Adler Graduate School  
Richfield, Minnesota  
AGS Course 565  
Program Management, Implementation, and Private Practice

1. **Course Designation and Identifier**

1.1 Adler Graduate School  
1.2 Course number 565  
1.3 Program Management, Implementation, and Private Practice  
1.4 Three (3) credits  
1.5 Prerequisites: 562

2. **Course Description**

This course covers all aspects of developing and managing career programs in a variety of settings, including private practice. This course also helps counselors master the presentation and facilitation skills needed to train clients and peers. Addressing the Adlerian concepts of work task and social task through community involvement, students learn tools to manage specific niche areas of career development programs and settings, including private practice.

Teaching Methods: This class is highly experiential. The instructor exposes students to a wide array of career counseling program settings, including a blueprint for building a private practice. Students learn how the needs, process, and the role of the career counselor differ in these settings. They practice counseling processes in class, learn presentation and facilitation skills, and identify their desired programmatic setting.

3. **Texts, Materials, and Resources (required and optional)**

3.1 Required texts:  

3.2 Optional texts:  
4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 How career development theories and decision-making models pertain to different career programmatic settings.

4.2 Career counseling processes, techniques, and resources, including those applicable to specific populations.

4.3 Managing niche areas of career development programs and settings.

4.4 Career developmental program planning, organization, implementation, administration and evaluation.

4.5 The steps for establishing a private career counseling or coaching practice.

4.6 Mastery of presentation and facilitation skills needed to train clients, peers, and others in the workplace.

5. **Course Outline**

5.1 **Unit 1** (Monday, July 9) 3 hours

Reading: Begin reading Zunker pages 210-267

Assignment due: List of career development settings encountered as patron/practitioner

~ Introductions
~ Overview of course and learning objectives
~ Which types of settings have students encountered, either as a patron or a practitioner
~ Different career development settings, their respective clients
~ Survey students to learn which settings interest them the most and why
~ How career development theories and decision-making models pertain to different career programmatic settings and special populations
~ Introduce the community involvement group project and its link to the social task in Adlerian Psychology

5.2 **Unit 2** (Monday, July 16) 3 hours

Reading due: Finish reading Zunker pages 210-267
Sampson pages 1-42

Assignment due: Chapter 1 of Student Reflection Log (SRL)—“Career role and setting that is most and least interesting and its link to the work task in Adlerian Psychology” (1 page)

~ Check-in
~ Career counseling for special populations – continued
~ Discussion on delivery options for career centers
~ Important resources to provide at career centers
~ Small groups meet to discuss their community involvement project
5.3 **Units 3 & 4** (Saturday, July 21) 8 hours

**Reading due:** Sampson pages 43-75  
Pakroo pages 8-49 (skim) and 161-165 (skim)

**Assignment due:** Chapter 2 of SRL—“Most desired service delivery option and best resources to include in it” (1 page)  
Chapter 3 of SRL—“Key takeaways about the needs of special populations” (1 page)  
Group presentation on community involvement is ready to be delivered. And all students turn in a 1-page paper on the volunteer activity they selected. Description of the Group Project & Individual Report is in the Assessment/Evaluation Procedures section, below.

~ Check in  
~ Successful implementation of career services, resources, and service-delivery tools  
~ Accountability for and evaluation of career centers  
~ Each small group shares information about community involvement and the roles they selected  
~ Overview: setting up a private practice  
~ Determining niche and brand; identifying ideal clients  
~ Visioning exercise: a perfect day in your private practice / ideal workplace setting  
~ Selecting a business name and location and review of trademark law  
~ Choosing a legal structure and getting professional help

5.4 **Unit 5** (Monday, July 23) 3 hours

**Reading due:** Pakroo pages 61-103 (skim)

**Optional reading:** Grodzki/Allen pages 77-120

**Assignment due:** Chapter 4 of SRL—“Thoughts about the successful use and evaluation of career resources, tools and services” (1 page)  
Chapter 5 of Student Reflection Log—“Thoughts on private practice, niche and ideal clients” (1 page)

~ Check in  
~ Creating a business plan  
~ Determining services & pricing packages  
~ Establishing a marketing and referral system  
~ Explore website and e-business  
~ Introduce Special Project Time

5.5 **Unit 6** (Monday, July 30) 3 hours

**Reading due:** Pakroo pages 105-209 (skim) and 287-294 (skim)

**Assignment due:** Chapter 6 of Student Reflection Log—“Key takeaways about business planning and marketing” (1 page)

~ Check in  
~ Group presentations on community involvement  
~ Federal, state, and local start-up requirements  
~ Effective risk management  
~ Taxes, laws, and other  
~ Contracts and agreements
~ Accounting and financial management
~ Contractors vs. employees

5.6 Units 7 and 8 (Saturday, August 12) 8 hours

Reading due: ASTD pages 5-92 (skim and use as reference material for your presentation)

Optional reading: ASTD pages 93-177 (additional reference material)
Lloyd-Hughes (additional reference material)

Assignment due: Ready to deliver a 15-20 minute presentation that includes visuals, and a promotional piece. Turn in paper. (STP as described in Assessment and Evaluation Procedures Section)
Chapter 7 of SRL—“Value of community service to self and others” (1 page)
Chapter 8 of SRL—“Key takeaways on business infrastructure” (1 page)

~ Check in
~ Overview: training and facilitation strategies
~ Programming skills & alternative delivery systems
~ Discussion on what makes an effective presentation
~ Individual class presentations (40 points)
~ Evaluation of class presentations
~ Draft Chapter 8 of Student Reflection Log—“Effective presentation skills, visuals, handouts and materials” (1 page)
~ Summarize course and discuss next steps
~ Program evaluation

6. 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 Student Reflection Log: (25 points)

Individually, students will complete an 8 chapter Student Reflection Log by writing 1-2 chapters after each class of reflections on the designated topic(s) for that week. This need not be in APA format. Use 10-point font and 1.15 line spacing. Set all margins at 1 inch and insert page numbers. The log is 8 or more pages and is worth 25 points.

8.2 Group & Individual Presentation: (15 points)

In small groups, students will research various community service options in the Twin City area and each student will select one volunteer activity to become involved in. The group will share its findings and each student will briefly describe the volunteer activity s/he selected and each student describes the volunteer activity s/he selected, its value to the community, and how it links to the Social Task in Adlerian Psychology. This need not be in APA format. Use 10-point font and 1.15 line spacing. Set all margins at 1 inch and insert page numbers. The Group Project with individual reports is worth 15 points.

8.3 Special Project Time: (45 points)

Individually, students create a 15-20 minute presentation with visuals and deliver it during the last class. The purpose of the presentation is to promote/market an aspect of their desired private practice or other career development function to the target audience. Students prepare visuals and create one promotional piece about their private practice/ career function (E.g. 1-page flier, brochure, tip sheet). Students compose a 3-4 page paper summarizing practical research on their presentation topic and how it links to relevant career development theories. Here are a few examples of topics: Finding a Career that Fits You Best, Ten Tips to Be Promoted, and Eight Characteristics of Resilient Employees. The report is in APA format at 12-point font. Do not include an abstract. Students are graded on their presentation delivery, visuals, participant handouts, promotional material, and paper outlining the findings from their practical research. The SPT is worth 45 points.

8.4 Group Project and Individual Papers are due on Monday, July 30 at 6:15pm. Special Project Time projects are due on Saturday, August 12 at 8:30am. Student Reflection Logs are due on Friday, August 17 at 4:30pm.

8.5 Class Participation (15 points)

8.6 Grading:

A 90-100 points
B 80-89 points
C 70-79 points

Papers turned in between 8/20/12 (Monday) and 8/24/12 (Friday) will be docked 10 points. For students who do not turn in their final papers by 8/31/12 at 4:30 p.m. (Friday), the grade of R (Retake) will be recorded for the course.

Please understand these logical consequences for late papers. Logical consequences are a basic Adlerian principle.

Extensions on papers are granted only for significant family emergencies or personal illness. Reasons such as, “Something came up”, or “I’ve been really busy”, or “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.
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.

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**

Nancy Branton, M.A., PCC, BCC
4388 Dorchester Drive
Woodbury, MN 55129
Work Phone: 651-459-0528
Cell Phone: 651-402-1152
E-Mail: NancyBranton@gmail.com