1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.1 AGS Course 515
   1.2 Life Style Analysis
   1.3 Three (3) Credits
   1.4 Prerequisite: 511

2. **Course Description**

   This course will introduce students to the history, philosophy and essential concepts of Life Style. Students will receive an in-depth introduction to the Life Style Assessment process, including: data collection, interpretation and analysis through theoretical and experiential processes. The course covers four major areas of the Life Style Assessment: Family Constellation; Gender Guiding Line; Dreams; and Early Recollections.

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

   3.1 Required texts & Materials:


   Wheeler, Kern and Curlette. *Basis-A Interpretative Guide and Inventory*

   515 Life Style Course Binder

   Additional Binder Materials:
   - Bartholow, et al. *Life Style Assessment and Adolescent Life Style Assessment*
   - Willhite, Robert. *Dream Analysis Manual*
   - Willhite, Robert. *Early Memory Analysis Manual*
   - Wolf, Jodi. *Life Style Assignment Guideline Packet*

   3.2 Optional texts and resources:
   - Clark, Arthur. *Early Recollections: Theory and Practice in Counseling and Psychotherapy*
   - Dewey, Edith. *Basic Applications of Adlerian Psychology*
   - Dreikurs, Rudolph. *Fundamentals of Adlerian Psychology*
   - Mosak, Harold. *On Purpose*
4. **Competencies and Learning Outcomes**

Students in this course will learn:

4.1 The foundational philosophy and rationale for the Adlerian technique of Life Style Assessment and Analysis across the lifespan; its historical evolution and its relevance in current psychotherapy. 10a, 3b, 3c, 5c, 10c

4.2 The design and the practical use of the Life Style Assessment tool in understanding the client; with focus on the interpretation of Family Constellation and Early Recollection data. 3b, 3c, 3d, 10c, 10e

4.3 How the Life Style Assessment is used in counseling and psychotherapy. 3b, 3c, 10c, 10e

4.4 How to gather the Life Style Assessment data; including Family Constellation, Early Recollections and Gender Guiding line, along with other cultural and religious influences. 2b, 2c, 10e, 10f

4.5 How to interpret the Life Style Assessment data; determine Mistaken Core Beliefs that create roadblocks to the client solving current problems. 3a, 3b, 3c

4.6 How to extrapolate Mistaken Core Beliefs and transform them using various methods and the client’s “strengths”. 3b, 3c, 10e

5. **Course Outline**

At the Adler Graduate School, 3-credit courses typically meet 7 times: 5 weeknights and 2 Saturday or Sundays. Saturday or Sundays constitute two units; morning and afternoon. In addition, students must complete a Special Project Time (SPT) assignment to round out the full 3-credit experience.

5.1 **Unit 1**

*Read before class: Shulman & Mosak Section 1: pp: 1-25*

**Adlerian Theory of Life Style**

What is Life Style (LS)?

Factors Influencing LS

Private Logic/Sense vs. Common Sense

Convictions “Rules”

Mistaken Beliefs (MB)/ Interfering Beliefs

Law of Movement

Universal and Fictive Goals

Purpose of behavior

Inferiority feelings (biological vs. psychological) and the Striving for Significance

Gender guiding line

World View

Same Goal-Different behaviors

Purpose of Symptoms

Vertical Plane (striving for superiority) vs. Horizontal Plane

How Life Style affects Life tasks

5.2 **Unit 2**

*Read before class: Shulman and Mosak Section 2: pp: 27-59*  
*Binder: Unit 1 & 2 Materials*

**Adlerian Theory, continued**

General overview of the Life Style Assessment

Family Constellation

- Geneogram

- Birth Order: Positions, Characteristics

Class exercise
5.3  **Unit 3**

*Read before class: Mosak chapters 1 & 2*

*Binder: Unit 3 Materials*

**Adlerian Theory, continued**

Four Constituent Parts of Life Style
Identifying Life Style Fictive Goal and Mistaken Beliefs
Four Priorities/ #1 Priority
Four Goals of Misbehavior
Two Extremes and the Third Alternative
General overview of *Adolescent Life Style Assessment*

*Assignment: Special Project Time; Begin collecting LS Assessment Data with assigned partner*

5.4  **Unit 4**

*Read before class: Shulman & Mosak Section 3: pp: 61-70*

*Binder: Unit 4 Materials*

**Review and discuss Life Style Assessment**

Section I. Family Constellation (A-C)
- Family of Origin
- Client Data
- Sibling relationships

Section VI. Early Recollections
- Theory of Early Recollections (ER’S)
- What to look for in the ER
- Explain the Basic Early Recollection Method

Class exercise
Demonstration; Taking an Early Recollection using the Basic Method
Collect ER#1 with partner using the Basic Method

5.5  **Unit 5**

*Read before class: Shulman & Mosak Section 4: pp.75-118*

*Mosak   pages 308-310*

*Binder: Unit 5 Materials including Understanding the Storyteller’s Story*

**Continue to review and discuss Life Style Assessment**

Section I. Family Constellation, continued (D-G)
- Parental relationship and parenting style influences
- Conclusions made about……..
- Typologies
- Childhood Attributes

Section VI. Early Recollections, continued
- Explain the Brokaw Early Recollection Method

Class Exercise
Demonstration; Taking an Early Recollection using the Brokaw Method
Collect ER#2 with partner using the Brokaw Method
5.6  **Unit 6**

* Read before class: Mosak chapter 5
* Binder: Unit 6 Materials

**Continue to review and discuss Life Style Assessment**

Section II. Physical and Sexual Development:
- Gender guiding line: view of men, women, self
- 7 Stars(*); Masculine Protest; male and female manifestation

Section III. Childhood Dreams, Fears, Ambitions

Section VII. Mistaken Core Beliefs
- Explain the Four Constituent Parts of the LS and how it is used in identifying the Fictive Goal and Mistaken Beliefs

Class Exercise
Demonstration; Interpret ER using the Four Constituent Parts of LS and identify the FG & MB’s Interpret partners ER#1 and ER #2 using the LS Assessment **Early Recollection Interpretation Worksheets** *Instructor assistance in interpreting one of the ER’s*

Section VIII. Strengths
- Find “Strengths” in the ER’s and LS data using the LS Assessment **Strengths Worksheet**

5.7  **Unit 7**

* Read before class: Shulman & Mosak Section 6: pp.179-220
* Mosak chapter 8
* Binder: Unit 7 Materials
* Willhite’s Early Recollection Manual

**Continue to review and discuss Life Style Assessment**

Section VI. Early Recollections, continued
- Explain the Willhite Early Recollection Method

Class Exercise
Demonstration; Taking an Early Recollection using the Willhite Method
Collect ER#3 with partner using the Willhite Method
Interpret partners ER#3 using the LS Assessment **Early Recollection Interpretation Worksheet**
*Continued Instructor assistance in interpreting one of the ER’s*

**Assignment:** Complete the LS Assessment **Possible Mistaken Core Beliefs Worksheet** for partners review during next class.

5.8  **Unit 8**

* Read before class: Mosak chapters 15 and 16
* Binder: Unit 8 Materials
* Willhite’s Dream Analysis Manual

**Continue to review and discuss Life Style Assessment**

Section IV. Adult Dreams
- Review Willhite’s Dream Analysis Manual

Class Exercise
Continue interpreting data using **Dream and Early Recollection Interpretation Worksheets**
*Continued Instructor assistance in interpreting of one of the ER’s or Dream*
Section IX. Life Style Assessment Summary

• The Use of Life Style Assessment in Therapy: When and how it is used
• Quick LS Assessment Tools; Extreme I Should’s and Personality Characteristics
• LS Themes and Patterns in LS Assessment; Two points on a line
• Review Life Style Assessment, Summary section; incorporate and interpret all LS data collected

Assignment: Complete the Life Style Assessment of partner, Summary section to review next class. This is to be in outline or bullet point format.

5.9 Unit 9

Read before class: Shulman & Mosak Section 7: pp: 221-250
Binder: Unit 9 Materials
BASIS-A Assessment

Assignment: Complete the Basis A on oneself; don’t share it with partner and bring it to class.

Continue to review and discuss Life Style Assessment
Section V. Three Wishes
Comparison of BASIS-A to Life Style Assessment
Therapeutic Tools
Tips and Techniques to Use in Therapy
English Translated into English
Review Final Project requirements: Life Style Assignment Guideline Packet (binder insert)

Class Exercise
Feedback between partners on Life Style Assessment Summary
Discuss changing one Mistaken Belief with partner

Assignment: Final project: Life Style Assessment and Life Style Analysis of John Jr.

6. Special Project Time (SPT)

Special Project Time SPT is the 30 hour required time spent outside of class. (See Assessment/Evaluation Procedures 8.3)

SPT allows students the opportunity to utilize and integrate course materials.
SPT is to be used to complete the Life Style Assessment of assigned partner:
• collecting your partner’s Life Style Assessment data
• interpreting and summarizing the Life Style Assessment data and verifying your interpretation with partner
• reading Mosak’s Early Recollections book.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-55798-791-2). Since the assignments involve assessment and analysis of a Life Style, no references are required.

Revised 11/2011
8. **Assessment/Evaluation Procedures**

8.1 Attendance and active participation in class. This is an experiential class; therefore attendance and participation are crucial to successful completion of this course. We discourage missing any time, but know emergencies may occur. However, in this class, if a student misses more than 2 segments, they will be required to retake the course at another time.

8.2 Reflection Papers. Submit a brief written reflection on the day’s class. This is not meant to be a “regurgitation” of what was covered in class. It is to help you absorb the day’s teaching and experience. These are due at the end of each class session, and are not graded.

8.3 Special Project Time (SPT). The SPT consists of 30 hours spent outside of class.
   - The SPT time is to be spent collecting data and verifying interpretation of the data obtained in the **Life Style Assessment of assigned partner**. This requires face-to-face interaction, working collaboratively with your assigned partner for the collection and shared interpretation of the data. All data will be collected outside of class unless otherwise designated by the instructor during class time, therefore it is expected that you make available time for meeting with your partner.

   **Note:** Respect for the confidentiality of every student participating in this process is of utmost importance. Even so, there may be some areas of the Life Style Assessment that students choose to opt out of for reasons of personal privacy. Make note that partner declined to answer in that section of the LS Assessment. *No student will be docked data collection points for choosing not to answer any questions.*
   - The reading assignment is Mosak’s *Early Recollections* book.

   - Special Project Assignment: **The Life Style Assessment of assigned partner is due two weeks after the final class.** (See the Guideline Packet for specific instructions and requirements). Approval by your partner for accuracy of data interpretation and summary is required before submitting to the instructor.

8.4 Final Project Assignment: The Final Assignment is meant to be a self-contained experience, interpreting, summarizing and analyzing the data provided in the Life Style Assessment. It includes the:
   - A comprehensive written Life Style Analysis.

   - **The Life Style Assessment and Life Style Analysis are due two weeks after the final class.** (See the Guideline Packet for specific instructions and requirements) The Adlerian principle of logical consequences applies; students who do not turn in their paper by the due date will receive a deduction of up to 10 points and are ineligible to receive an A. Extensions on papers are granted only for significant family emergencies or significant personal illness. Reasons such as; “Something came up”, “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. *Plan carefully and your papers will not be late.*

8.5 Grading:
   - A 90-100 points
   - B 80-89 points
   - C 70-79 points

The final grade will be based on:
1) Thorough collection and summaries of the data in the **Life Style Assessment of partner**.
2) Accurate interpretation and analysis of the data provided in the **Life Style Assessment**
3) Adherence to the specific requirements in the **Life Style Assignment Guideline Packet**.
4) Component part points as follows:
   - Life Style Data Collection and Summaries (20 points for Special Project Assignment)
   - Life Style Data Interpretation (54 Points) Family Constellation, Three ER’s and Childhood Dream, Gender Guiding Line and Mistaken Core Beliefs
   - Life Style Analysis (20 points for Final Project Assignment)
5) Late papers will not receive an A. Students must contact the instructor if an extension is needed. Work extensions not completed within forty-five days of the last class will receive an R and the course must be repeated.

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**

- There is no on-line component to this course.

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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