Adler Graduate School
Richfield, Minnesota

AGS Course 515
Life Style Analysis
Fall 2014

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 three major areas of the Life Style Assessment: Family Constellation; Gender Guiding Lines; and Early Recollections.

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

   3.1 Required texts & Materials:


   3.2 Optional texts and resources:

   Clark, Arthur. *Early Recollections: Theory and Practice in Counseling and Psychotherapy*
   Dewey, Edith. *Basic Applications of Adlerian Psychology*
   Dreikers, 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, 10e, 10f
   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 summarize and interpret the Life Style Assessment data; determine Interfering Beliefs that create roadblocks to the client solving current problems. 3a, 3b, 3c
4.6 How to extrapolate Interfering Beliefs and transform them using various methods and the client’s “strengths”. 3b, 3c, 10 e

5. **Course Outline**

At the Adler Graduate School, 3-credit courses typically meet 7 times: 5 weekdays/nights 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: Powers & Griffith (P/G) Ch 1 and 2 pp 18-28, bottom p31-35*

**General Overview of class**
- Attendance advantage
- Assignments/In-class Exercises/Grading
- Professional Expectations
- Laptops, electronics etiquette
- Syllabus

**Adlerian Theory of Life Style**

(This list is in no particular order and may be continued into the next two units)
- What is Life Style (LS)?
- Light Review Inferiority feelings (biological vs. psychological) and the Striving for Significance
- Vertical Plane vs. Horizontal Plane
- Factors Influencing LS (family atmosphere, family values)
- Convictions “Rules” (4 constituent parts: self-concept/ideal, world view, and ethics)
- Mistaken Beliefs / Interfering Beliefs
- Universal goal (Security=fitting in, significance=standing out, belonging)
- Fictive Goal (How I believe I can get to the Universal Goal)
- Light review Law of Movement (from felt minus to perceived plus)
- Purpose of behavior/symptom
- Symptom is the Solution
- Same Goal-Different behaviors
- Gender guiding line
- How Life Style affects Life tasks
- Identifying Life Style Fictive Goal and Mistaken Beliefs
- Four Priorities/ #1 Priority

*Reflection Paper*

5.2 **Unit 2**

*Read before class: P/G Chapter 7*

**Interfering Beliefs Derived from Family Atmosphere, Family Values**
- Family Atmosphere= view of life, world, men, women, authority (Environmental Evaluation Convictions)
- Family Values= view of what should be in life, ethics, proper behavior for all

*In-Class Family Atmosphere and Family Values exercises from P/G p218*

*Reflection paper*
5.3 **Unit 3**

Read before class: Powers & Griffith (P/G) Ch 8

- Interfering Beliefs Derived from Birth Order Vantage
- Introduce Birth Order Vantage
- Psychological vs nominal Birth Order
- Birth Order and corresponding convictions

In-Class birth order group exercises from P/G p243

Reflection paper

5.4 **Unit 4**

*Read before class: Powers & Griffith (P/G) Ch 6*

- Interfering Beliefs Derived from Gender Guiding Lines, Role Models, Big Numbers
- Continue with Adlerian Concepts from first class
- Feminine and Masculine Guiding Lines
- Beliefs derived from life stages of gender models (Big Numbers)

*In class exercises P/G pp 209-211*

5.5 **Unit 5**

*Read before class: Powers and Griffith Ch. 9 and 10*

- Genetic Possibility and Environmental Opportunity
- Particularities of the Childhood Experience and the Challenge of Adolescence

THE BELIEFS DERIVED FROM:
- Genetic possibility and limitations and Environmental opportunity
- And from ethnic, religious, socioeconomic, and cultural experience and exposure

*In-Class exercises P/G p262/3, and p 274.*

Reflection paper

5.6 **Unit 6**

*Read before class: Mosak Chapters 1&2*

- Early Recollections
  - Lecture on ERs
  - Details in ERs: affect, tactile, positional
  - Four Constituent Parts Analysis
  - Demonstration of ERs
  - Extracting beliefs from ERs

5.7 **Unit 7**

*Read before class: Mosak Chapters 5, 8*

- Early Recollection Interpretation
Class Exercise
Interpreting data from Early Recollection
Pulling Strengths from Early Recollections
If-Then contingency in ERs
Demonstration of the Brokaw technique on ER’s
Class practice on Brokaw method

5.8 Unit 8

Continue Early Recollections
Demonstrate Early Recollections analysis
One on One Instructor time analyzing Three ERs of partner

In Class: Analyze Early Recollections of Partner with Instructor Assistance
Reflection paper

5.9 Unit 9

In Class: Continue Analyze Early Recollections as a group with Instructor Assistance.
Wrap up and quiz
Reflection paper

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:
- 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.

8. Assessment/Evaluation Procedures

8.1 3 papers due throughout the course including a final summary of the analysis of the Lifestyle. Specific instructions will be handed out at the beginning of each course.

8.2 Reflection Papers. Submit a brief written reflection on the day’s class. It is to help you absorb the day’s teaching and experience. These are due at the end of each class session, 1 point (total of 10 pts.) is given and papers are not graded.
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8.3 The SPT time is to be spent collecting data and verifying interpretation of the data obtained in the Life Style Assessment of 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.

8.4 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. Respect for the confidentiality of every student participating in this class project is of utmost importance. Regardless of the location, whether working on or off campus with a partner collecting data, be respectful of each other’s confidentiality by selecting a private space and using low tones so that you can’t be overheard. See also #12 regarding confidentiality.

All papers with reference to your partner must be turned in with the final paper and turned over to your partner so that your partner is the only person to retain this personal information.

8.5 Approval by your partner for accuracy of data interpretation and summary is required before submitting to the instructor. 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 percent and are ineligible to receive an A. Plan carefully and your papers will not be late.

8.6 Grading:
A 90-100 points
B 80-89 points
C 70-79 points
Assignments and associated points will be provided throughout the course. The final grade will be based on what is turned in or earned by due date:
Component part points as follows:
Final Quiz (20 points)
Attendance and Reflection Papers (10 points)
Papers 1-3 (15 points each, total of 45 points)
ER evaluation of Interfering Beliefs, 3 ERs (5 points each, total of 15 points)
Professionalism, participation, collaboration and cooperation with partner (10 points)

9. Attendance Policy

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, a student missing any time more than 2 segments will be required to retake the course at another time. 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 email 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.

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**

The personal computer used for collecting confidential data must be password protected to ensure that your partner’s information will be confidential and that no one other than yourself will have access to this information. After submitting all assignments, all data regarding your partner and all sent and received e-mails must be deleted.

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**

Paivi Lee M.A.
Adler Graduate School
Contact information:
paivilee@gmail.com
763 242 3150

515 Lifestyle Syllabus Fall 2014
The following agreement must be signed and turned in to the instructor on the first night of class.

Agreement of Confidentiality

I have read, understand and agree to all of the statements regarding confidentiality as described in the syllabus for Lifestyle #515.

__________________________________________________________________________
Signature

__________________________________________________________________________
Date