ADLER Graduate School
Course Syllabus #542
Family and Couples Therapy 3 cr. Oct. 2013

Thursdays 6:15-9:30, and Sundays 9:00-4:30 (course will meet 5 Th. and 2 Sats.)
10/10, 10/17, 10/24, Fri 11/1, 11/7 and Sun 10/27, 10/13 (& some other times arranged for small groups)

*Students need to be officially registered, i.e. on class list, or they will not be permitted to stay in class after the first class session.

1. Course Designation
   1:1 Alfred Adler Graduate School
   1:2 Course # 542
   1:3 Couples Counseling
   1:4 Three Semester Credits

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

   * Brock, Gregory B. and Barnard, Charles P. Procedures in Marriage and Family Therapy. Allyn and Bacon, 4th Edit. 2009. (required)


* = required
Selected papers (from course notebook)

4. Learning Outcomes (see handout)

5. Course Outline

Class Sessions

#1 Thurs 10/10  **Couple & Family Systems Therapy** (Couples and families)
Pre-course Assessment (Handout)
Communication Pre-Assessment (Handout)
Introductions: students
faculty
course
Adlerian “Systems” Relationship Therapy (techniques and perspectives)

#2 Sun 10/13  **Images of Relationship Health**
Bv. 68-83
Beavers, Bowen, Miller,
Barnard
Dinkmeyer, Bader,
Adler, Dreikurs, Rosenbaum

*fill out “images of health” worksheet while reading.

#3 Sun 10/13  **Relationship Assessment**
Awareness Styles
Genogram
Social Styles
Genogram Interview
Initial Interview
Relationship Map
Prepare/Enrich Social Styles

Relationship: Developmental Stages

#4 10/17  **Initial Stages of Therapy**
Contact
Contract & Commitment
Initial Session
Role play
Common Relationship Patterns

Bv. 87-132,
157-189
Barn. 56-66
Car. Ch 5,6 &7
YL. 97-112
G&T see ref sheet
re: structure & early phase goals
#5 10/24  Middle Stage of Therapy:  
Typical Stage Issues  
Communication Models  
Therapeutic Interventions

Prochaska  
Barn. 67-96  
Car. Ch 4  
Mi. 81-110  
SF 115-188  
YL. 113-134  
Car. Ch 8&9  
G&T see ref sheet  
re: structure & middle phase goals

#6 Sun 10/27  Middle Stage of Therapy:  
Interventions

Bv.157-235  
Barn. 67-96  
Car. Ch 4  
Mi. 81-110  
SF 115-188  
YL. 113-134  
NVC  
G&T see ref sheet  
re: structure & middle phase goals

#7 10/27  Termination Etc..  
Communication Practice  
Paradox & Therapist Attitudes

Bv. 108-111  
SF 189-228  
Car. Ch 10  
Barn. 98-102  
G&T see ref sheet  
re: structure & late phase goals

#8 Fri 11/1  Adlerian Process & Techniques  
Workshop Design  
Adlerian Processes  
Adlerian Techniques

Survey Adlerian Journal  
Handouts

Outcome oriented education  
Brainstorm workshop: outcomes, resources, structure

#9 11/7 or?  Intakes  
(arranged in small groups)  
class members present their couple or family intake processes  
feedback from class & professor
6. Assessment Plan of Learning Outcomes


Project Description

“Family/Couples Counseling Manual” (100 pts.)

To successfully complete this course a combination of 70 pts. must be received on the following parts of the course. Students not receiving 70 or more pts. will be given one opportunity to redo an unsatisfactory section(s). to receive a B.

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

Students should work in pairs, turning in one manual; although below need to be done individually and handed in as a separate subsections of the manual.) If working with another student, work must be credited as both students’ work.

The manual must be typed and organized (6.2 etc...) in relation to the

Grade curve is as follows:  
70 - 79 = C  
80 - 89 = B  
90 - 100 = A

In order to receive an A, work must be done in an excellent manner which includes handed in on time.

Any papers received by AAGS after the due date will automatically receive no higher than B grade unless formal extension is filled out (ask Ev). Students receiving B because of extraordinary circumstances (e.g. medical emergencies) can petition the instructor for reconsideration; explaining the nature of the delay and other circumstances unique to the student that promoted the delay. If student receive an I, all work must be made up within 60 days or original due date or grade will automatically turn into an R.

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. Course will need to be retaken. Other Adler policies apply.
Academic standards (APA) for referencing sources should be followed with author, publishing date, and page in text (e.g. Young & Long (1998), p. 24) and list of references at the end of the paper (Barnard, C. P., Brock, G. W., (1999) Procedures in marriage and family therapy. 3rd Ed. Boston: Allyn and Bacon.) If you are quoting, use “....” for 40 or fewer words, block the text for more than forty words. Give reference when using words or substantial ideas of other authors.

6.2 Images of Health in Relationships  (20 pts.)

Describe basic attributes of a healthy family or couple relationships 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. (course learning outcomes 4.1, 4.8)

6.3 Relationship Assessment  (20 pts.)

A. Utilizing the attributes in section I, describe the processes (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. (Important, you might find this process dynamic between sections I & II i.e. each section informing the other and requiring revision). (17 pts.)
(re: course learning outcomes 4.1, 4.2)

B. 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.)
(re: course learning outcomes 4.2, 4.3)

6.4 Pivotal Procedures  (15 pts.)

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

A. negotiating commitment with the family/couple for therapy,
B. respectfully handling/responding to the family/couple’s lack of follow-through with an assignment or the therapy contract,
C. determining termination time (how) and the process (issues to cover).
(re: course learning outcomes 4.4, )
6.5 **Personally Difficult Relationship Patterns/Issues** (10 pts.)

(If you are doing your manual with another student, you each need to respond to this section...label yours as a subsection.)

A. Describe two relationship patterns/issues you would find most difficult to deal with,

B. explain why it is difficult for you,

C. Describe steps you would take to respond to yourself and the family/couple.
   (re: course learning outcomes 4.5)

6.6 **Family/Couple Therapy Techniques** (30 pts.)

(If you are doing your manual with another student, you each need to respond to this section...label yours as a subsection.) (Do part A. and B. below.)

A. 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 format to reference the article:

   (re: course learning outcomes 4.8)

B. From the articles, texts and/or classroom discussion design a process by choosing techniques you would like to use in your intake interview (for either a family or a couple). 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 utilizing your intake process. You will probably find 1 1/2 hours enough time to role play the intake process. This (helping others with their role play is part of your Special Project Time.

   Summarize role play in writing as follows:

   1. 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 you use for the intake process . 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 using the intake process like for you (?),

   4. the response/reaction of the couple/family to the entire process.
5. your brief assessment of: couple/family strengths, weaknesses, initial therapeutic goals.
   (re: course learning outcomes 4.6, 4.7)

6. how you would alter/revise the process if you were using it with a particular ethnic or minority group.

**Special Project Time** (100 points)

Your Special Project is to:

1) do your intake process (60-90 minutes long) (see 606 B. above)
2) design a couples/family education workshop using learner outcomes, hand in outline.

Send or deliver your Couple/Family Therapy Manual to the Adler Graduate School by 6 pm on Wednesday **11/27/13**. If you need more time please fill out an extension request form and leave Jeff a message at 651-503-1173. You may e-mail projects to Ev clearly labeling course and instructor.

   I’ll pick them up from the Graduate School.
   Have fun!

Faculty: R. Jeff Lupient  *M. Div.*
651-503-1173 (*voice mail*)
Jeff.Lupient@minneapolis.edu (for questions etc., not projects, unless arranged)

**Discussion Summary Worksheet** (bring notes (one page) to class, not to be handed in)

The worksheet is designed to promote specific formulation of thoughts for discussion among class members in the first half hour of class. Generally the readings for class will be a good resource for formulating your response. Reference sources when supporting your ideas with author(s), and page #(s) to be able to tell other class members where you got your ideas.

session #2 What are two characteristics of relationship health you think are important and how do they fit or not with Adlerian concepts?
session #3 Discuss several helpful relationship assessment techniques that could help you assess one characteristic of relationship health. (What is the characteristic of health you would be assessing?) Can you find Adlerian assessment techniques in The Journal of Individual Psychology?

session #4 What are some of the most important elements of a therapeutic contract between therapist and a family/couple? How are these ways of promoting cooperation and social interest?

session #5 What would be two signs indicating a couple/family is beginning to be ready to terminate therapy? or What would be a technique/process you would use in termination of a couple? What are definitions of “romantic love” or “romantic customs” in some ethnic group (other than middle class American).

“Check In”

(Thoughts, feelings and wants can be in any order)

Relax and center yourself.............

1. What are some of your thoughts about being here tonight?

2. What are some of your feelings as you sit here, now?

3. What are some of your wants from this session tonight?

4. What is something(s) you are appreciating about yourself right now? (or from now or this past week)

5. What is something(s) you are appreciating about your partner (class or instructor) right now? (from now or this past week)