

Adler Graduate School  
1550 E. 78<sup>th</sup> St.  
Richfield, MN 55423

Course Syllabus

AGS Course 510  
Basic Clinical Skills

1. Course Designation

- 1.1 Adler Graduate School
- 1.2 Course 510
- 1.3 Basic Clinical Skills
- 1.4 Three Credits

2. Course Description

This course will require students to integrate diagnostics and treatment planning, intervention, case management and development of a therapeutic thought process. Students will demonstrate relationship development skills for all stages of therapy. In this course, students will be required to apply these skills to their work with children and adults in a variety of modalities including individual, couples and family therapy.

3. Texts, Materials and Resources:

Carlson, J., Watts, R., and Maniaci, M. (2006). *Adlerian Therapy: Theory and Practice*. Washington, DC: American Psychological Association

Brock, G. & Barnard, C. (2009). *Procedures in Marriage & Family Therapy*. 4<sup>th</sup> Edition. Boston: Pearson/Allyn & Bacon (this text also used in Couples and Family Counseling course)

Watts, R. and Carlson, J. (1999 ). *Interventions and Strategies in Counseling and Psychotherapy*. Philadelphia: Accelerated Development, a Division of Taylor and Francis (also used in Internship courses)

4. Competencies and Learning Outcomes:

4.1 Students will learn to write a treatment plan reflecting the diagnostic process and goal identification and conditions of termination with the client. 5b,9c, 10f, 10d

4.2 Students will be able to map a pattern of interventions based on the goals and treatment plan and stages of Adlerian Psychotherapy. 9c,10d, 10g

- 4.3 Students will choose and demonstrate interventions and assess their effectiveness within the therapeutic process. 5b,10f, 10g
- 4.4 Given a specific model of change within a consultative case management setting, the student will be able to state the current stage of therapy and progress.
- 4.5 Recognition of the therapist's ongoing thought process as it relates to:5a, 5b
- feedback loop of intervention and assessment
  - transference/counter-transference
  - utilization of in-the-moment as well as global case awareness
  - flexibility in use of interventions
  - flexibility of direction and indirection
- 4.6 Students will learn to choose and adapt interventions to fit clients' cultural and social contexts.2c, 5a, 5b, 10g

## 5. Course Outline:

### 5.1 Unit 1:

Reading due: Adlerian Therapy pages 65-81  
Interventions and Strategies pages 59-78

Overview of therapy processes and procedures  
Introduction of Change Model  
Introduction of case study role-plays used **throughout the course**

### 5.2 Unit 2:

Reading due: Adlerian Therapy pages 83-128  
Marriage & Family Therapy pages 18-55  
Typical Day Manual

Assessment and Diagnosis of individual and family clients (utilizing Adlerian assessment, systems theory and multi-axial diagnostic skills)  
Treatment planning for individual and family clients  
First role plays with individual and family cases introduced in unit one, and which will be used throughout units 3-9

### 5.3-5.8 Units 3-8:

Reading due for 5.3: Marriage and Family Therapy pages 4-17 & 56-66  
Reading due for 5.4 Adlerian Therapy pages 129-174

Reading due for 5.5 Marriage and Family Therapy pages 72-76, 81-91, 94-95

Interventions and Strategies pages 78-98

Adlerian Therapy pages 175-204

Reading due for 5.6 Interventions and Strategies pages 98-159

Reading due for 5.7 Marriage and Family Therapy pages 168-190

Reading due for 5.8 Adlerian Therapy pages 251-269

Continuing use of role playing the cases, utilizing various interventions, case management and re-assessment based on the treatment plan for individual and family cases

Discussions regarding the role plays and videos

Journaling

#### 5.9 Unit 9:

Reading due for 5.9 Marriage and Family Therapy pages 98-102

Interventions and Strategies pages 126-132

Reorientation and Termination of therapy with individual and family cases

### 6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

### 7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-55798-791-2).

### 8. Assessment/Evaluation Procedures

8.1 On-going journal of treatment planning and documentation of role-play demonstrations commenting on observations of interventions, case management, clinical thinking and planning. 5 points

8.2 Write a treatment plan including diagnostics and mutually agreed-upon therapeutic goals.

1. Write an assessment of Tom & Carol (or alternative as provided) and a treatment plan.
2. Write the interventions you plan to use in working with these clients and in what order, to bring about change. 25 points

8.3 Write a paper on the four stages of Adlerian Therapy and reflect on learning and confidence and competence in the use of skills. Topic headings will be each of the four stages of Adlerian counseling. For each stage please explain the stage and reflect on what skills you have learned and your confidence and competence regarding the use of these skills. Answer the following questions:

- What new skills or techniques have you learned from your reading, the class and your handouts:
- Comment on whether you feel confident and have the competency to use the skills and techniques for each skill or technique mentioned.
- Address what you will need to do to build confidence and be competent to use the skill or technique
- Suggest what instructors in your supervision classes can do to help you develop your competency and your confidence. Be specific. 30 points

8.4 Special Project Time: 30 hours

Special Project Time is a self contained 30 hour project to integrate learning. Students will be required to read or observe counseling techniques and complete written assignments.

Write a paper that includes the following components:

1. An annotated bibliography of the five articles/chapters (see attached directions for preparing an annotated bibliography)
2. A discussion of your personal learning and understanding of these specific techniques with specific examples of how you expect to use them. Your discussion should also include reference to prior experience with these techniques, either with clients or in role plays, and how your research affirmed or changed your ideas and understanding. (3-5 pages). Use APA format.
3. Log 15 hours of time spent learning therapeutic techniques by watching videos, watching Super Nanny(or other program with prior approval), interviewing therapists or reading books or articles.

4. Write up bullet points of all the techniques learned and complete a reference page listing all sources. 40 points

Papers are due two weeks following the final class. Late papers will not receive an A. For students who do not turn in assignments within 45 days of the date due, the grade of R will be recorded for the course.

#### Grading

A	90-100 points
B	80-89 points
C	70-79 points

### 9. Attendance Policy

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 either e-mail or phone.

### 10. 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 disclosure/intimacy that is appropriate for them.

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.

### 11. 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.

## 12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- 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.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

## 13. 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.

## 14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should 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 the student. 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.

## 15. Instructor Contact Information

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