

# Adler Graduate School

Richfield, Minnesota

## AGS Course 515

### Lifestyle Analysis

#### 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 the Lifestyle Assessment. Students will be introduced to the In-depth process of Lifestyle Assessment including data collection and analysis through an experiential process. The course covers four major areas of the Life Style Assessment: Family Constellation; Physical and Sexual Development; Dream Analysis; and Early Recollections Analysis

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

##### 3.1 Required texts & Materials:

Powers & Griffith. *Understanding Life-Style*

Shulman & Mosak. *Manual for Life Style Assessment*

Mosak. *Early Recollections*

Binder Materials

Life Style Worksheet by Robert Bartholow, et al

Basis-A Interpretative Guide and Inventory

Willhite, Robert. *Early Memory Analysis*

Willhite, Robert. *Dream Work*

##### 3.2 Optional texts and resources:

Adler, Alfred. *What Life Could Mean to You*: ch. 4 "Early Memories," pp. 69-85 (prev. title: *What Life Should Mean to You*)

Adler, Alfred. *Understanding Life*: ch. 5 "Childhood Memories," pp. 59-68 (prev. title: *Science of Living*)

Ansbacher, H. & R., *Individual Psychology of Alfred Adler*, "Early Recollections," pp. 351-357

Shulman B., *Contributions to Individual Psychology* "An Adlerian Theory of Dreams," pp: 60-80.

Dewey, Edith. *Basic Applications of Adlerian Psychology*

Mosak, Harold. On Purpose

Clark, Arthur. *Early Recollections: Theory and Practice in Counseling and Psychotherapy*

#### 4. Competencies and Learning Outcomes

Students in this course will learn:

- 4.1 The foundational philosophy of lifestyle and rationale for the Adlerian technique of Lifestyle Assessment across the lifespan, its historical evolution and its application in current psychotherapy. 10a, 3b, 3c, 5c, 10c
- 4.2 The Life Style Assessment format and the use of Early Recollections and Family Constellation. 3b, 3c,3d, 10c, 10e
- 4.3 How Lifestyle assessment is both applied and used in counseling and psychotherapy. 3b, 3c, 10c, 10e
- 4.4 How to gather pertinent information on the family constellation, early memories, attributes and physical and sexual development and other influences such as cultural and religious. 2b, 2c, 10e, 10f
- 4.3 How to interpret the Lifestyle data to determine the mistaken core beliefs that act as roadblocks to solving current problems. 3a, 3b, 3c
- 4.4 The mistaken or interfering core beliefs and how they're transformed in psychotherapy. 3b, 3c, 10 e

#### 5. Course Outline

**At the Adler Graduate School, 3-credit courses typically meet 7 times: 5 weeknights and 2 Saturdays. Saturdays 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

Reading due: Shulman ch 1  
Powers pp101-104, and 164-177

The Adlerian theory of lifestyle  
 What is Lifestyle?  
 Heredity and family atmosphere  
 The ultimate and fictive goal  
 Purpose of behavior/movement  
 Convictions and what influences their development  
 World View  
 Inferiority, biological vs. psychological  
 Private Logic vs. Common Sense  
 Vertical vs. Horizontal Plane  
 Striving for Superiority, healthy vs. competitive  
 Purpose of symptoms  
 How Lifestyle affects life tasks  
 Same goal, different behaviors

##### 5.2 Unit 2

Reading due: Powers pp145-163  
Shulman ch 2

Theory, cont.  
 Four goals of misbehavior  
 Four priorities  
 Component parts of Lifestyle Analysis  
 Birth order/Family Constellation

##### 5.3 Unit 3

Reading due: Shulman chapter 3  
Mosak chapters 1 and 2

Overview of Lifestyle Assessment form  
Introduction to Early Recollections (ERs)  
The meaning and use of ERs  
DEMO: Collecting an ER  
EXPERIENTIAL: Collect an ER from partners

#### 5.4 Unit 4

Reading due: Shulman chapter 4  
Binder: Brokaw's ©Transforming of Memory to Change Belief

Gathering LS Data  
Lifestyle form, covering material up to parenting data  
DEMO: Brokaw's ©Transforming of Memory to Change Belief  
EXPERIENTIAL: Practice technique with partners

#### 5.5 Unit 5

Reading due: Willhite *Early Memory Analysis*  
Mosak pages 308-310

Cont. Gathering and meaning of LS data  
DEMO: Willhite method  
EXPERIENTIAL: practice Willhite with partners

#### 5.6 Unit 6

Reading due: Powers pages 132-144  
Shulman chapter 6  
Mosak chapter 5

Interpreting ERs  
Evaluating LS patterns using the four components of LS form  
Gender Guiding Lines  
Physical and Sexual Development  
How to gather information on the physical and sexual development  
How to interpret the data and identify mistaken core beliefs.

#### 5.7 Unit 7

Reading due: Powers chapters 13 and 14  
Mosak chapter 8

Cont. ER interpretation with assistance from instructor  
Interpretation and use of the Life Style Data  
Identifying the mistaken core beliefs  
Completing a summary of the Life Style Data

#### 5.8 Unit 8

Reading due: Mosak chapters 15 and 16

## Willhite *Dreams*

Continue ER interpretation  
 Use of Dreams  
 The Use of Lifestyle in Therapy  
 When and how it is used  
 Techniques that encourage a change in beliefs and behavior

### 5.9 Unit 9

Reading due: BASIS-A

Techniques for using Lifestyle information in therapy  
 Comparison of Basis-A to Lifestyle Analysis form interpretation  
 Feedback to student partner regarding assessment of the lifestyle  
 Final Paper requirements

### 6. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and an integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by an integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

### 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* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-55798-791-2).

### 8. **Assessment/Evaluation Procedures**

- 8.1 Attendance and active and cooperative 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, if a student misses more than 2 segments, they will be required to retake the course at another time. (10 points)
- 8.2 Reflection Papers. A brief written reflection on the day's class. This is not meant to be a "regurgitation" of what was covered in class. It is to help you absorb the day's teaching and experience. These are due before you leave at the end of each class session, and *are not graded on grammar or spelling*. (15 points)
- 8.3 Special Project Time (SPT). The SPT consists of working collaboratively with a partner wherein each will prepare a Lifestyle Analysis. This includes the face-to-face interviews for collection of data, and the collaborative analysis of early recollections including the application of two transformational techniques. All data will be collected outside of class unless otherwise designated by the instructor. Because this is a

time consuming task, it is expected that you make yourself available to your partner for interviewing and data collection. Collaboration is a key component of a Lifestyle Analysis, thus points are awarded on the task itself, as well as the teamwork and cooperation with each other.

Special Note: Respect for the confidentiality of every student participating in this process is of utmost importance. Even so, there may be some areas of the Lifestyle Analysis that students choose to opt out of for reasons of personal privacy. *No student will be docked data collection points for choosing to not answer particular questions with which they feel uncomfortable.* (25 points)

- 8.4 A final written “Summary of the Lifestyle Analysis” based on the collected information and collaborative experience described in the SPT section above. This paper is the complete analysis and summary of all the component parts of a Lifestyle Analysis. The summary will be graded on the interpretation of the data collected about the family constellation and environment, interfering beliefs, early recollections, transformation of early recollections including the Willhite method, the BASIS-A and other information as outlined in the class materials. The final product requires approval by the subject for accuracy of the analysis before submission to the instructor.  
 Analysis (40 points)  
 Quality of writing (10 points)

Papers are due two weeks after the final class. Being mindful of the Adlerian principle of logical consequences, students who do not turn in their final papers by the due date will get a deduction of up to 10 points

Extensions on papers are granted only for *significant* family emergencies or *significant* personal illness. Reasons such as, “Something came up”, “I’ve been really busy”, “Relatives came unexpectedly”, or “My computer crashed”, etc. are unacceptable. Plan carefully and your papers will not be late.

- 8.5 Grading:  
 A 90-100 points  
 B 80-89 points  
 C 70-79 points

## 9. Attendance Policy

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.

15. **Instructor Contact Information**

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