

Course 597—Advanced Internship

Course Syllabus

1. Course Designation:

1.1 Course Numbers 597-1, 597-2, and 597-3

Prerequisite: 594 Intermediate Internship

1.2 Advanced Internship

1.3 Current internship placement required

1.4 This course will yield 1.0 credit per section.

1.5 Each section is comprised of a total of 15 seated hours in class: 7.5 hours during a week-end day, and two subsequent evening classes, 3.75 hours each. (In some sections, the course will be offered over four class periods of 3.75 hours each.)

2. Course Description:

This course offers students the opportunity to learn about typical problems brought to a therapist and Adlerian techniques that can be used in addressing those problems. Students continue to deepen their experience of providing therapy, building on their experience in previous internship courses. They first present their written case to the class and provide enough copies so that each student has a copy, as does the instructor. The instructor and other students provide feedback and suggestions prescribing how to further assist the client. Students then follow through with prescriptions given in class and present a verbal progress report during the next class period.

Students perform all of their duties in a professional manner. To that end, case notes and other documentation will be done in a timely manner and written in a clear, concise, and objective way.

All other paperwork (logs, supervisor evaluations, final papers) must be turned in to the instructor two weeks following the end of the term.

This is very important because being a professional therapist entails the provision of appropriate helpful therapy, and entails verbal and written evidence-based communication with other professionals, insurance agencies, governmental bodies, hospitals, and the court system, as well as the documentation of case notes. Since clients also have access to their charts,

documentation must be written in an objective manner, based upon observable data, and respectful to the clients.

In this course, students write a formal case history and make at least one case presentation to the group during each class. Students use the case history form or model used by the agency or internship site. If the site has no such format, use the AGS model case history form (attached). Additional material regarding Lifestyle will also be required in the case history: birth order, ER's for adults, some form of genogram, and, for children, a mistaken goal of behavior. Case presentations will be made on current clients being seen at the internship site. A client is defined by an individual, a couple, or a family. An individual client may also be a member of group therapy.

It is extremely important that the content of the case be written in such a way as to protect the identity and the confidentiality of the client. Use a pseudonym and generic descriptors of any content that may betray confidentiality. Furthermore, all case histories must be gathered at the end of the presentation and kept in a secure place until the end of the course. At that time, confidential materials will be destroyed .

Different clients must be presented for each of the three 597 courses (i.e. no repeats). Students must put their name at the top of the case history.

Bring 10 copies of the case history to the first class session.

3. Required Reading:

Ansbacher, H., & Ansbacher, R. (1956). *The Individual Psychology of Alfred Adler*. New York: HarperPerennial. (pages 326-349, Understanding and Treating the Patient.

Other readings as assigned by the instructor.

4. Learning Outcomes:

4.1 Students learn about counselor and consultant characteristics and behavior that influence helping processes, including age, gender and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientation, and skills. (5.a)

4.2 Students learn an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate boundaries. (5.b)

- 4.3 Students learn counseling theories that provide the student with consistent models to conceptualize the client presentation and select appropriate counseling interventions. Student experiences include an examination of the historical development of counseling theories, an exploration of affective behavioral and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current research and in the field so that they can begin to develop a personal model of counseling. (5.c)
 - 4.4 Students learn etiology and criteria providing for multiple mental disorders with a review of clinical approaches and a review of the DSM—IV to provide accurate application of knowledge to treatment. (5.d)
 - 4.5 Students learn a systems perspective that provides an understanding of family and other systems theories and other major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (5.e)
 - 4.6 Students learn a general framework for understanding and practicing. Student experiences include an examination of the historical development of ofd consultation, an exploration of the stages of consultation and the major models of consultation and an opportunity to apply the theoretical material to case presentations. Students begin to develop a personal model of consultation. (5.f)
 - 4.7 Students learn an integration of technological strategies and applications within the counseling and consultation process. (5.g)
 - 4.8 Students learn the ethical and legal considerations of counseling and consultation. (5.h)
5. Assessment of Learning Outcomes:
- Students present cases from an Adlerian perspective and demonstrate Adlerian techniques. Students write a brief paper integrating what was learned from textual reading and class participation, and are able to demonstrate in the paper how this integration was achieved. They will also submit signed logs of client contact hours during the current term. Students also submit signed supervisor evaluation forms. All written materials must be stapled together and turned to the instructor two weeks following the end of the current term.
- Students must keep their own copies of logs and evaluations, as well.
6. Course Content:
- Presentation of case histories
 - Brief lecture about specific techniques and process of treatment
 - Feedback from fellow students
 - Role playing the presenting case and appropriate techniques
 - Focus on Lifestyle assessment to conceptualize psychotherapeutic interventions