

**Module 4E/Lesson Plan Objective 15 A-C:
Improving Your Ability with the Couple and Family Map**

Given the Advanced Manual, the “Worksheet: Couple and Family Map,” the ENRICH Counselor Computer Report, and the “How to Series: Using the Couple and Family Map,” the student will review the theory of the Couple and Family Map, and assess the Closeness and Flexibility of the Conflicted Couple of the ENRICH Counselor Computer Report.

Instructor Activity	Student Activity
<p>1. Explain where this skill fits in the larger scheme of the Advanced Workshop: --this skill fits in the Advanced Workshop as a lesson that further develops the Counselor’s skill with the ENRICH Counselor Computer Report. --this module/lesson may be presented at any time during the Advanced Workshop, though it is suggested after Identifying and Treating Spouse Abuse, and Couple Type, and the Couple Type Module.</p> <p>2. State the objective: --see above, and slide 126.</p> <p>3. Explain what skill check the students will need to complete in order to show mastery of the objective: --the “Worksheet: Couple and Family Map” will be completed correctly, and an exam will be completed at the end of the Advanced Workshop.</p> <p>4. Explain /demonstrate the relevance of this objective/skill to the students: --see slides 127 & 128, Relevance of Couple & Family Map. (The student needs to know how this Map fits within the ENRICH Inventory: the ENRICH Inventory measures the Satisfaction of the relationship, and the Stability of the relationship. This Map measures the Closeness and Flexibility of the relationship. The Closeness Scale suggests information about the Satisfaction of the relationship, which must be verified by the Relationship Scales of the ENRICH inventory. The</p>	<p>The 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.</p> <p>Students may ask clarifying questions.</p> <p>Students may ask clarifying questions.</p>

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Flexibility Scale suggests information about the Stability of the relationship.
5. Demonstrate the Relevant Practice, if necessary:
--not necessary at this point;
--the Relevant Practice is to complete the “Worksheet: Couple and Family Map.”
Note any common errors to avoid or discriminations to understand:
--the student needs to avoid the error of quickly labeling a couple or family as dysfunctional;
--the student needs to include the persons assessed in discussing the results of the Map to see if the persons agree or disagree with the results as part of reaching any conclusions about the persons’ type. The identified type can be used to help persons reflect on what they are doing (or not doing) in their behavior, thus why the couple is identified as a certain type;
--the student needs to understand that the Map is dynamic, rather than static.
--thus, the student can understand the usefulness of this Map; it is best used as an instrument to help the persons assessed to understand the dynamics of their relationship and how they can achieve the change that may desire, rather than an instrument that simply “labels” the current relationship. The usefulness of this Map is helping the couple to see the choices available to them as they seek a stable and satisfying relationship.
--the student needs to know the dimensions Closeness and Flexibility

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and how these dimensions define typology.
--the student needs to know the measures balanced mid-range, and unbalanced “equal” functional, semi-functional, and dysfunctional.
--the student needs to know how a person’s response to stress and anxiety influence one’s “placement/ movement across the Map.”

6. Teach the content the student needs to know before they can practice the objective, if necessary:

PowerPoint presentation completed here:

--slide 130, the student needs to understand that the map is used to assess two separate systems: the couple system and the family system;
--slide 130, the student needs to understand that the inventories measure the family-of-origin of each person;
--slide 131, Couple & Family Scales; the student needs to distinguish between the Couple Scales and the Family Scales and how these scales are used in assessing the identification of Type on the Map;
---slides 131, 132, Balancing on Closeness and on Flexibility; the student needs to distinguish between the Closeness axis (dimension) and the Flexibility axis (dimension) on the Map;
--slides 134-145, Balanced, Mid-Range, and Unbalanced Types; the student needs to distinguish between Balanced, Mid-Range, and Unbalanced Types on the Map;

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The students follow along in their Advanced Manuals, ask clarifying questions, and offer comments.

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--slides 146-151, the student needs to understand that the Map is dynamic: Family Life Cycle and Anxiety/Stress influence the type of couple or family relationship;

--slide 150-151, The Dynamic Map; the student needs to understand Anxiety/Stress is either acute or chronic;

--slide 153, review the “How to Series: Using the Couple and Family Map”;

--the student needs to know how the three basics: Communication, the Closeness dimension and the Flexibility dimension are interconnected: the student needs to understand that Communication (and Conflict Resolution) facilitates the Flexibility and Closeness of the relationships, (see Worksheet page three—save for Relevant Practice and Worksheet, page 1 and page 3);

--the student needs to know how to help a couple achieve change on the Map—save for Relevant Practice and Worksheet, page 3.

7. Allow student to perform the Relevant Practice (objective), and provide timely feedback:

--slide 154, Objective 15B, C; the Seminar Director and the students complete the “Worksheet: Couple and Family Map” together;

--slides 155-156, review the relevancies of the Couple and Family Map;

--slide 1157, Questions or Comments;

8. Let students self-check whether they are ready to demonstrate their ability to

Student Activity

Students review the “How to Series: Using the Couple and Family Map.” Objective 15A.

The students complete the “Worksheet: Couple and Family Map,” guided by the Seminar Director, Objective 15B,C.

The students review their Worksheet, ask clarifying questions, and respond to Seminar Director’s questions.

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perform the skill as the objective states, if necessary:
--allow students to review the Worksheet and ask questions of the students to check their knowledge and understanding.
END of Module.

Student Activity

The students review their Worksheet, ask clarifying questions, and respond to Seminar Director's questions.