Course Syllabus

510 Basic Clinical Skills
Spring 2015

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. Students will learn specific techniques to be used with individuals, families and couples. 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 through role-playing experiences.

3. Texts, Materials and Resources:


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
   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. Course Outline:

5.1 Unit 1:

Reading due by first class: Adlerian Therapy pages 65-81
Interventions and Strategies pages 59-78
Binder pages for Unit #1.

Overview of therapy processes and procedures
Four stages of Adlerian Psychotherapy
Introduction of Change Model
Introduction of case study role-plays used throughout the course

5.2 Unit 2:

Reading due for unit 2: Adlerian Therapy pages 83-128
Marriage & Family Therapy pages 18-55
Binder pages for unit #2

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
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 for unit 3: Marriage and Family Therapy pages 4-17 & 56-66

Reading due for unit 4: Adlerian Therapy pages 129-174
Socratic Questioning in Binder Unit #4
**Reading for unit 5:** Marriage and Family Therapy pages 72-76, 81-91, 94-95  
Interventions and Strategies pages 78-98  
Adlerian Therapy pages 175-204  
Binder pages in unit #5 including Typical Day

**Reading due for unit 6:** Interventions and Strategies pages 98-159  
Binder pages for unit #6

**Reading due for unit 7:** Marriage and Family Therapy pages 168-190  
Binder pages for unit #7.

**Reading due for unit 8:** Adlerian Therapy pages 251-269  
Binder pages for unit #8.

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 unit 9: Marriage and Family Therapy pages 98-102  
Interventions and Strategies pages 126-132  
Binder pages for unit #9.

Reorientation and Termination of therapy with individual and family cases

6.1 **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**


8. **Assessment/Evaluation Procedures**

8.1 On-going in class journal of treatment planning, documentation of role-play demonstrations commenting on observations of interventions, case management, clinical thinking and planning and/or a summary of reading assignment. 5 points

8.2 Write a treatment plan including problems and mutually agreed-upon therapeutic goals. This paper is due the third week of the course.
   1. Write an assessment of Tom & Carol’s problems and a treatment plan.
   2. Write the interventions to be used to achieve the goals in working with these clients in short term and long term, to bring about change. Due the third week of class. Treatment plans not done correctly will have to be revised and points will be deducted for having to revise the plan. 30 Points

8.3 Write a paper on the four stages of Adlerian Therapy and interventions or techniques to achieve them and reflect on learning and confidence and competence in the use of skills. Topic headings will be each of the four stages of Adlerian therapy. It must be in **APA format with references**. For each stage:
   - Correctly name and explain the stage.
   - Name and describe three interventions/techniques and how they are used that you would use as a therapist. These can be from what has been learned from the reading (reference reading), the class, other class assignments and the handouts (techniques learned in previous courses are not allowed). They must be newly learned techniques
   - Comment on whether you feel confident and have the competency to use the skills and techniques for each skill or technique mentioned and what you will need to do to build confidence and be competent to use the skill or technique if needed.
   Due two weeks after the final class. 30 Points

8.4 **Special Project Time: 30 hours**

Write a paper that includes the following components:

1. An annotated bibliography of the five Adlerian journal articles about specific new techniques that can be used in counseling/psychotherapy (see attached directions for preparing an annotated bibliography).
2. A discussion that includes a description of the intervention/technique with specific examples of how you expect to use them. (3-5 pages). Use APA format. Annotative bibliography and discussions are due the second and fourth weeks of class (8th session). 20 Points

3. Log 15 hours of time spent learning therapeutic interventions/techniques for individuals, couples, children, families &/or groups by watching videos, watching Super Nanny (no more than three), interviewing therapists or reading books or articles. At least five must be from Adlerian sources. The assignment is due the fifth week of class.

4. Complete log pages listing all sources and write up bullet points of all the interventions/techniques learned. Logs are due at the final class. 15 Points

If for any reason the final assignment can’t be turned in, a request for an extension must be submitted on the last day of class. If the final paper is not turned in and no extension is requested, a grade of NC (No credit) will be submitted. Late papers will not receive an A. For students who have an incomplete but do not turn in assignments on the date promised, the grade of NC will be recorded for the course and the course must be taken over.

9. Grading

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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Points for assignments and assignment instructions will be handed out on the day the assignment is given. Late papers will not receive an A. Students must contact the instructor if an extension is needed. Work extensions not completed by the date stated on the extension will receive NC (no credit) and the course must be repeated.

If help is needed regarding an assignment, the instructor is in the classroom at least 15 minutes before the class begins and can also answer questions at the end of the class.

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. Students can not miss more than two sections (a Saturday is two sections) to pass the course. As developing
professionals it is important that students develop the habit of being at class on time. If late the student is still responsible for instructions or content.

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**

Susan Pye Brokaw, MA, LMFT  
Core Faculty Member  
Adler Graduate School  
Phone: 952-474-3558 or 952-933-9926  
E-Mail: sue.brokaw@alfredadler.edu