

Adler Graduate School

Richfield, Minnesota

AGS Course 537

Advanced Approaches to Counseling and Psychotherapy Skills

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 537
- 1.3 Advanced Approaches to Counseling and Psychotherapy Skills
- 1.4 Three (3) credits
- 1.5 Prerequisites: **basic counseling skills coursework or related experience**

2. Course Description

This course will advance students through a process of Adlerian basic skills review, middle level of skill development, and move to an advanced understanding of more mature clinical skill awareness and use. The students will become familiar with their own level of capability of practice via self-reflexive and empirical review of their current capability, knowledge, and comfort with a wide array of techniques and applications related to diagnosis assessment, treatment planning, context flexibility, case management, and prognosis know.

Multiple contexts and multiple modalities of care will be reviewed as they pertain to medical, religious, social service, non-profit, private practice, clinical and school related settings. Also, individual, dyadic, familial, groups and organizational approaches will be examined.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:

Carlson, J. & Slavik, S. (Eds.). (1997). *Techniques in Adlerian Psychotherapy*. Bristol, PA: Accelerated Development, A Division of Taylor and, Francis Group.

Karasu, Toksoz B., & Leopold Bellak (Eds.). (1994). *Specialized Techniques for Specific Clinical Problems in Psychotherapy*. Northvale, New Jersey: Jason Aronson Inc.

Davidson, Adele K. Editor. (1991). *The Collected Works of Lydia Sieher: An Adlerian Perspective*. Ft. Bragg, California, QED Press

3.2 Optional text (recommended):

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

Watts, R. and Carlson, J. (1999). *Interventions and strategies in Counseling and Psychotherapy*.

Philadelphia. Accelerated Development, a Division of Taylor and Francis.

4. Competencies and Learning Outcomes

In this course:

- 4.1 Students will have read and reviewed key concepts and techniques applicable to multiple levels of skill development (standards are met 5b)
- 4.2 Students will have deepened their knowledge of and increased their internalization of these concepts, ideas and therapeutic processes related to more advanced practice, knowledge, skill, and application (standards are met 5a, 5b, 5c).
- 4.3 Each learner will have opportunities to role-play and dialogue with fellow learners individually and collectively during the class formally and informally.
- 4.4 There will be opportunities for each learner to demonstrate a simulation of key therapeutic techniques
- 4.5 Context application dynamics will be studied, observed and integrated into the learners' awareness. (standards met are 5a)
- 4.6 The learners will do a project where by a reflective self-appraisal will be developed and demonstrated the learners' "self awareness" of current capabilities (standards are met 5a).

5. Course Outline

Unit 1

Introduction and General Techniques

Reading: Carlson, pp 1-25.
Karasu (Introduction, Chapters 1 and 2)

Units 2&3

Advanced Individual Adult Counseling and Therapy Techniques

Early Recollection Analysis
Questioning and confrontational techniques
Use of stories, fables, aphorisms
Acting "As if"
Humor
Substance abuse

Reading: Carlson, pp 35 - 78.
Select one reading in Part A, B, C, D, E, G, H.

Unit 4**Advanced Child Counseling**

Reading Carlson, pp. 273 - 346

Unit 5**Advanced Couple and Family Counseling and Therapy Techniques**

Reading: Select four readings between pp. 347 - 466.

Units 6 & 7**Special cases in advanced psychotherapy**

Brief and emergency psychotherapy
 Psychotherapy with patients diagnosed with BPD
 Brief psychotherapy of stress response syndromes
 Psychotherapy in sexual dysfunctions
 Psychotherapy with violent patients
 Psychotherapy with dying patients
 Psychotherapy with suicidal patients
 Racial issues in psychotherapy
 Psychotherapy with the elderly

Reading: Karasu – select four topics on pp. 45 - 235.
 Karasu - Select four topics between pages 236 - 399.

Units 8 & 9**Advanced psychotherapeutic modalities**

Group therapy combined with individual psychotherapy
 Family and marital therapy combined with individual psychotherapy
 Behavioral techniques in conjunction with individual psychotherapy
 Hypnotherapy combined with psychotherapy

Reading Karasu - select two topics between pp. 400- 479.

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* (6th edition), 2009, American Psychological Association).

8. Assessment/Evaluation Procedures

8.1 Active attendance and participation in class and class activities

8.2 Collaboration in offering a class demonstration of techniques

8.3 Providing an in-depth review/self-appraisal of one's level of capability

8.4 Read and review assigned material

8.5 Prepare and present a class demonstration with a fellow learner.

8.6 Write a 20 plus page self-appraisal paper on your current level of skill development.

8.7. Grading Scale (based on cumulative summation of key projects):

(A) 90 -100%

(B) 80-89%

(C) 70-79%

Read and preview materials (15%) Instructor's evaluation

Class participation (15%)

SPT Class presentation (30%); actual presentation time does not count toward the SPT time requirements

Final paper (40%)

8.7 Methods used for learning engagement:

- Role plays
- Mini lectures

- Video demonstrations
- Group dialogue (inner/outer circles)
- Writing activities

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

Herbert Laube, PhD, LMFT
 Adler Graduate School
 1550 East 78th Street
 Richfield, MN 55423
 Phone: 612-861-7554