Adler Graduate School
Richfield, MN
AGS Course 989

Individual Clinical Instruction

1.) Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 989
1.3 Individual Clinical Instruction
1.4 One (1) credit
1.5 Prerequisite: 581 and 988

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 Field Experience Manual must be reviewed prior to beginning the course.

2.3 Client cases should not be used if client’s symptoms suggest an active psychotic episode, greater than minimal suicidality, if a client is or is about to get involved in an active legal case, or in any other clinical situation in which videotape 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 Field Experience 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 the 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 course 989, 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 989 Clinical Instructor cannot be considered a supervisor.
3.) **Texts, Materials and Resources (required)**

3.1 The 2015 COD Adler Graduate School Field Experience Manual

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

4.) **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

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 characteristic, 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 outcomes, 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 how to recognize and address co-occurring disorders, using an integrated approach to working with the client. Students will continue to learn and evaluate appropriate approaches to working with clients who have co-occurring disorders. (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 consultations (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 reviewing clinical skill via 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

Individual Clinical Internship Checklist

___ Contact Clinical Instructor of choice for approval to proceed. When approved, the clinical instructor will notify the registrar that the student is approved and should be registered.

___ Establish a meeting plan with the Adler clinical instructor.

___ Student prepares client case history and treatment plan

___ Clinical Instructor and student engage in six hours of individual clinical instruction of which content includes feedback related to observation, audio tape review, or video tape review.

___ Student writes and submits a 3-4 page paper

___ Complete and submit the Student Evaluation of Site to the Clinical Instructor in addition to other required coursework and materials.

Additional Paperwork Needed:

- Students will need to make sure they have a copy of active insurance.
- Students will need to ensure they have a learning contract in place for their site, which is approved by the Field Experience Coordinator as well as appropriate supervision.
- Students will need to turn in hours logs, which hours of client contact and any other hours of work performed by a student are properly logged and signed for by a site supervisor. A 989 Clinical Instructor cannot be considered a supervisor.
- Students will need to turn in a site evaluation at the end of the course as well as receive an evaluation form from the Clinical Instructor

6.) Learning Outcomes Assessment / Evaluation Procedures

6.1 This is a pass/retake 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.) **Writing Guidelines including APA Format**


8.) **Attendance and Participation**

Students are expected to complete six hours of individual clinical instruction. Since confidential information/material is discussed during Individual Clinical Instruction, 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.

9.) **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.

9.) **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.
10.) **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.

11.) **Instructor Contact Information**

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

Office Phone:  
Office Email: