Adler Graduate School
Richfield, Minnesota

AGS Course 996 – Spring 2014
Introduction to Field Experience in Multidisciplinary Counseling

1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.2 Course number AGS 996
   1.3 Introduction to Field Experience
   1.4 0.5 credit
   1.5 Prerequisites: AGS 511 or 712; and AGS 515 or AGS 510

2. **Course Description**

   The Introduction to Field Experience in Multidisciplinary Counseling provides an opportunity for students to explore and begin to develop their professional identity and to become familiar with critical areas of professional practice, such as professional behavior, crisis intervention and suicide prevention, intervention, and postvention. Students will identify their personal and professional needs in regard to field placement sites and begin the process of establishing their field placement. Class discussions include both theoretical models and case studies or experiences that advanced students may have in the field.

3. **Texts, Materials, Resources**

   Required text:

   In addition to the required text, students will be required to obtain information from professional websites and professional literature. Names and/or links for the required websites are provided in the table below. When presenting a case each student will need to incorporate discussion of one article published in one of the following professional journals: Journal of Individual Psychology, Journal of Counseling and Development, Journal of Mental Health Counseling, or Journal of Marriage and Family Therapy.

4. **Competencies and Learning Outcomes**

   Students completing this course will:

   4.1 Know the historical evolution of mental health care
4.2 Understand mental health providers’ roles, functions, and relationships with other human service providers, including strategies for interagency collaboration and communications;

4.3 Understand providers’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster, or other trauma-causing event;

4.4 Know the preparation standards and credentials relevant to the practice of mental health care;

4.5 Be familiar with professional organizations, including benefits, activities, services to members, and current issues/contemporary trends in mental health care

4.6 Be familiar with, and create and apply self-care strategies appropriate to the therapist role.

4.7 Understand supervision models, practices, and processes.

4.8 Demonstrate the ability to assess suicide risk and to develop and implement a suicide prevention plan with at-risk clients

4.9 Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional mental health services

5. Course Outline

This course is an educational and professional supervisory class with a special emphasis on developing professional identity and preparing students to engage in their field experiences. The course format is that of a seminar, where students are expected to consult professional literature and websites and come to class prepared to discuss the weekly topics. In case one or more students are already engaged in field experiences before the end of the course, there will also be opportunities for case consultation.
5.1 Course Overview

1. Course Orientation
2. Foundations/Professional Orientation and Ethical Practice
3. Orientation to the Field Experience at AGS
4. Counseling: Prevention and Intervention
5. Foundations/Professional Orientation and Ethical Practice

6. Special Project Time (SPT)

Does not apply to this field experience class.

7. Writing Guidelines including APA Format

For this course, case reviews do not need to follow current APA structural guidelines except for those areas of the manual that provide guidance related to reducing bias in writing. All written work should be prepared with an eye to the professionalism required of a professional in a mental health field.

8. Assessment/Evaluation Procedures

In order to receive a passing grade in this course, students will:

8.1 Participate in all class activities and demonstrate the abilities listed in the table above
8.2 Present one case for review, if applicable
8.3 Complete all required documentation for experiences prior to, during, and after work at a practicum site, as applicable
8.4 Grading:

Pass/Retake - Student passes class when s/he has attended all class meetings and all assignments are completed successfully.

Paperwork to be submitted no later than 2 weeks after the last day of each academic term: log sheets and site supervisor evaluation of the student. Each time a student leaves a practicum site a site evaluation by the student is also due. (Applicable to students who start field experience prior to conclusion of the course)

If the student receives an unsatisfactory evaluation from a site supervisor, the student MAY receive a grade of “R” and the practicum, or portion thereof, must be repeated.

The assignment of the final grade is the responsibility of the AGS instructor.

9. Attendance Policy

1) Students who miss more than one class session in an academic term (Spring, Summer, Fall, or Winter) will need to repeat the course at full tuition cost. As these are Pass/Fail courses, this has no implication for GPA, but is likely to delay graduation by one term each time it happens.
2) In order to attend a make-up class, students will need to register with the field experience coordinator, no later than the day immediately following the last scheduled class meeting. This first communication of the need for a make-up should be made via email.

3) Field experience coordinator approval will be limited to emergencies/occurrences beyond the student’s control (such as sickness, car break-down, death in the family, or another unforeseen/emergency situation). At the discretion of the field experience coordinator, written documentation of the need to miss class may be required. Reasons such as family vacations, lack of desire to drive in bad weather (unless there is an advisory for drivers to avoid being on the roads), having other plans for that night will not be considered valid reasons for missing scheduled classes and attending make-ups.

4) Make-up sessions for CMHC and MFT will be scheduled for the Wednesday evening immediately following the end of the academic term. In the case of a holiday, students will be informed the first night of class when the make-up will be scheduled.

5) Make-us session date for Skype–mediated sections will be announced during the first month of each term. Other terms of this agreement apply to 996 and 998 sections without modifications.

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 some 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/Online Activity**

Online 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 online 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.

- Online 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 online 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 online 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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