Adler Graduate School  
AGS Course 510 - Hybrid Online/Face-to-Face  
Basic Counseling Skills

1. Course Designation and Identifier  
   1.1 Adler Graduate School  
   1.2 Course number -510 Hybrid  
   1.3 Basic Counseling Skills  
   1.4 Three (3) credits  
   1.5 Prerequisite: 511

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 (required and optional)  
   3.1 Required texts:  
      Binder of Materials provided on campus

4. Competencies and Learning Outcomes  
   Students in this course learn:
   
   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
   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
   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:
- feedback loop of intervention and assessment 5a
- 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.

5. AGS Hybrid Course Overview
In addition to the 23.5 hours of class time spelled out in this syllabus, students will carry 2 units worth of OL activities both before and after on-campus sessions. See schedule for details.

Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

During the course, your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time--relying within 48 hours. During the class, your instructor will post specific office hours on your class webpage. You are encouraged to use Moodle e-mailing option for communicating with your instructors and course mates outside of live sessions. For course-related questions, please use Q&A forum on your course page.

Please stay current in the class. In units One and Nine, you will be expected to complete reading assignments, submit one substantive posting and two peer responses per unit (in response to the questions and/or tasks by your instructor), and-- in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each on-line class.

6. System Requirements for Adlermoodle Learning Platform
6.1 The system requirements for the Moodle user are modest. All you really need is a solid, reliable internet connection and a modern web browser. It may help to have a 200+Mhz processor on your computer if you are running Windows or MacOS.

6.2 Moodle will work in any modern web browser. However, it works best in the following:
- Internet Explorer (v5.5 or later)
- Firefox (all versions)
- Netscape (v7 or later)

6.3 Others that MAY be less effective:
- Opera
- Safari
6.4 Your browser should also have both cookies and javascript enabled. These are typically enabled by default, but if you think these settings might need enabling, check the documentation for your particular browser for how to do these. Some examples are provided in the “Systems Requirements” tab on the login page of adlermoodle.com.
6.5 You should also enable pop-ups for your Moodle site. Consult “Help” for your particular browser on how to enable pop-ups.

What else may I need?

6.6 Many courses have Office documents that you will need to access. If you do not have Microsoft Office, you can download Open Office which allows you to view and edit MS Office files, and is available free for Windows and for non-Windows computers.
6.7 Some courses may have documents in Adobe Acrobat format (.pdf) so you may need a PDF reader. You can download Adobe Reader for free.
6.8 Some courses may have multimedia animations created using Adobe Flash that require you to have the Flash Plugin installed on your computer. You probably have it already if you have a modern computer.

7. Course Outline

7.1 Unit 1:
Reading due:
Adlerian Therapy Chapters 1, 2, 3 and 4
Interventions and Strategies Chapters 1 & 3
Items posted regarding Change Processes

Topics:
Overview of therapy processes and procedures
Introduction of Change Model

ASSIGNMENT: Participation in online discussion. Initial posting deadline is Wednesday, April 10, 11:59 pm. Peer discussions continue through Tuesday, April 15, 11:59 pm.

7.2 Unit 2:
Reading due: Adlerian Therapy pages 83-128
Marriage & Family Therapy pages 18-55

Topics/Activities:
Introduction of case study role-plays
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

7.3-7.8 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

Topics/Activities:
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

7.9 Unit 9:
Reading due for 5.9 Marriage and Family Therapy pages 98-102
Interventions and Strategies pages 126-132

Topics:
Reorientation and Termination of therapy with individual and family cases

ASSIGNMENT: Participation in online discussion. Initial posting deadline Tuesday, May 6, 11:59 pm;
Peer discussions deadline Thursday, May 16, 11:59 pm

8. Assessment/Evaluation Procedures
(Detailed descriptions of these assignments are available on Moodle)

8.1 Two OL units -12% of grade (12 points; see grading rubric for details)
8.2 Special Project Time (SPT) -15% of grade (15 points, see assignment description for details – Due May 30)
8.3 Class Participation -42% (42 points as follows)
    Five half-day sessions (04/19 and 04/22-04/25)
    One full-day session (04/20)
8.4 Treatment Plan paper -15% (15 points, see assignment description for details
    Due June 13
8.5 Four Stages of Adlerian Therapy Paper - 16% (16 points, see assignment description for details, Due June 13)
8.6 Grading:
    A 90% + and 1 or fewer late assignments
B 80% + and/or 2 late assignments
C 70% +
R <69% and/or 3 late assignments

8.7 Upload assignments to the appropriate area of AGS 510 Moodle course page.
8.8 OL Portion -Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after
The deadline will not be graded. You can earn a maximum of 8 points in
this required activity.

**Points Interpretation Grading Criteria**

4 Excellent Comments a) are accurate and relevant; b) demonstrate
original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and
punctuation errors and no violation of “netiquette”. Four
point comments contribute substantially to the course
discussions and stimulate additional thought and further
discussions about the topic discussed in the particular unit.

3 Above Average Comments lack at least one of the above qualities, but are
above average overall, with regard to their content, and
make a good contribution to our understanding of the issue
being discussed.

2 Average Comments lack two or three of the required qualities.
Comments which are based upon personal opinion but not
supported by scholarly research or personal experience and/
or comments violating important netiquette rules often fall
within this category.

1 Minimal Comments present little or no new information, lack
three or more of the above qualities. However, one point comments
may provide important social presence and contribute to a
collegial atmosphere.

0 Unacceptable The comment lacks all four qualities or in violation of AGS
academic integrity policy

8.9 Peer Responses
Peer responses can earn up 1 point per each peer response, with a total
of 2 points per unit (maximum of 4 its each for units 1 & 9).
Peer responses are graded on accuracy,
relevance, presence of scholarly support, and delivery (including
compliance with major grammar and punctuation rules and netiquette).
Peer responses posted after deadline will be not be graded.

9. On-Line Discussions or Activities
On-line classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing on-line discussions:

9.1 Faculty members monitor discussions and intervene when requested or deemed necessary.
9.2 NEVER post to the course room content:
   - That is known to be illegal,
   - That is potentially harassing, threatening, or embarrassing,
   - That might be offensive and might be received as disrespectful in any way.
   - That is vulgar or sexually explicit
9.3 The tone of the exchange is one of respect for individual differences.
   If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.
9.4 Students are encouraged to not overuse exclamation marks!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.
9.5 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.
9.6 During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.
9.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.
9.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.
9.9 Any off-list communication between student and faculty will be conducted
through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.

10. Special Project Time (SPT)
Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete. 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 may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

11. Writing Guidelines including APA Format
11.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, 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. ISBN 1-4338-0561-8).

11.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

11.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

11.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academic peer-reviewed source. Rather, it is an “anybody reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.

12. Attendance and Participation Policy
12.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.

12.2 You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.

12.3 In most of the courses, you will have two deadlines per week during the five
weeks of coursework. For each week, and in conjunction with on-line instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle on Monday mornings. You will have until until a specific deadline (11:59 PM CST) for the second question to submit your original response.

12.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

12.5 You will then have another deadline (all posted on Moodle) to respond to at least two of your classmates’ postings for each question (four responses per week). These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their stated positions, integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

12.6 You can post your peer responses at any time but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.

12.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Not complying with posting deadlines or not posting at all will be counted as a missed class.

13. 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.

14. 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.

15. 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.

16. Learning Accommodations (including students with disabilities)
If a student in this course has a documented learning disability, 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 you. 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.

17. Instructor Contact Information
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