8, RDSE Chs. 5 & 6, MS in C Chs 3, 6 & 7.
6.	30	M	Groups Discuss their work for 30 minutes. <b>Discuss Term Paper</b> and plan Term Paper topics. Compare Family Dyanamics vs. Family Constellation.

7.	Feb. 1	W	<u>Hand in Group Paper. Groups present/read their papers to the class.</u>
8.	6	M	1 <sup>st</sup> <b>Quiz (10 pts).</b> "Spoiling the Child" Read RDF Chs 3 & 4, RDSE. Ch 8, MS in C Ch 10. Read RDF. Ch 6.
9.	8	W	Talk about <b>HOMEWORK # 1:</b> Students find CASE MATERIAL from Recommended Readings and type a 2-3 pp paper (stapled, double spaced, clearly <b>why the how they</b> <u>how they</u> two different <b>examples show</b> (a) <u>how children learn inferiority feelings and (b) can be trained to have high Social Interest.</u> Cite examples from Recommended Reading books.
10.	13	M	"Four Mistaken Goals." Read RDF. Ch 2, MS in C Chs 3-5. <b>Video</b> of RD Interview -- for providing examinable Case Material.
11.	15	W	Continue discussion about the Four Mistaken Goals.
12.	20	M	How does a family train for Social Interest? For Inferiority Feelings? <u>Students Hand in <b>HOMEWORK #1</b></u> and in class describe the material they reported in their homework paper.
13.	22	W	Review: Subjective Bias, Social Interest, Inferiority Feelings, Dynamics, Horizontal vs. Vertical Strivings, Four Mistaken Goals. Students are to have started readings for the Term Paper. <b>Students bring in questions for the Review.</b>
14.	27	M	<b>Mid-term Examination.</b>
15.	29	W	<u>Discuss Term Paper</u> again and clarify important Concepts. Discouragement. <u>Discuss <b>Homework #2.</b></u> Extrinsic vs. Intrinsic and Encouragement vs. Praise and Reward. Compare punishment. Read F. Ch 7, RDF Ch 11, RDSE Ch 9, MS in C Ch 11.
	March 7 & 9		SPRING BREAK – NO CLASSES
16.	12	M	Discussion on group processes, encouragement, and Positive Psychology. Read Ferguson article on <b>Positive Psychology</b> (on BB). Read RDSE Ch

			11, RDF Ch 15, MS in C Ch 13-15.
17.	14	W	<b>Hand in Homework Assignment #2.</b> Discuss Natural and Consequences vs. Reward & Punishment. Read F.Ch 8, RDF, MS in C Ch 12.
Logical Chs 7 & 10,			
18.	19	M	Gender, & Male-Female roles. Marriage. The importance of beliefs and culture. RDSE Ch 10 & 12, RDF Ch 17.
19.	21	W	Life Style and Neurosis. Read F.Chs 6 & 7, RDF, Chs 9, 12, & 13, MS in C Chs 16-19.
MS in C			
20.	26	M	Psychopathology. Read RDF. Ch 14, MS in C Chs 20 & 24. Read RDF. Ch 16.
Psychotherapy.			
21.	28	W	Optimism, Religion. Read RDSE. Ch 13, RDF. Ch 18. <u>Read K.Clark article.</u>
<u>K.Clark article.</u>			
22.	Apr. 2	M	<b>Students bring and read aloud</b> personal or News Report of case 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. Review Clark's paper
material to story and why source or and papers			
23.	4	W	How does Psychopathology and Health relate to Social Interest?
24.	9	M	<b>3<sup>rd</sup> Quiz.</b> How does Adlerian Psychology explain Psychopathology differently than do other psychological approaches?
25.	11	W	<b>Hand in Term Paper.</b> Start presenting examples from papers in class.
26.	16	M	Continue presentations in Class.
27.	18	W	Continue presentations in Class.
28.	23	M	Discuss Psychopathology and Health: Compare IP to other approaches.
29.	25	W	Review for Final Exam -- Emotions, Unconscious processes, Goals, Psychopathology, Counseling. <b>Students bring in questions for Review.</b>
Goals, <b>for Review.</b>			

**Final Exam: 10:00 – 11:40 am on Tuesday May 1<sup>st</sup>. NOTE: this is NOT our regular class Day or 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.

#### **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.siue.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.siue.edu/PSYCHOLOGY/plagiarism.htm>.

#### **PSYCHOLOGY DEPARTMENT POLICY ON COURSE EVALUATIONS**

The Psychology Department's Policy on Course Evaluations states that students will not be eligible to complete the final exam in their courses unless they first complete a course evaluation. The procedure for completing the confidential, anonymous and brief course evaluation online will be described toward the end of the semester. The evaluation allows students to print a proof-of-completion page (after responses are electronically submitted) that students need to present to their professor before the final exam.