

# Adler Graduate School

## 542 Couples and Family Counseling (Fall 2009)

### 1. Course Designation

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

Class dates: Tuesdays, October 6, 13, 20 & 27, and November 3. Weekend dates: Saturday, October 17 and Sunday, October 25.

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### 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

+Beavers, W. R. (1985). *Successful Marriage: A Family Systems Approach to Couples Therapy*. New York: W. W. Norton.

+Berg, I.K., and Hoyt, M.F. (1998). *Solution-Focused Couple Therapy: Helping Clients Construct Self-Fulfilling Realities*. Dattilio, F. (ed.) *Case Studies in Couple and Family Therapy: Systemic & Cognitive Perspectives*. New York: Guilford Press.

\* Brock, G. & Barnard, C. (2009). *Procedures in Marriage & Family Therapy*. 4<sup>th</sup> Edition. Boston: Pearson/Allyn & Bacon  
(this text also used in 510 Basic Counseling Skills)

Carlson, J. and Dinkmeyer, D. (2003) *Time For a Better Marriage*. Atascadero, CA :Impact Publishers. **(optional)**

+Dattilio, F. (1998). *Cognitive-Behavioral Family Therapy*. Dattilio, F. (ed.) *Case Studies in Couple and Family Therapy: Systemic & Cognitive Perspectives*. New York: Guilford Press.

\*Gehart, D. R. and Tuttle, A.R. (2003) *Theory -Based Treatment Planning for Marriage*

*and Family Therapists*. Pacific Grove:Brooks/Cole.

- +Hawes, E.C., & Kern, R.M. (1989). The Initial Interview. . Kern, R. M., Hawes, E. C., & Christensen, O. C., (eds.), *Couples Therapy: An Adlerian Approach*. Minneapolis: Educational Media Corp
- +Hawes, E.C. (1989). Therapeutic Interventions in the Marital Relationship. . Kern, R. M., Hawes, E. C., & Christensen, O. C., (eds.), *Couples Therapy: An Adlerian Approach*. Minneapolis: Educational Media Corp.
- +Keiley, M.K., Dolbin, M., Hill, J., Karuppaswamy, N., et al. (2002). The cultural genogram: Experiences from within a marriage and family therapy. *Journal of Marital and Family Therapy*. Apr 2002; 28, 2. (165-178) retrieved from ProQuest Psychology Journals
- \*Miller, S., Miller, P., Nunnally, E.W., Wackman, D. B. (1991) *Talking and Listening Together*. Littleton: Interpersonal Communication Programs, Inc.
- +Nicoll, W.G. (1989). Adlerian Marital Therapy: History, Theory and Process. Kern, R. M., Hawes, E. C., & Christensen, O. C., (eds.), *Couples Therapy: An Adlerian Approach*. Minneapolis: Educational Media Corp.
- Sherman, R. and Fredman, N. (1986). *Handbook of Structured Techniques in Marriage and Family Therapy*. New York: Brunner/Mazel (**optional**)

+Indicates required reading posted on Sonis

\* Indicates required texts

#### **4. Learning Outcomes**

*As a result of the course the student will be able to:*

- 4.1. describe basic attributes of a healthy committed relationship, clearly integrating Adlerian concepts with family systems concepts. (9.b. 10. A.)
- 4.2. discuss the use of a variety of relationship assessment procedures to assess areas of Health from 4.1 above. (9.b.10e.)
- 4.3. develop a relationship assessment summary format, to summarize 4.2 above. (9.b)
- 4.4. design your own process for: (9.c.10.d,g.)
  - a. negotiating a commitment to therapy with a couple.
  - b. respectfully responding to a couple's lack of follow-through with part of a therapy contract.
  - c. termination of therapy when completed.
- 4.5. examine two relationship patterns you would find most difficult to work with and Explain: (5.b)
  - a. Your own struggle
  - b. How you would move through the struggle
- 4.6. develop process and techniques for your couple family counseling intake Interview, summarizing as follows: (2c.9.a,b,c 10.b)
  - a. describe 90 minute couples intake interview,

- b. describe purpose and process for each technique,
  - c. describe adaptations of process for 1 or 2 diverse ethnic couples
- 4.7. practice process and techniques for an intake couple family counseling  
Interview, summarizing as follows: (9.c 10.d,e)
- a. analyze what the process was like for you as a therapist,
  - b. describe the response/reaction of the couple.
- 4.8. list typical Adlerian approaches and techniques to relationship counseling (10.e,f,g)
- 4.9 design and practice a 90 minute couples education workshop using learner Outcomes. (2.c.9.a,b,c 10.b)

## 5. Course Outline

### Unit

#1	10/6	<b>Adlerian Systems Therapy</b> Pre-course Assessment (Handout) Introductions Differences from individual therapy Ethical Concerns Adlerian "Systems" Relationship Therapy (techniques and perspectives) Case Study
#2	10/13	<b>Images of Relationship Health</b> (Readings as assigned) Case study
#3	10/17 am	<b>Relationship Assessment</b> (Readings as assigned) Awareness Styles Genograms Initial Interview Prepare/Enrich Case Study
#4	10/17 pm	<b>Initial Stages of Therapy</b> (Readings as assigned) Contract & Commitment Initial Session Initial Interview Common Relationship Patterns Role Play
#5	10/20	<b>Middle Stage of Therapy</b> (Readings as assigned) Typical Stage Issues Communication Models

Therapeutic Interventions  
Case study

- #6 10/25 am **Middle Stage of Therapy**  
(Readings as assigned)  
Interventions  
Therapeutic Interventions  
Conflict Resolution Models  
Role play
- #7 10/25 pm **Closure/Termination Etc.**  
(Readings as assigned)  
Communication Practice  
Paradox & Therapist Attitudes
- #8 10/27 **Adlerian Workshop Design**  
(Readings as assigned)  
Adlerian Processes and Techniques  
Outcome- education and handouts  
Brainstorm workshop: outcomes, resources, structure
- #9 11/3 **Role Plays and Wrap-Up**  
**Intake Interviews**

## 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.

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

Students are encouraged to work in pairs, turning in one manual; although some sections described below need to be done individually and handed in as separate subsections. If working with another student, work must be credited as both students' work. (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

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.)

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

- 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.)

(If you are doing your manual with another student, you each need to respond to this section...label yours as a subsection.) (Do part E1. and E2. below.)

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**

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 two handouts and/or worksheets for participants