Adler Graduate School
Richfield, Minnesota

AGS Course 515
Life Style Analysis
Fall 2013

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, 10c, 10e

   4.3 How the Life Style Assessment is used in counseling and psychotherapy. 3b, 3c, 10e, 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/night 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 November 14**

*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, 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 November 21**

*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*
5.3 **Unit 3 Saturday November 23 am segment**

*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*

5.4 **Unit 4 Saturday November 23 pm segment**

*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 Thursday December 5th**

*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 Saturday December 7th am section**

*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 Saturday December 7th pm section**

*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 December 12th section
Continue Early Recollections
Demonstration of Willhite technique
Class practice on the Willhite method
One on One Instructor time analyzing Four ER’s of partner

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

5.9 Unit 9 Tues December 19th section
Wrap up and quiz
Final Quiz

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 5 papers due throughout the course: Paragraphs Summary Evaluation 1-3, 10 pts each, Paragraphs Summary Evaluation 4 ER’s Evaluation Final Analysis Paper 5 20 pts
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, 2 points are given and are not graded.

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. **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.

8.4 Professionalism, participation, collaboration and cooperation with partner

8.5 Final Quiz

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points

The final grade will be based on what is turned in or earned by due date:
- Component part points as follows:
  - Final Quiz (10 points)
  - Attendance and Reflection Papers (9 pts)
  - Papers 1-3 (10 points each)
  - ER evaluation of Interfering Beliefs
  - Paper 4 (20 points)
  - Professionalism, participation, collaboration and cooperation with partner (5 pts)
  - SPT Face-to-face collection of Lifestyle data (14 pts)

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 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.

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### 15. Instructor Contact Information

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