

Module 4C/Lesson Plan Objective: 8-13

Given the Advanced Manual, the “Worksheets: Couple Type,” and the Appendix A of the PREPRARE/ENRICH Counselor Manual (2000), the student will learn the definition of Couple System Factor, Personality System Factor, and Family System Factor, as well as learn the four factors that help couples change in Couple Type, based on Edward F. Kouneski’s dissertation, “Five types of marriage based on ENRICH: linking intrapersonal and interpersonal characteristics.” Applying this knowledge, the student will assess the Conflicted Couple on the Counselor Computer Couple Report, and develop an initial treatment plan for this couple.

Instructor Activity

Student Activity

1. Explain where this skill fits in the larger scheme of the Advanced Workshop:
--this lesson teaches the skill of using the “Worksheet: Couple Type” with the ENRICH Counselor Report, based on this national study.
--this module is a summary from a dissertation, which is based on the same national study presented earlier. The information in this module summarizes three system factors: Couple System Factors, Personality System Factors, and Family System Factors, as well as identifying which of these factors most distinguish the Couple Types, and which factors most influence couples to change their couple type to a more stable and satisfying relationship. These findings provide new measures in ENRICH (2000) for the Counselor. These measures are taught by using the “Worksheets: Couple Type.” Caution to the students: Do not let this study become more difficult than it is. The ideas presented are very straight forward and simple.

2. State the objective:
--see above, and slide 59, Learning Objectives for Couple Type, (This objective is the objective for the original study);
--the objective for this module is slide 60, “(Leading to the) Worksheet: Couple Type (PREVIEW) Objective 13A-E”.

Students have the above materials in hand.
Students should check mark or highlight the text boxes in their Advanced Manual that match the slides that are light green in color on PowerPoint projection, or as noted by the seminar director.

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Student Activity

Follow the progression of these slides to lead into slide 62.

3. Explain what skill check the students will need to complete in order to show mastery of the objective:

-- The “Worksheets: Couple Type” is a skill check. Also, the student/participant will take an exam at the end of the workshop.

4. Explain /demonstrate the relevance of this objective/skill to the students:

--see slides 60, 61, Relevance of Couple Type Study.

5. Demonstrate the Relevant Practice, if necessary:

--the content and the beginning of Relevant Practice are combined into this step.

--the Seminar Director will offer a Modeling example at this time (thinking out loud the steps of completing the Worksheet and the thinking process that leads to the “discovery” about the Couple as the Seminar Director completes the Worksheet) The students follow along with their Worksheets at this time (see slide 62 & 109).

Before presenting the content via the PowerPoint presentation,

Note any common errors to avoid or discriminations to understand:

--each of the three System Factors includes four to five components (or factors); do not be confused by the use,

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<p>of the word <u>factors</u>. There are three System Factors (Personality, Couple and Family), and each of these three System Factors has four to five components, which are called <u>factors</u> as well. These components are actually either Relationship Categories or items in the ENRICH Inventory. Be sure to understand the definition of each of the three System Factors and how these factors are found from within the ENRICH Inventory.</p> <p>--also, be certain to understand that the Four Factors Influencing Change include two components/factors from Personality System Factors and two components/factors from Couple System Factors.</p> <p>--the Family System Factors did not influence Couple Type significantly.</p> <p>6. Teach the content the student needs to know before they can practice the objective, if necessary:</p> <p>--the student needs to know how to use the ENRICH Inventory in order to use the “Worksheets: Couple Type.” The Seminar Director provides the necessary information to guide the students through the Worksheet. The history and the content of the dissertation is additional information that <i>will</i> help the student understand the significance of this study; it may also confuse the student with additional</p>	

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<p>information that is not necessary to complete the relevant practice (the “Worksheets: Couple Type”). Do not confuse the student with unnecessary content. As you guide the students in completing the “Worksheet: Couple Type,” provide the necessary information. Then, allow the students to ask their clarify questions; let them guide you as to how much content you provide from this national study. Additional detail is provided in the “Worksheets: Personality Factors,” and the PowerPoint lesson “Improving Your Use of Personality Scales.” To clarify the information in the “Worksheet: Personality Factors” is crucial; the importance for the student to understand this next worksheet cannot be underestimated if the usefulness of the Power of Couple Type is to be appreciated (Module 4D).</p> <p>--As the content is taught via the PowerPoint presentation, the Seminar Director will guide the students through the “Worksheets: Couple Type” now; <u>note the Objectives within the PowerPoint presentation. Do so now. (slide 77, 79, 81, & 109 Objective 13, A-E).</u> Allow students ask clarifying questions.</p> <p>Thirty minutes or more should be allowed for this portion of the exercise. The Students should be interested in the presentation of the content via lecture and PowerPoint slides; do so now;</p>	<p>Guide students through the “Worksheets: Couple Type”; allow clarifying questions to be asked. Thirty minutes may be provided for this portion of the exercise.</p> <p>Students should be motivated to clarify questions via the lecture and PowerPoint slide presentations, as well as motivated to learn more about Personality Factors (the next lesson).</p> <p>Students follow along in the Advanced Manual for the PowerPoint slides in the</p>

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<p>-- Content follows: --slides 63-72, History from the national study; --73-74, Review Relevance of Couple Types Study; --slide 75, Three Factors that Discriminate Couple Type, Objective 8; --slide 76-81, The Three Factors introduced: --includes slide 76, Personality Factors, Objective 9A; --slide 80, Personality Factors Appendix A, Objective 9B-E; --slide 78, Couple System Factors, Objective 10A; --slide 79, Couple System Factors, Appendix A, Objective 10B-E; --slide 80, Family-Of-Origin Factors, Objective 11A; --slide 81, Couple System Factors, Appendix A, Objectives 11B-E; --slide 82, Summary & Detail of the Three System Factors; -- slide 83-88, Personality Factors-charts; --slide 89-94, Couple System Factors-charts; -- slide 95-99, Family-of-Origin Factors-charts; --slide 100, Overall Findings; --slide 101, Four Factors Influencing Change in Couple Type, Objective 12; --slide 102, Clinical Implications; --slide 103-107, Clinical Suggestions; --slide 108, Conclusions.</p>	<p>section The Power of Couple Typology (Type). Students may ask clarifying questions.</p>

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<p>--slide 109, Worksheet: Couple Type, Objective 13A,B,C,D,E. --slide 110, Review Objectives for Couple Type; --slide 111, Questions or Comments.</p> <p>7. Allow student to perform the Relevant Practice (objective), and provide timely feedback: --Notice the content and the beginning of Relevant Practice is performed in step 6. The Seminar Director and the students should now work through the “Worksheet: Couple Type” one last (third) time, with the Students asking their clarifying questions. --the “Worksheets: Couple Type” is both the introduction of the content and the Relevant Practice for this lesson on Couple Type and System Factors. This teaching method provides ample time for Relevant Practice <i>and</i> processing of the ideas of the System Factors. “Thinking by Doing, and Learning by Doing.”</p> <p>8. Let students self-check whether they are ready to demonstrate their ability to perform the skill as the objective states, if necessary;</p> <p>--Students may ask clarifying questions. --Students should be motivated to learn more about Personality Factors (the next lesson).</p>	<p>Students review the “Worksheets: Couple Type” and ask any questions.</p>

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Power of Couple Type

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Instructor Activity

Student Activity

--Allow students to review the “Worksheets: Couple Type” and ask clarifying questions.
END of lesson.