Adler Graduate School  
1550 East 78th Street  
Richfield MN 55423  

Course Syllabus  

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  

Instructors:  
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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.  

3. Texts  


4. Competencies and Learning Outcomes:  

4.1 Students will learn to write a treatment plan reflecting the diagnostic process and goal identification with the client.  
4.2 Students will be able to map a pattern of interventions based on the goals and treatment plan.  
4.3 They will choose and demonstrate interventions and access their effectiveness within the therapeutic process.  
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
  • transference/counter-transference
  • utilization of in-the-moment as well as global case awareness
  • flexibility in use of interventions
  • flexibility of direction and indirection

5. Course Outline

5.1 Unit I

Objectives:
  • Introductions and Pre-Test
  • Preview Syllabus, Special Projects, Grading and Assignments
  • Form Role Play Teams and select Case Study
  • Preview Basic Adlerian Concepts
  • Demonstrate Adler as System and Process

Reading:
  • Binder P. 11-14 on Case Studies
  • For Class #2
    o Adlerian Therapy (AT) P. 21-63
    o Interventions and Strategies in Counseling a Psychotherapy
      (ISCP) P. 1-15 & P. 31-43

5.2 Unit II

Objectives:
  • Discuss Assessment/Intervention Cycle
  • Demonstrate Intake Process
  • Process the Demonstration
  • Teams Construct Intake Process for Role Play
  • Outline and Dialogue on Socratic Method

Reading:
  • PPC Intake Process
  • Binder P. 23-26
  • For Class #3
    o ISCP P. 193-206 & P. 59-71
    o Procedures in Marriage & Family Therapy (MFT) P. 18-57

Assigned: First Special Project (SP#1)
See Section 6.1
5.3 Unit III

Objectives:
- Hand in SP#1
- Demonstrate Couple Intake
- Teams Continue Work on Intake
- Role Play Sessions Start (35-40 minute duration)
- End with Consultation Group
- Intro Keirsey Instrument

Reading:
- Binder P. 15: 4 Stages of Adlerian Therapy
- Binder P. 15-38
- MFT P. 67-97
- AT P. 129-150

5.4 Unit IV

Objectives:
- Review and Questions (Feedback on SP#1)
- Process Keirsey – their tendencies as a therapist – plus – use in therapy
- Demonstrate Other Assessment Instruments
  - Emotional Intelligence
  - Marital Status
- Role Play continues
- Review Triage and Demonstrate Using Role Play Case Study Info
- Caution On: Annotated Paper and Treatment Plan

Reading:
- ISCP P. 87-99 & P. 59-85
- AT P. 251-270

Assigned:
- Second SP (SP #2) see Section 6.1
5.5 Unit V

Objectives:
- Review and Feedback on SP#2
- Discussion and Demonstration on Intervention Related to Role Play and SP #1 & #2
- Role Play continues
- Raise Questions on Triage and Pattern of Intervention
- Consultation Group (optional)
- Caution on: Annotated Paper & Treatment Plan

Reading:
- Binder P. 39-60
- AT P. 151-204
- MFT P. 123-130

Assigned: Third SP (SP#3) see Section 6.1

5.6 Unit VI

Objectives:
- Review and Feedback on SP#3
- Largely Role Play
- Large Group Processing and Demonstration Based on Progress in:
  - Triage
  - Strategy
  - Interventions being used
- Review of Gottman and Lewis Research on Marriage
- Consultation Group (optional)

Reading:

Assigned:
5.7 Unit VII

Objectives:
- Demonstration of Family Work
- Process of Demo
- Questions on Interventions and Possible Demo of Interventions
- Role Play continues
- Consultation Group (optional)

Reading:
- Binder P 16, 19-21
- AT P. 43-62
- MFT P. 90-102

Assigned:
- Fourth SP (SP#4) see Section 6.1
  Also Warning Treatment Plan and Annotated Paper Due at Unit IX

5.8 Unit VIII

Objectives:
- Review and Feedback on SP#4
- Largely Role Play
- Large Group Processing and Demonstration
- Consultation Group

Reading:

Assigned: Treatment Plan and Annotated Paper Due Last Session

5.9 Unit IX

Objectives:
- Treatment Plan and Annotated Paper Handed In
- Final Role Plays
- Final Demonstrations
- Post Test
- Course Evaluation
- Closing Comments
6.1 Special Project Time (SPT)

This project flows from and augments your work in the #510 course. While you are absorbing knowledge and refining skills there must be a parallel process of professional development. The special project is structured to promote person reflection on your professionalism as it takes place within the course experience. It will be grounded in a number of factors:

1. The content captured in the books that are recommended.
2. Your personal reflection on that content and the experience within the class.
3. Identifying the following:
   • What content and experience grabs and excites you?
   • What content and experience repels you?
   • What does this tell you about your personal biases?
   • What does it tell you about the difference you want to make professionally?

Because this is a personal development paper APA standards are not required. I want you to personalize.

Special Project # 1

1. The Questions:
   • What content and experience excited you?
   What content and experience repelled you?

2. Step One
   • Be reflective about the classwork you did before this paper.

3. Step Two
   • Read P. 1-13, Watts & Carlson (WC)
   • Read P. 7-28 Carlson, Watts, Maniacci (CWM)

4. Write: 3-4 pages
Special Project #2

1. The Questions:
   - How can assessment promote better alignment with clients?
   - What do I want my alignment with clients to look, feel, and sound like?

2. Step One
   - Be reflective about your class experience as you consider the questions above.

3. Step Two
   - Read P. 18-55 Brock & Barnard (BB)
   - Read P. 63-150 CWM
   - Read P. 193-207 ISCP

4. Write: 4-6 pages

Special Project #3

1. The Questions:
   - Given the goals of the clients and the purpose you want the therapy to serve
     o What interventions would you use? Why?
     o What interventions would you not use? Why?

2. Step One:
   - Again be reflective about your class experience as you consider the above questions.

3. Step Two:
   - Read P. 67-97 (BB)
   - Read P. 153-204 (CWM)

4. Write 4-6 pages
Special Project #4

Due:

1. The Questions:
   - What types of therapy fit with my personal professional purpose?
   - As you read about these therapies, what attracts you to this therapy?
   - What does this say about “the difference you want to make”?

2. Step One
   - Scan through the following material in the Watts & Carlson book (WC)
     - P. 15-30 Brief Therapy
     - P. 31-42 Problem-solving Counseling
     - P. 43-58 Hypnotherapy
     - P. 59-86 Clinical Therapy
     - P. 87-100 Couple Therapy
     - P. 101-134 Family Therapy
     - P. 135-160 Open Forum Family Counseling
     - P. 161-180 Play Therapy

3. Step Two
   - Select two different therapies, the one that attracts you and the other that repels you. Answer the questions:
     - Why this therapy fits my personal professional purpose? Why the other does not fit my personal professional purpose?
     - What does this say about “the difference you want to make”?

4. Write 4-6 pages

7. Writing Guidelines including APA Format
   All written assignments to 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 (5th Edition), 2001, American Psychological Association. (ISBN 1-55798-791-2)
8. Assessment/Evaluation Procedures

8.1 Write a Treatment Plan to include:
   • Intake Data and Client Goal
   • Triage of Issues and Strategy
   • Intervention Pattern for each Issue

8.2 Write an Annotated Paper to include:
   • APA citation of 5 Articles
   • Summarizing what you learned about intervention
   • Stating how you will use this information to conduct therapy

8.3 Special Project Time
   • Write the Special Projects Prescribed in Section 6.1

8.4 Teamwork
   • Given that significant time is spent in Role Play Teams, you will award
     your teammates points based on:
     o Participation
     o Collaboration

8.5 Attendance
   • Given that therapy is a face-to-face endeavor showing up and doing
     your best work will also be awarded points

8.6 Grading
   • Total Points Possible = 100 pts

   • Distribution:
     ▪ Attendance = 15 pts
     ▪ Teamwork = 10 pts
     ▪ Annotated Paper = 15 pts
     ▪ Treatment Plan = 20 pts
     ▪ Special Project = 40 pts
     Total = 100 pts

   • Scoring:
     100-90 = A
     89-80 = B
     79-70 = C
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 email or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstration is encouraged. As with other AGS courses, in the 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, project, 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 even 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 terms “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 of 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 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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