Adler Graduate School
Richfield, Minnesota

AGS Course 515
Life Style Analysis
Winter 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, 10e

   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 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 October 7th

Read before class: Powers & Griffith (P/G) Ch 1 and 2 pp 18-28, bottom p31-33

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 Sat October 12th AM

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 Oct. 12th (pm 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 Tuesday Oct. 14th**

*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 Tuesday Oct. 21st**

*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 Tuesday Oct. 28th**

*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 Oct. 2ne (am segment)**

*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 Saturday Oct. 2nd (pm segment)**

- **Continue Early Recollections**
  - Demonstration of Willhite technique
  - Class practice on the Willhite method

- One on One Instructor time analyzing FourERs of partner

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

5.9  **Unit 9 Tues Oct. 4th**

- **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.

6.1 SPT Points
  - 10 Family Constellation: Complete and accurate completion of all questions, four constituent parts forms with * identified mistaken beliefs.
  - 5 Development/Gender Guiding Line for both genders and including how student client fits or goes against their guiding line in the summary worksheet. Complete and accurate completion of all questions, four constituent parts forms with * identified mistaken beliefs.
  - 10 Early recollections with feelings and why? Complete and accurate completion of all questions, four constituent parts forms with * identified mistaken beliefs.

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 Course Assignment Points
15 Six questions on the family constellation
5 A paragraph stating cultural, neurological or religious influences and any mistaken beliefs about themselves or others that resulted
15 Five questions on the gender guiding lines
15 Six questions on the early recollections
20 Final Summary of the analysis of the Lifestyle clearly identifying the fictive goal and all mistaken beliefs
5 Accuracy of writing and APA requirements of headings and spacing.

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:
No A will be given for a late assignment

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.

515 Lifestyle Syllabus
July 1, 2013
• 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

Susan Pye Brokaw MA, LMFT
Core Faculty Member
Adler Graduate School
Contact information:
5100 Thimsen Ave.
Suite 130
Minnetonka, MN 55345
Phone 952-474-3558
952-933-9926
E-Mail: sue.brokaw@alfredadler.edu