Adler Graduate School  
1550 East 78th Street  
Richfield, MN 55423

AGS 598 – Individual Clinical Instruction  
Course Syllabus

1. Course Designation and Identifier:
   1.1 Adler Graduate School
   1.2 Course Number 598
   1.3 Course Title – Individual Clinical Instruction
   1.4 One (1) credit - six hours of Individual Clinical Instruction
   1.5 Prerequisites: a) Internship Orientation;  
      b) Internship 591-4 and 597.1;  
      c) Current internship placement, with active cases

2. Course Description:
   2.1 This course provides students with one-to-one case review and instruction by a Clinical  
       Instructor, to discuss the application of Adlerian and general therapeutic competencies.
   2.2 The procedure provided in the Internship Manual must be reviewed prior to beginning the  
       course.
   2.3 Client cases should not be used if client’s symptoms suggest active psychotic episode,  
       greater than minimal suicidality, if a client is or is about to get involved in active legal  
       case, or in any other clinical situation in which video/tape recording may be reasonably  
       interpreted as potentially non-beneficial and/or harmful to a client.
   2.4 The Clinical Instructor either observes a student and the client or observes/listens to and  
       critiques videotapes or audio tapes of counseling sessions. One client (individual, couple,  
       family, or group) is seen over a period of time with instruction occurring after or between  
       sessions.
   2.5 The student selects a Clinical Instructor from a list of approved instructors, which is  
       included in the Internship Manual. The student is responsible for setting up the meetings  
       and for providing the instructor with a case history and treatment plan, evaluation forms,  
       and directions to the site, if necessary.
   2.6 The student initiates an agreement with the client and site supervisor to conduct  
       therapeutic services while receiving individual instruction at AGS. The student is  
       expected to spend from six to ten sessions with one client for the duration of individual  
       instruction (approximately six weeks, unless placement is in a crisis counseling site), with  
       one back-up case in the event of early termination by the initial client. The clinical  
       instructor will provide six hours of instruction.
   2.7 The student must have appropriate site supervision for the duration of a course 598, with  
       hours of client contact and any other hours of work performed by a student properly  
       logged and signed for by a site supervisor. A 598 Clinical Instructor cannot be  
       considered a supervisor.
3. Texts and Resources (required)

3.1 The student will select and read an article in a peer reviewed journal which addresses their anticipated area of professional interest and practice.

3.2 Internship Manual

4. Competencies and Learning Outcomes:

Numbers and letters in parentheses indicate CACREP designation.

4.1 Students continue to learn about counselor and consultant characteristics and behavior that influence helping processes, including age, gender and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientation, and skills. (5.a)

4.2 Students deepen an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Individual clinical instruction will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate boundaries. (5.b)

4.3 As appropriate, students revisit counseling theories that provide the student with consistent models to conceptualize the client presentation and select appropriate counseling interventions. Students will also revisit models of counseling that are consistent with current research and in the field so that they can begin to develop a personal model of counseling. (5.c)

4.4 Students continue to learn a systems perspective that provides an understanding of family and other systems theories and other major models of family and related interventions. As appropriate, students will be practicing a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (5.e)

4.5 Students continue to learn a general framework for understanding and practicing and use this as an opportunity to apply the theoretical material to case presentations. Students begin to develop a personal model of consultation. (5.f)

4.6 Students continue to learn an integration of technological strategies and applications within the counseling and consultation process. (5.g)

4.7 Students continue to learn the ethical and legal considerations of counseling and consultation. (5.h)

4.8 Students learn to identify and use Adlerian and other therapeutic interventions to achieve client goals as presented in a treatment plan. Through observation and/or review of taped counseling sessions, students receive feedback about their clinical skills and integrate instructor suggestions in their work.
5. **Course Overview:**

5.1 Student prepares client case history and treatment plan.

5.2 Clinical Instructor and student engage in six hours of individual clinical instruction which may include a combination of live observation, audio tape review, or video tape review.

5.3 Student writes and submits a paper (see description below)

5.4 Clinical Instructor completes Evaluation Form

6. **Learning Outcomes Assessment of Learning Outcomes**

6.1 This is a “Pass” – “Fail” course. Student receives a passing grade based on satisfactory completion of six hours of individual clinical instruction (including quality of a prepared case history and treatment plan) and a final paper for this class.

6.2 Based on the chosen reading assignment, the student will write a short 3-4 page paper reviewing a recent (within six months) peer reviewed article addressing the student’s anticipated area of professional interest and practice.

7. **Attendance and Participation**

Students are expected to complete six hours of individual clinical instruction

8. **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

9. **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.

10. **Instructor Contact Information**

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