1. Course Designation

1:1 Adler Graduate School
1:2 Course # 542
1:3 Couples & Family Counseling
1:4 Three Semester Credits

Class dates: Mondays, October 1, 8, 15, 22 & 29. Weekend dates: Sundays, October 7 & 21

Faculty: Trish F. Anderson, MA, LMFT, CFLE
Clinical Office: 952-933-4979
tfanderson@visi.com

2. Course Description

The purpose of this course is to integrate Adlerian Theory and techniques with other systems theories for understanding and resolution of family and other intimate relationship issues. Through lecture, role-play, case study and project development, students will be introduced to a variety of therapeutic procedures and intervention strategies. The development of a Family/Couples Counseling Manual will be the main focus for course evaluation. Students will also design their own initial intake session and an educational workshop just for families or couples.

3. Texts, Materials and Resources


   (this text also used in 510 Basic Counseling Skills)


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+Indicates required reading posted on Sonis
* Indicates required texts

4. **Learning Outcomes**

4.1 Describe Adlerian perspective of couple and family dynamics
4.2 Learn Adlerian tools for counseling couples and families
4.3 Identify common ethical challenges for couples and family therapists
4.4 Understand the impact of individual development, the family life cycle, cultural and other contextual factors in couples and family therapy
4.5 Create a couples or family counseling manual
4.6 Understand the role of education in working with couples and families
4.7 Design a workshop for couples or families

5. **Course Outline**

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<th>Unit</th>
<th>#1</th>
<th>10/1</th>
<th><strong>Adlerian Systems Therapy</strong></th>
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<td>Pre-course Assessment (Handout)</td>
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<td>Introductions</td>
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<td>Differences from individual therapy</td>
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<td>Adlerian “Systems” Relationship Therapy (techniques and perspectives)</td>
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<td>Case Study</td>
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* Adler #542 10/12 p. 2
#2 10/7 am  Images of Relationship Health  
(Readings as assigned)  
Case study

#3 10/7 pm  Relationship Assessment  
(Readings as assigned)  
Awareness Styles  
Genograms  
Initial Interview  
Prepare/Enrich  
Case Study

#4 10/8  Initial Stages of Therapy  
(Readings as assigned)  
Contract & Commitment  
Initial Session Initial Interview  
Common Relationship Patterns  
Role Play

#5 10/15  Middle Stage of Therapy  
(Readings as assigned)  
Typical Stage Issues  
Communication Models  
Therapeutic Interventions  
Case study

#6 10/21 am  Middle Stage of Therapy  
(Readings as assigned)  
Interventions  
Therapeutic Interventions  
Conflict Resolution Models  
Role play

#7 10/21 pm  Intake Interviews

#8 10/22  Adlerian Workshop Design  
(Readings as assigned)  
Adlerian Processes and Techniques  
Outcome- education and handouts  
Brainstorm workshop: outcomes, resources, structure

#9 10/29  Closure/Termination Etc.  
(Readings as assigned)  
Communication Practice  
Paradox & Therapist Attitudes
6. Assessment Plan of Learning Outcomes

6.1 Student assessment will be based on two projects for a total of 200 points.

140-159 = C  
160-179 = B  
180-200 = A 

In order to receive an A, work must be done in an excellent manner which includes handed in on time. You may submit your work via email in Word or Pages document formats.

Any papers received by AGS after the due date will automatically receive no higher than B grade. No exceptions. Students receiving B because of extraordinary circumstances (e.g. medical emergencies) can petition the instructor for reconsideration; writing the nature of the delay and other circumstances unique to the student that promoted the delay. If students receive a C they will be able to revise their projects once to possibly raise the grade to a B.

Written work must be original and written by the student(s) handing it in. Any gross similarities with papers of other students who have taken the course will be evaluated for plagiarism.

Academic standards (APA) for referencing sources should be followed for both in-text citations as well as with a list of references at the end of the paper. Give reference when using words or substantial ideas of other authors.

6.2 Family/Couples Counseling Manual (100 pts)

Sections of the manual will be graded in relation to:
- integration of Adlerian and systems concepts
- concreteness
- usefulness

(See specific directions below)

6.3 Special Project Time (100 pts)

This project is a combination of a brief research paper/literature review and curriculum development for a workshop.
(See specific directions below)
Directions for the Couples or Family Manual DUE DATE TWO WEEKS AFTER LAST CLASS MEETING (Nov. 12)

The manual must be typed and organized in relation to the directions below.

A. Images of Health in Relationships (20 pts.)

Describe basic attributes of a healthy family or couple relationship from an Adlerian perspective and integrate systems concepts. Utilize no fewer than 3, not more than 6 attributes. Place each attribute on a continuum describing five gradations with unhealthy extremes at both ends of the continuum. Use attributes you look for in relationships, that you value professionally and personally.

B. Relationship Assessment (20 pts.)

B1. Utilizing the attributes in section I, describe the processes (usually more than one), you would use to assess the relationships you work with. List the assessment techniques and discuss how you would use them to help assess each of the attributes in section I. Do one attribute at a time. 17 pts.

B2. Design and hand in a 1-2 page relationship assessment summary form which would show your format for summarizing what you’ve found in the process. It will also help to provide space to specify treatment goals for the couple and the individuals. 3 pts.

C. Pivotal Procedures (15 pts.)

Describe how you would handle (e.g. what you would do, ask, show, tell):

C1. negotiating commitment with the family/couple for therapy,
C2. respectfully handling/responding to the family/couple’s lack of follow-through with an assignment or the therapy contract,
C3. determining termination time (how) and the process (issues to cover).

D. Personally Difficult Relationship Patterns/Issues (10 pts.)

D1. Describe two relationship patterns/issues you would find most difficult to deal with,
D2. explain why it is difficult for you,
D3. describe steps you would take to respond to yourself and the family/couple.
E. **Family/Couple Therapy Techniques** (35 pts.)

E1. Look through the Journal of Individual Psychology and find two articles related to family/marriage/relationship counseling. You might find techniques you eventually use in part B below, or you might not use the techniques. Summarize each article in a paragraph or two and describe techniques the authors use. Use standard APA format to reference the article.

E2. From the articles, texts and/or classroom discussion design a process and choose techniques you would like to use in your intake interview. Pick two-four other students who would be willing to role play with you as though they were a couple or family. Decide what their circumstance is and move into the role play eventually utilizing your intake process.

Summarize in writing as follows:

1. Describe the situation you and the couple/family are responding to.

2. Describe the intake process you used, (include each technique and the purpose of the technique); you will probably have 5-6 techniques. Describe each technique, one at a time. Keep in mind what you are trying to accomplish with the couple/family as you design the process.

3. What was the intake process like for you?

4. What was the response/reaction of the couple/family to the entire process?

5. Present your assessment of couple/family strengths, weaknesses, initial therapeutic goals

6. Describe how you would alter/revise the process if you were using it with a particular ethnic minority group.
Instructions for Special Project Time Assignment – DUE DATE LAST DATE OF CLASS (OCT.29)

This project is a combination of a brief research paper/literature review and curriculum development for a workshop. First, identify a specific aspect of couple or family relationships to serve as the focus of a one-day workshop for that population. Then research this topic to learn what content is important to include, and why this is a relevant focus for programming. The specific sections of the project should be:

1) A brief introduction of the topic. (5 pts)
2) The literature review. This is a “research paper”. Use the literature you read related to this topic as application to the educational focus you have selected. Your discussion should support the need for this type of programming and identify components necessary for effective programming. (20 pts)
3) A discussion of some of the existing programming around this topic (2-3 programs if possible) (15 pts)
3) A summary and conclusion in which you identify key objectives and components of a program. (10 pts)
4) Create a one-day workshop based on your research. (50 pts)

The workshop curriculum should include the following components:

- Workshop name
- Audience demographics
- Preferred setting and number of participants
- Learning objectives
- At least two interactive activities (one may be an “ice-breaker”)
- A detailed outline of content
- Description of any audio-visual components
- Creation of at least two handouts and/or worksheets for participants