Adler Graduate School  
1550 East 78th Street  
Richfield MN 55423

Course Syllabus

537 Advanced Approaches to Counseling and Psychotherapy Interventions

1. Course Designation
   1.1 Adler Graduate School
   1.2 Course 537
   1.3 Advanced Clinical Interventions
   1.4 Three Credits

2. Advanced Interventions in Therapy is structured to combine two very essential areas of competence:
   2.1 A clear and professional grasp of personal subjectivity and how to use that subjectivity in the therapeutic setting.
   2.2 A review and exercise of a variety of interventions of both a simple and complex nature in a therapeutic setting.

The learning environment is active, exercise driven, and based in casework where trial and error is encouraged, coached, and given specific and progress oriented feedback.

Adlerian Psychology is the foundation for the therapeutic process that comes to life in this Advanced Interventions class.

The students will be active and immersed in the doing of therapy. They will also be required to be deeply reflective and journaling about the discoveries they make about personal subjectivity. They will more deeply know “what they take in the room” that will make them an authentic and effective therapist.

3. Texts: Required

4. Outcomes:
   4.1 Participants will identify and claim 4-6 subjective characteristics that will help and hinder the therapy they offer.
   4.2 Participants will identify and use at least 3 interventions within 5 categories of intervention.
4.3 Through role play and case consultation, participants will give and receive behavioral and specific feedback.

4.4 Within a role play regimen, participants will implement a treatment cycle that consists of:
   - Assessment
   - Issue identification
   - Triage & strategy
   - Issue to intervention plan

4.5 Given a symptom, participants will be able to apply such Adlerian concepts as:
   - Vertical and horizontal striving
   - Safeguarding
   - Teleology – purpose – goal
   - Neurosis – inferiority – mistaken convictions
   - Compensation/overcompensation
   - Perception – interpretation/meaning – conviction/mistaken conviction

5. Methods:
   - Each session is individually designed to maximize personal, team, and community learning.
   - The following Learning Tactics will be used in combinations and sequences.
     - Input
     - Dialogue in community
     - Open readings
     - Demonstrations
     - Role play
     - Case consultation
     - Coaching in role play
     - Diagrams
     - Handouts
     - Dyads
     - Small group
     - Case work teams
   - A list of assigned reading will be handed out once class is underway.

6. Special Projects:
   - Purpose: To integrate personal learning. This is outside class activity.
     In #537 this is especially key. Why?
     - This instructor has profound expectation that you grasp and claim your own subjective state (ss). Know “what you take in the room.”
     - A second expectation is you have a high degree of mastery of the treatment cycle.
• Results: This is 40% of your grade. Over and above that, this instructor expects you to do what John O’Donohue said, “Give your best to the least you do.”

Special Projects:
#1. This starts at minute one of the first session. We will do exercises. You will interact in class, role play, and do case consults. This is all to help you to be aware of and claim your Subjective State. Know “what you take in the room.” Use narrative or matrix – just give this quality time and personal reflection. Due before the end of class. APA form is suspended here – this is personal.
#2 Once the Treatment Cycle is introduced, this journal starts. Some of the questions you might answer are:
• What issues surfaced in intake?
• What issues am I treating?
• What goal did the client set?
• What sequence will I use to treat the issues?
• Will I use a “soft” or “hard” start-up and why?
• Given the issues, what interventions will I use?
• Having used an intervention, what gain or not was there?
• Is this moving the client toward the goal?
• Am I operating within the goal and context of this client’s story?
This is due before the end of class. Also, you may be called on by the instructor at any time in the class for an examination of this status. APA form is suspended here – this is personal.

7. Grading Scale:
(A) 90-100%
(B) 80-89%
(C) 70-79%

7.1 Distribution:
1. Attendance = 15 pts
2. Teaming = 10 pts
3. Calling out = 10 pts
4. Final Test = 25 pts
5. Special Project #1 = 20 pts
6. Special Project #2 = 20 pts
   Total: = 100 pts

8. Assessment/Evaluation Procedures:
8.1 Attendance: Show up! Be ready!
8.2 Teaming: You will be in Therapy Team. You will award points to each other. You have “skin in the game.”
8.3 Calling Out: Based on Treatment Cycle, you will be asked to do case review. (We believe case consult is essential.)
8.4 Final Test: There will be a final written test in which you will apply Adler to a specific symptom.
8.5 Special Projects: These are described in #6 above. You have two.

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 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 are 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 attributes 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 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 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, following 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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