

Sequencing Blueprint for the Advanced PREPARE Workshop (Van Merriënboer's 4C/ID Model)

Task Class: Introduction Module

[This Task Class does not follow van Merriënboer's suggestion for a Task Class containing the same body of knowledge; the denominator for this Task Class is that the information is prerequisite knowledge for continuing in the Advanced Workshop. The formatting of the Task Class description reveals this progression of knowledge by the bolded type.]

The students will learn the ethics of using assessment inventories, review prerequisite knowledge of the PREPARE/ENRICH Inventories, and suggestions for giving Feedback to the Couple.

- Supportive Information: Case study
See Learning Task A.1 Case Study
- Supportive Information: Presentation of Cognitive Strategies
Systematic Approach to Problem Solving (SAP)/Heuristic...Using the ethical guidelines for using an assessment inventory
- Supportive Information: Presentation of Mental Models
Conceptual model of ethical concepts: promote a person's welfare, autonomy, fairness of equals and unequals, trustworthiness, truthfulness, and copyright laws

Learning Task A.1. Case study

Objective Introduction A.

Learners discuss the example in the case study and explain why the Counselor did not force the man of the Couple to take the inventory (listed on page 3, slides 8-9).

Learning Task A. 2.

Objective Introduction A. JIT Information

Conditions: with the "Advanced Manual (For Version 2000)" in hand,

Performance: the participant will be able to identify (check mark) the eight principles related to the ethics of using inventories.

Detail: as stated in the Introduction, in slides "Ethics of Using Inventories" (slides 8-9).

The students will learn the ethics of using assessment inventories, **review prerequisite knowledge of the PREPARE/ENRICH Inventories**, and suggestions for giving Feedback to the Couple.

- Supportive Information: Modeling example (thinking processes out loud)
- Supportive Information: Presentation of cognitive strategies

SAP/heuristics for how to use the Relationship Scales, Positive Couple Agreement Score, and Revised Individual Scores in the Role Relationship Scale in the ENRICH Counselor Report.

- Supportive Information: Presentation of Mental model
Conceptual model of the above concepts

Learning Task B. 1. Case Study

Objective Introduction B.

Learners receive an ENRICH Counselor Report and briefly explain the scores and what they mean for the Couple.

Learning Task B. 2.

Objective Introduction B. JIT Information

Conditions: with the “Advanced Manual (For Version 2000)” in hand,

Performance: the participant will be able to identify (check mark) the three components from the Counselor Report for review:

Detail: as stated in Introduction, in slides “Quick Review of Inventory” (slide 10).

The students will learn the ethics of using assessment inventories, review prerequisite knowledge of the PREPARE/ENRICH Inventories, and **suggestions for giving Feedback to the Couple.**

- Supportive Information: Case Study
- Supportive Information: Presentation of cognitive strategies
Heuristics/SAP for offering the Couple Feedback

Learning Task C. 1. Case Study/Modeling Example

Objective Introduction C.

Learners continue with the above case study and briefly “role-play” with the Seminar Director as s/he models and explains the steps in the Suggestions for Feedback.

Learning Task C. 2.

Objective Introduction C. JIT Information

Conditions: with the “Advanced Manual (For Version 2000)” in hand,

Performance: the participant will be able to identify (check mark) the suggestions for Feedback to the Couple,

Detail: as stated in the Introduction, in slides “Suggestions for Feedback” (slide 11).

Task Class: Module 1

The students will learn how to use the PREPARE-CC inventory, review the “How to Series: How to Work with Cohabiting Couples,” and how to use PREPARE--CC with the “Building a Strong Marriage Workbook.”

- Supportive Information: Presentation of cognitive strategies
SAP/heuristics for how to use the PREPARE-CC inventory, and the “How to Series: How to Work with Cohabiting Couples.”
- Supportive Information: Presentation of Mental Models
Conceptual model of cohabiting couple: concepts and PREPARE-CC
Structural model of how PREPARE-CC is organized;
Coordinate concepts: compare and contrast to the other PREPARE/ENRICH assessment inventories.
Functional model: when and how the PREPARE-CC is used or the process of using the inventory with the couple.

Learning Task 1.1:

Objective 23.A. JIT Information

Conditions: with the “How to Work with Cohabiting Couples” sheet in hand,

Performance: the participant will be able to identify (check mark) the goals in working with cohabiting couples,

Detail: as stated on page 1;

Learning Task 1.2

Objective 23.B. JIT Information

Performance: the participant will be able to identify (check mark) the suggestions for how to use the ENRICH Counselor Report,

Detail: as stated on page 1, “Review & Discuss all the “New Items in PREPARE-CC” Handout”;

Learning Task 1.3

Objective 23.C. JIT Information

Performance: the participant will be able to identify (circle) the suggestions for how to use the “Building A Strong Marriage Workbook”

Detail: as stated on page 1, “Using the standard PREPARE/ENRICH Materials:”

Learning Task 1.4 Predict

Condition: With the “Advanced Manual (For Version 2000)” in hand,

Performance: the participants will predict possible problems for a Cohabiting Couple, from the issues stated in Module 1, “Common Issues with Cohabiting Couples” (slide 24).

Task Class: Module 2A

Given the Advanced Manual, the “Worksheet: Identifying & Treating Spouse Abuse,” the Sample ENRICH Counselor’s Computer Report, and the “How to Series: Dealing with Abusive Couples,” the participant will learn the results from the “National Survey of Spouse Abuse,” and learn how to assess and evaluate an Abusive Couple, and learn the goals for how to offer feedback with Abusing Couples.

- Supportive Information: Modeling Example (thinking processes out loud)
Learners will observe and follow along as the Seminar Director completes the “Worksheet: Identifying and Treating Spouse Abuse” two times.
- Supportive Information: Presentation of Cognitive Strategies
Systematic Approach to Problem Solving (SAP): Identifying and Treating Spouse Abuse
- Supportive Information: Presentation of Mental Models
Conceptual model of Four Types of Abuse, Factors Related to Abuse, Personality Factors, Couple Relationship Factors, Couple Type, Five Background Factors, Six Benefits for Focusing on Couple’s Strengths, and Summary Goals in Treating Conflicted or Devitalized Couples
Structural model of how the “Worksheet: Identifying and Treating Spouse Abuse” is organized, and where it fits within the resources that use the ENRICH Counselor Report, where the parts of this Worksheet “match” the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how/why the “Worksheet: Identifying and Treating Spouse Abuse” is useful, how the summarized information supports or weakens the hunches the Counselor gains about the Couple as the Worksheet is completed and reviewed.

Learning Tasks 2.1: Case Study

Objective 19. A-F.

The Learners review the “Worksheet: Identifying and Treating Spouse Abuse,” reviewing each completed section of this Worksheet, and explain how each “summarized answer” from each section of the Worksheet contributes to determining the presence or absence of Spouse Abuse, and the affects of Spouse Abuse on the man, *and* on the woman, *and* the couple relationship.

Learning Task 2.2

Objective 20.

JIT Information

Conditions: with the Advanced Manual and the “Worksheet: Identifying and Treating Couple Abuse” in hand,

Performance: the participant will be able to identify (check mark) the goals for treating Couple Abuse,

Detail: as stated in Module 2B, “Goals with Abusing Couple Abuse” (slide 32; Worksheet, (page 1 of 3).

Learning Tasks 2.3:

Objective 21.A. JIT Information

21.A.

Conditions: with the “How to Series: Dealing with Abusive Couples” in hand,

Performance: the participant will identify (check mark) the goals in working with abusive couples,

Detail: as stated on page 1;

Learning Task 2.4

Objective 21.B. JIT Information

Performance: the participant will identify (check mark) the suggestions for how to use the ENRICH Counselor Report,

Detail: as stated on page 1, “Identifying Abusive Couples”;

Learning Task 2.5

Objective 21.C. JIT Information

Performance: the participant will identify (circle) the suggestions for how to use the “Building A Strong Marriage Workbook,”

Detail: as stated on page 2, “Using the PREPARE/ENRICH Program.”

Task Class: Module 3

Given the Advanced Manual, students will be able to note the improvement for the PREPARE Program Group: improvement in eight relationship categories, change in couple typology, the consistency between couple typology and marital satisfaction, and value of helping couples move toward a Vitalized Couple type.

- Supportive Information: Case Study
Learners are presented with the summary of the PREPARE Outcome Study.
- Supportive Information: Presentation of Mental Models
Conceptual model of the PREPARE Outcome Study concepts: Couple Satisfaction Score, the PREPARE Scales, the Couple Type description, and the Six Couple Exercises in the “Building A Strong Marriage Workbook.”
Structural model of how the Couple Satisfaction Score, the PREPARE Scales, and the Couple Type description are related to each other.
Causal model of how the Six Couple Exercises in the “Building A Strong Marriage Workbook,” and the Couple Feedback experiences relate to the Couple Type description for Study participants.

Learning Task 3.1: Case Study

Objective 1

With the “Advanced Manual (For Version 2000)” in hand, the participant will be able to identify (check mark) the knowledge gained from the PREPARE Program Group within the PREPARE Outcome Study, as stated in Module 3, in slides “Changes in Three Groups” (slide 11), PREPARE Program Improved in Eight Categories” (slide 13), Changes in PREPARE Couple Types for PREPARE Program Group” (slide 14), and

“Summary of Findings” (slide 15) and explain why the PREPARE Program Group received higher scores in Couple Type, PREPARE categories, and Couple Satisfaction.

Learning Task 3.2

Learners will review the Six Couple Exercises, noting the presence or absence of Feedback from the Counselor and explain why the Couple Type description and the Couple Satisfaction score correlate.

Task Class: Module 4A Introduction to the Next Studies

Given the “Worksheet: Couple and Family Map-Overview-Seeing the Connections,” the participants will see an overview of nine components of the ENRICH Counselor Report, and see the connections between them, and learn how they describe the dynamics of couple relationships.

- Supportive Information: Modeling Example: Advanced Organizer (thinking processes out loud) Advanced Organizer: “Worksheet: Couple and Family Map-Overview-Seeing the Connections”
Learners watch and follow along as the Seminar Director explains “the connections” on the “Worksheet: Couple and Family Map-Overview-Seeing the Connections”: Couple Flexibility, Role Relationship, Partner Dominance, Assertiveness, Self-Confidence, Couple Closeness, Communication, Personality Compatibility, and Conflict Resolution
- Supportive Information: Presentation of Mental Models
Conceptual model of the concepts listed on the “Worksheet: Couple and Family Map-Overview-Seeing the Connections”
Structural model of how the “Worksheet: Couple and Family Map-Overview-Seeing the Connections” is organized, and where the parts of this Worksheet “match” the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how/why the “Worksheet: Couple and Family Map-Overview-Seeing the Connections” is useful, how the summarized information directs the Counselor as s/he plans Feedback for the Couple.

Learning Tasks 4A.1. Modeling Example

Learners review the “Worksheet: Couple and Family Map-Overview-Seeing the Connections” and explain how the Map is organized, how each component is related to each other as marked and explained on the Map.

Learning Tasks 4A.2

With the “Worksheet: Couple and Family Map-Overview-Seeing the Connections” in hand, the learners will review the components/categories and explain how the the 7 defined “set of Connections” affect each other and cause that “set of Connections” to exist (explain the relationships between the components connected by arrows and/or defined by the descriptions).

Task Class: Module 4B National Survey of Marital Strengths

Given the Advanced Workbook, the “Worksheet: Marital Strengths,” and the PREPARE/ENRICH Manual, the participants will identify the six reasons for emphasizing strengths in a couple’s relationship, the top ten problem issues for unhappy couples, the six categories from which the top ten problem issues are found, the top ten strengths for happy couples, the four categories that significantly distinguish happy from unhappy marriages, the five categories to identify for building strong marriages according to the National Survey of Marital Strengths, and clarify the importance of Role Relationship to Marital Happiness.

- Supportive Information: Modeling Example (thinking processes out loud)
Learners will observe and follow along as the Seminar Director completes the “Worksheet: Marital Strengths,” two times.
- Supportive Information: Presentation of Cognitive Strategies
Systematic Approach to Problem Solving (SAP): Using the “Worksheet: Marital Strengths.”
- Supportive Information: Presentation of Mental Models
Conceptual model of the six reasons for emphasizing strengths in a couple’s relationship, the top ten problem issues for unhappy couples, the six categories from which the top ten problem issues are found, the top ten strengths for happy couples, the four categories that significantly distinguish happy from unhappy marriages, the five categories to identify for building strong marriages according to the National Survey of Marital Strengths, and clarify the importance of Role Relationship to Marital Happiness.
Structural model of how the “Worksheet: Marital Strengths” is organized, and where it fits within the resources that use the ENRICH Counselor Report, where the parts of this Worksheet “match” the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how/why the “Worksheet: Marital Strengths” is useful, how the summarized information supports or weakens the hunches the Counselor gains about the Couple as the Worksheet is completed and reviewed.

Learning Task 4.B.1: Case Study

The Learners review the “Worksheet: Marital Strengths” reviewing each completed section of this Worksheet, and explain how each “summarized answer” from each section of the Worksheet contributes to determining the presence or absence of strengths, and the affects of these strengths or weaknesses on the man, *and* on the woman, *and* the couple relationship.

Learning Task 4.B.2

Objective 2.A. JIT Information

Conditions: with the Advanced Manual in hand,

Performance: the participant will be able to identify (check mark) the ten most frequent problem issues for unhappy couples,

Detail: as stated in Module 4B in slides “Top Ten Marital Issues,” (slide 22 & 23);

Learning Task 4.B.3

Objective 2.B. JIT Information

Conditions: with the "Worksheet: Marital Strengths," and an ENRICH Counselor Report in hand,

Performance: the participant will correctly transfer from the ENRICH Counselor Report the male and female's scores (using the specific item numbers) for the top ten issues for unhappy marriages to the "Worksheet: Marital Strengths"; this list is found in the "Worksheet: Marital Strengths" (page 2 of 4); then, the participant will compare and contrast the top ten issues for unhappy marriages with the couple's scores. (Notice the item numbers labeled as TI1, TI 2 (for Top Issue #1, Top Issue #2, etc., through 10).

NOTE: *A template from which to compare all future Computer Couple Reports is present for you as you use the "Worksheet: Marital Strengths."*

Learning Task 4.B.4

Objective 3. JIT Information

Conditions: with the "Worksheet: Marital Strengths," and the Advanced Manual in hand,

Performance: the participant will be able to identify (check mark) the six reasons couples need to learn to emphasize strengths in their relationship,

Detail: as stated on in Module 4B in slides "Why Emphasize Strengths," (slides 28 & 29), as well as on the "Worksheet: Marital Strengths," (page 1 of 4).

Learning Task 4.B.5

Objective 4.A. JIT Information

Conditions: with the "Advanced Manual" in hand,

Performance: the participant will be able to identify (check mark) the ten strengths for happy couples,

Detail: as stated in Module 4B in slides "Top Ten Strengths of Happy Marriages," (slides 32 & 33) as well as on the "Worksheet: Marital Strengths" (page 2 of 4);

Learning Task 4.B.6

Objective 4.B. JIT Information

Conditions: with the "Worksheet: Marital Strengths," and an ENRICH Counselor Report in hand,

Performance: the participant will correctly transfer from the ENRICH Counselor Report the male and female's scores (using the specific item numbers) for the top ten strengths for happy marriages to the "Worksheet: Marital Strengths"; this list is found in the "Worksheet: Marital Strengths" (page 2 of 4); then, the participant will compare and contrast the top ten strengths for happy marriages with the couple's scores. (Notice the item numbers labeled as TS1, TS 2 (for Top Strengths #1, Top Strengths #2, etc., through 10.)

NOTE: *A template from which to compare all future Computer Couple's Reports is present for you as you use the "Worksheet: Marital Strengths."*

Learning Task 4.B.7

Objective 5.A. JIT Information

Conditions: with the Advanced Workshop For Version 2000 Manual in hand,
Performance: the participant will be able to identify (check mark) the four Categories that significantly distinguish happy couples from unhappy couples,

Detail: as stated in Module 4B in slides "Strengths in... Communication, Couple Flexibility, Couple Closeness, and Role Relationship" (slides 35-41);

Learning Task 4.B.8

Objective 5.B. JIT Information

Conditions: with "Appendix A: Items in Inventories" of the PREPARE/ENRICH Counselor's Manual (For Version 2000), and the "Worksheet: Marital Strengths" in hand,

Performance: the participant will be able to locate (check mark) and label (write KS next to) each of these strengths (specific items *see Details below*) within each of these four categories in "Appendix A: Items in Inventories."

Details: This task entails being able to note the specific item number for each specific item *as stated on slides 35-41, Module 4B, the section entitled "National Survey of Marital Strengths,"* and match each specific item within the appropriate Relationship Scale/Category Scale in "Appendix A: Items in Inventories." Suggested task: In Appendix A, the participant will locate the appropriate Relationship Scale/Category, then label the correct, specific item number with KS (mark KS for these items in communication; then mark KS for these correct items in Couple Flexibility, etc. for Key Strength in Communication, etc....) within the appropriate Relationship Scale/Category Scale--in "Appendix A: Items in Inventories." Be certain to list all the items for the five inventories, according to the relationship/Category Scales.

NOTE: *for ease, these correct, specific item numbers are listed in the "Worksheet: Marital Strengths (page 3 of 4);*

Learning Task 4.B.9

Objective 5.C. JIT Information

Conditions: with the "Worksheet: Marital Strengths," and an ENRICH Counselor Report in hand,

Performance: the participant will correctly transfer from the ENRICH Counselor

Report the male and female's scores (using the specific item numbers) from the four categories that significantly distinguish happy couples from unhappy couples to the "Worksheet: Marital Strengths"; this list is found in the "Worksheet: Marital Strengths" (page 3 of 4); then, the participant will compare and contrast the four categories with the couple's scores. (Notice how many item numbers are labeled as TS (for Top Strength or TI for Top Issue); this list is found in the "Worksheet: Marital Strengths" (page 1).

NOTE: *For ease, a template from which to compare all future ENRICH Counselor Reports is present for you as you use the "Worksheet: Marital Strengths."*

Learning Task 4.B.10

Objective 6.A. JIT Information

Conditions: the Advanced Workshop For Version 2000 Manual in hand,

Performance: the participant will be able to identify (check mark) the five categories for developing a strong marriage that the counselor needs to **lift into awareness for all couples,**

Detail: as stated on slide "Top Five Categories for Predicting Strong Marriages," (slide 43). The ability to review these five categories within a ENRICH Counselor Report will enable a counselor to very quickly compare this particular couple's PCA scores for each of these five categories to the national norm: *which of these five categories are strengths and which are weaknesses for this couple?*

Learning Task 4.B.11

Objective 6.B. JIT Information

Conditions: with the "Worksheet: Marital Strengths," and an ENRICH Counselor Report in hand,

Performance: the participant will correctly transfer from the ENRICH Counselor Report the male and female's scores from the five categories for developing a strong marriage (*using the specific item numbers within each of these five categories*) to the "Worksheet: Marital Strengths"; this list is found in the "Worksheet: Marital Strengths" (page 3 of 4); then, the participant will compare and contrast the five categories for developing a strong marriage with the couple's scores. (Notice how many item numbers are labeled as TS (for Top Strength or TI for Top Issue.)

NOTE: *For ease, a template from which to compare all future ENRICH Counselor Reports is present for you as you use the "Worksheet: Marital Strengths."*

Learning Task 4.B.12

Objective 7. JIT Information

Conditions: with the "Worksheet: Marital Strengths," and an ENRICH Counselor Report in hand,

Performance: the participant will correctly transfer from the ENRICH Counselor Report the male and female PCA and Rev. Ind. scores from the Role Relationship Category to the Worksheet—see “Worksheet: Marital Strengths,” (page 4 of 4). If necessary, review and note the ten items in the Role Relationship Category. (You may transfer to the Worksheet if you wish, so you may have the detail of this category on page 4 of the Worksheet.) Compare and Contrast these scores.

NOTE: *For ease, a template from which to use for all future Computer Couple Reports is present for you as you use the “Worksheet: Marital Strengths.”*

Supportive Information: Cognitive feedback (because the above is difficult and complex) Learners receive feedback on how they reasoned about the above information.

Task Class: Module 4C

Given the Advanced Manual, the “Worksheets: Couple Type,” and the Appendix A of the PREPARE/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.

- **Supportive Information: Modeling Example** (thinking processes out loud) Learners will observe and follow along as the Seminar Director completes the “Worksheet: Couple Type” two times.
- **Supportive Information: Presentation of Cognitive Strategies**
Systematic Approach to Problem Solving (SAP)...Using the “Worksheet: Couple Type.”
- **Supportive Information: Presentation of Mental Models**
Conceptual model of the concepts Personality Factor, Couple System Factor, Family-of-Origin Factor, and the Four Factors Influencing Change in Couple Type.
Structural model of how the “Worksheet: Couple Type” is organized, and where it fits within the resources that use the ENRICH Counselor Report, where the four sets of Factors of this Worksheet “match” the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how the four sets of Factors and Couple Type do or do not correlate, and how the three Factors (Personality, Couple, and Family) relate to the Four Factors Influencing Change in Couple Type.

Learning Tasks 4C1.1: Case Study

The Learners review the “Worksheet: Couple Type,” reviewing each completed section of this Worksheet, and explain how each “summarized answer” from each section of the Worksheet contributes to determining the strength or weakness of the Personality Factors, the Couple System Factors, the Family-of-Origin Factors, and the Four Factors Influencing Change, and the affects of each of these four sets of Factors on the man, *and* on the woman, *and* the couple relationship.

Learning Tasks 4C.2:

Objective 8. JIT Information

Conditions: with the Advanced Manual in hand,

Performance: the participant will be able to identify (check mark) the three factors used to discriminate between Couple Types,

Detail: as stated in Module 4C, “The Power of Couple Typology (Types)” (slides 75).

Learning Task 4C.3:

Objective 9A. JIT Information

Conditions: with the Advanced Manual, the “Appendix A: Items in Inventories” of the PREPARE/ENRICH Counselor’s Manual (For Version 2000), the “ENRICH Counselor Report,” and with the “Worksheet: Couple Type” in hand,

Performance: the participant will be able to identify (locate) the slide “Personality Factors” in the Advanced Workshop Manual,

Detail: as stated in Module 4C in slide 76;

Learning Task 4C.4

Objective 9.B. JIT Information

Performance: then, the participant will identify (locate) “Personality Assessment” in “Appendix A: Items in Inventories”

Detail: of the PREPARE/ENRICH Counselor’s Manual (For Version 2000), (p. 16);

Learning Task 4C.5

Objective 9.C. JIT Information

Performance: then label at the top of the page: “=Personality Factors + Happiness and Enjoyment in Life–Background item.” You now have added in Appendix A, a useful memory aid for knowing the items that constitute “Personality Factors.”

Learning Task 4C.6

Objective 9.D. JIT Information

Performance: Additionally, the participant will be able to identify (locate) the “happiness and enjoyment in life” item, which

Detail: is found on the Computer Couple's Report: Background Category, (page 2) and,

Objective 9.E. JIT Information

Performance: then label this item ("happiness and enjoyment in life") as "a Personality Factor."

NOTE: *For ease, a template from which to compare all future ENRICH Counselor Reports is present for you as you use the "Worksheet: Couple Type" (Page 1 of 2).*

Supportive Information: Cognitive Feedback (because the above is difficult and complex) Learners receive feedback on how they reasoned about the above information.

Task Class: Module 4D

Given the Advanced Manual, the "Worksheets: Personality Factors," the Appendix A of the PREPARE/ENRICH Counselor Manual (2000), and the couple's answer sheets to the ENRICH inventory, the student will review the definition of Personality System Factors (from the module Couple Type), and apply the Clinical Implications of Couple Type, based on Edward F. Kouneski's dissertation, "Five types of marriage based on ENRICH: linking intrapersonal and interpersonal characteristics" to the Personality Assessment Scale of the ENRICH Counselor Computer Report for the couple being assessed.

- Supportive Information: Case Study
Learners will follow along as the Seminar Director completes the "Worksheet: Marital Strengths"; this process is "shared together" as the module unfolds.
- Supportive Information: Presentation of Cognitive Strategies Systematic Approach to Problem Solving (SAP)...Using the "Worksheet: Personality Factors."
- Supportive Information: Presentation of Mental Models
Conceptual model of Personality Factors, Positive & Negative Cycles, Personality & Abuse, Assertiveness, Self-Confidence, Avoidance, Partner Dominance, Self-esteem, and Mastery
Structural model of how the "Worksheet: Personality Factors" is organized, and where it fits within the resources that use the ENRICH Counselor Report, where the parts of this Worksheet "match" the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how/why the "Worksheet: Personality Factors" is useful, how the summarized information supports or weakens the hunches the Counselor gains about the Couple as the Worksheet is completed and reviewed.

Learning Tasks 4D.1: Case Study

The Learners review with the Seminar Director the “Worksheet: Personality Factor,” reviewing each completed section of this Worksheet, and explain how each “summarized answer” from each section of the Worksheet contributes to determining the presence or absence of Assertiveness, Self-Confidence, Avoidance, Partner Dominance, Self-esteem, and Mastery and the affects of each of these on the man, *and* on the woman, *and* the couple relationship.

Learning Tasks 4D.2:

14.A. JIT Information

Conditions: with the Advanced Manual, the “Worksheet: Personality Factors, and the ENRICH Counselor Report,” in hand,

Performance: the participant will be able to complete the “Worksheet: Personality Factors.”

Learning Task 4D.3:

Objective 14.B. JIT Information

Performance: The participant will identify (locate) the definitions: Assertiveness, Self-confidence, Avoidance, and Partner Dominance

Detail: on the Worksheet (page 1 of 2);

Learning Task 4D.4:

Objective 14.C. JIT Information

Performance: as well as review the Clinical Implications of these factors

Detail: on the Worksheet (page 1 of 2);

Learning Task 4D.5:

Objective 14.D. JIT Information

Performance: as well as review the positive and negative cycles between Assertiveness and Self-confidence

Detail: on the Worksheet (page 1 of 2);

Learning Task 4D.6:

Objective 14.E. JIT Information

Performance: as well as review the summary of “People who are assertive” and “People who avoid issues or concerns”

Detail: on the Worksheet (page 1 of 2).

Learning Task 4D.7:

Objective 14.F. JIT Information

Performance: Additionally, the participant will complete the **Self-Confidence Scale** for both the male and the female: these scores are found on the male and female’s “Answer Sheets,” which is included in the return mail packet from Life Innovations, Inc. Transcribe the results of each item listed in the Self-Confidence Scale on the Worksheet (page 2 of 2) from the Answer Sheet to this Self-Confidence Scale

Detail: on the Worksheet (page 2 of 2). *It is crucial to note the definition of Self-esteem and Mastery, as defined on the Worksheet (see text box, page 2 of 2).*

Learning Task 4D.8:

Objective 14.G. JIT Information

Performance: Finally, the participant will correctly transfer from the ENRICH Counselor Report the male and female's scores for the Assertiveness, Avoidance, Partner Dominance Scales, and the "How Often Happy and Enjoy Life" scores

Detail: to the "Worksheet: Personality Factors" (page 2 of 2); the participant will note the strengths and weaknesses for this couple. (Notice the item numbers labeled as TS1, KS1, (for Top Strengths #1, Key Strength#1, etc., 1 through 10.)

NOTE: *A template from which to compare all future Computer Couple's Reports is present for you as you use the "Worksheet: Personality Factors."*

Supportive Information: Cognitive Feedback (because the above is difficult and complex) Learners receive feedback on how they reasoned about the above information.

Task Class: Module 4E

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.

- Supportive Information: Case Study
The learners are allowed to read the "Worksheet: Couple and Family Map" at this time; they should be prepared to think about the process or SAP of the Worksheet.
- Supportive Information: Presentation of Mental Models
Conceptual model of the concepts Couple and Family Map, Couple System, Family System, Communication, Couple Closeness, Couple Flexibility, Balanced Types, Unbalanced Types, Midrange Types, Dynamic Map
Structural model of how the "Worksheet: Couple and Family Map" is organized, and where it fits within the resources that use the ENRICH Counselor Report, where the parts of this Worksheet "match" the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how/why the "Worksheet: Couple and Family Map" is useful, how the summarized information supports or weakens the hunches the Counselor gains about the Couple as the Worksheet is completed and reviewed.
- Supportive Information: Presentation of Cognitive Strategies

Systematic Approach to Problem Solving (SAP) of the "Worksheet:
Couple and Family Map."

Learning Task 4E.1: Case Study

The Learners review with the Seminar Director the "Worksheet: Couple and Family Map," reviewing each completed section of this Worksheet, and explain how each "summarized answer" from each section of the Worksheet contributes to determining the presence or absence of Communication, Couple Flexibility, Couple Closeness and the affects of each of these on the man, *and* on the woman, *and* the couple relationship.

Learning Task 4E..2:

Objective 15.A. JIT Information

Conditions: with the Advanced Manual, the "How to Series: Using the Couple and Family Map," the "Worksheet: Couple and Family Map," and the "ENRICH Counselor Report" in hand,

Performance: the participant will complete the "Worksheet: Couple and Family Map": the participant will identify (check mark) the suggested four questions that a Counselor should ask the couple regarding the results from their Couple and Family Map,

Detail: as stated on How to Series..., page 1; Worksheet (page 2 of 3).

Learning Task 4E.3:

Objective 15.B. JIT Information

Performance: Additionally, the participant will identify and list the developmental/situational stressors that contribute to change or movement for the couple/family on the Couple and Family Map,

Detail: as stated on Worksheet, (page 2 of 3).

Learning Task 4E.4:

Objective 15.C. JIT Information

Performance: Lastly, the participant will review the Clinical Suggestions for using the Couple and Family Map,

Detail: as stated on Worksheet, (page 3 of 3).

Criteria: The Worksheet: Couple and Family Map is completed accurately.

Supportive Information: Cognitive feedback (because the above is difficult and complex)
Learners receive feedback on how they reasoned about the above information.

Task Class: Module 4F

Given the Advanced Manual, and the “Worksheet: Marital Strengths,” and the “How to Series: Working with Conflicted and Devitalized Couples,” the participant will review Dr. Olson’s ten recommendations for how to offer feedback for Conflicted or Devitalized Couples.

- **Supportive Information: Case Study**
The learners are allowed to review the “Worksheet: Marital Strengths” at this time; they should be prepared to think about the process or SAP of this Worksheet, plus the “Worksheets Identifying and Treating Abuse, and Personality Factors.”
- **Supportive Information: Presentation of Cognitive Strategies Systematic Approach to Problem Solving (SAP) for this Worksheet, plus the two other Worksheets listed above.**
- **Supportive Information: Presentation of Mental Models**
Conceptual model of all the concepts presented thus far in the Advanced Workshop.
Structural model how the “Worksheet: Marital Strengths, Identifying and Treating Abuse, and Personality Factors is organized, and where each fits within the resources that use the ENRICH Counselor Report, where the parts of these Worksheets “match” the scales of the ENRICH Counselor Report, and where it fits within the process of giving Feedback to the Couple.
Causal model of how/why the three “Worksheets” are useful, how the summarized information supports or weakens the hunches the Counselor gains about the Couple as the Worksheet is completed and reviewed.

Learning Tasks 4F.1: Case Study

The Learners review the “Worksheet: Marital Strengths” reviewing each completed section of this Worksheet, and explain how each “summarized answer” from each section of the Worksheet contributes to determining the presence or absence of conflict and “devitalized” feelings, and the affects of these conflicts or “devitalized” feelings on the man, *and* on the woman, *and* the couple relationship. In addition, the learners will continue to review the Worksheets for Identifying and Treating Abuse, and Personality Factors, building their “discoveries” about this Couple, noting their “initial hypotheses” for the man, the women, and the Couple.

Learning Tasks 4F.2:

Objective 16. JIT Information

Conditions: with the Advanced Manual, and the “Worksheet: Marital Strengths” in hand,

Performance: the participant will be able to identify (check mark) Dr. Olson’s ten recommendations for how to offer feedback for Conflicted or Devitalized Couples,

Detail: as stated in Module 4F, “Goals in Treating Conflicted or Devitalized Couples” (slides 161 - 163); Worksheet (page 1 of 4).

Learning Task 4F.3:

Objective 17.A. JIT Information

Conditions: with the “How to Series: Working with CONFLICTED and DEVITALIZED Couples” Sheet in hand,

Performance: the participant will be able to identify (check mark) the suggestions for how to use the ENRICH Counselor Report;

Detail: under the section “Relevant questions to raise with Conflicted and Devitalized Couples”: the bullet regarding items to review under the Background Section of the Couple Inventory.

Learning Task 4F.4

Objective 17.B. JIT Information

Performance: the participant will be able to identify (circle) the suggestions for how to use the “Building A Strong Marriage Workbook”

Detail: under the section “Using the PREPARE/ENRICH Program.

Cognitive feedback (because the above is difficult and complex)

Learners receive feedback on how they reasoned about the above information.

Task Class: Module 4G

Given all the Advanced Workshop materials, especially the results from the Worksheets (Marital Strengths, Couple Type, Personality Factors, Couple and Family Map, and Identifying and Treating Spouse Abuse), the ENRICH Counselor Computer Report, and the Counselor Feedback Guide, participants will synthesize the results based on these national studies. By the end of this module, the participants will have an initial treatment plan for this couple, using the outline of the six feedback sessions in the Counselor Feedback Guide and the Building a Strong Marriage Workbook. The Seminar Director will guide this process, reviewing each of the new measures from the national studies and the ENRICH Report (found in the Worksheets) with the Advanced Workshop participants; an initial treatment plan for this couple will be developed.

Supportive Information: Case Study / Modeling Example

The Learners review the all the “Worksheets” reviewing each completed section of the Worksheets, and explain how each “summarized answers” from each section of the Worksheets contributes to determining the presence or absence of abuse, strengths, weaknesses, conflict and “devitalized” feelings, assertiveness, self-confidence, avoidance, and partner dominance, noting especially the four factors influencing change in couple relationships, and specific items of strengths. (Couple System Factors, Personality Factors, Four factors influencing change, Five categories to emphasize for building strong marriages)--***in this order***. The learners will focus on the affects of these dynamics on the man, *and* on the woman, *and* the couple relationship. In addition, the learners will see the relationships with these results and the six couple exercises in the Building A Strong Marriage Workbook. The learners are building an initial treatment plan for this Couple.

- Supportive Information: Case Study / Modeling Example
The learners are allowed to review all the “Worksheets” at this time; they should be prepared to think about the process or SAP of all these “Worksheets.” The Seminar Director guides the discussion with leading questions so to build an initial treatment plan for the Couple.
- Supportive Information: Presentation of Cognitive Strategies for all the Worksheets.
Systematic Approach to Problem Solving (SAP) of the all the “Worksheets”
Supportive Information: Presentation of Mental Models
Conceptual model of all the concepts presented thus far in the Advanced Workshop.
- Structural model of how all the “Worksheets” are organized, and where each fits within the resources that use the ENRICH Counselor Report, where the parts of the Worksheets “match” the scales of the ENRICH Counselor Report, and where they fit within the process of giving Feedback to the Couple.
Causal model of how/why the “Worksheets” are useful, how the summarized information supports or weakens the hunches the Counselor gains about the Couple as the Worksheets are completed and reviewed.

Learning Task 4G.1: Case Study

The Learners review the “Worksheets” reviewing each completed section of these Worksheets, and explain how any of the “summarized answers” from each section of the Worksheets contributes to determining the presence or absence of a strong or conflicted, devitalized, or abusive marriage, and noting the affects of these conflicts or “devitalized” feelings on the man, *and* on the woman, *and* the couple relationship. In addition, the learners will continue to review the Worksheets for building their “discoveries” about this Couple, noting their “initial hypotheses” for the man, *and* the women, *and* the Couple. The Seminar Director guides the discussion with leading questions as an initial treatment plan is designed for the Couple.

Learning Task 4G.2

Objective 22.

Conditions: with all of the Life Innovations, Inc. materials at hand, for the next 25-30 minutes, using the all the “Worksheets,” and the “Counselor Feedback Guide” to direct this exercise.

Performance: The participants as one group will role-play the six feedback sessions. The information from the PREPARE Outcome Study, the National Survey of Marital Strengths, the National Survey of Spouse Abuse, the Power of Couple Typology, and the Using the Couple and Family Map sections will be incorporated as this “role play” exercise unfolds.

Questions workshop director needs to keep in mind:

Appropriateness of generalizing results of National Studies to specific couples...
How to review the Computer Couple’s Report with the above information—benefits and drawbacks:
the six categories from ENRICH that best predict abuse;

the four types of abuse,
how to apply the ten issues and ten strengths,
the six categories for unhappy marriages,
the four categories that significantly distinguish happy couples from unhappy couples,
the five categories for developing a strong marriage,
and the six reasons for emphasizing strengths,
the three factors used to discriminate between couple types,
the Personality Factors and Couple System Factors discriminate the best, and
the four factors that influence change in Couple Type;
into each of the feedback sessions.

Criteria: All twelve topics (listed above) will be reviewed and applied to the couple type on the Sample ENRICH Counselor Report. Each workshop participant will have a **preliminary** treatment plan outlined on their "worksheets," *by noting the check marked and circled factors, which will be emphasized for change and for maintenance for this couple.*

[For quality control, and to aid cognitive processing, Dr. Olson may wish to add to this exercise by video taping a group of marital therapists doing this exercise with him/them as the workshop facilitator and provide this video tape as a teaching/learning aid for all Advanced Workshops. However, the "live processing" of each workshop will be invaluable as a learning aid; it should not be eliminated. The benefit for participants will be deeper processing of material and perhaps, guidance for pastors to refer Conflicted Couples to Marriage Counselors. In addition, participants are now ready to focus with greater interest in learning the following topics.]

Note: See the PowerPoint slides, and note the explanations and questions available there.

Cognitive feedback (because the above is difficult and complex)
Learners receive feedback on how they reasoned about the above information.

Task Class: Module 5

Given the Advanced Manual, the "How to Series: Stepping Stones to Developing a Caring Community of Couples (CCCC), the Life Innovations, Inc. Catalog, and the "Worksheet: CCCC," the participants will consider implementing the "Creating a Caring Community of Couples" Programs in their own setting. Brainstorm (write/schedule) a time line for a least one program in your own setting by using the "Worksheet: CCCC."

- Supportive Information: Case Study / Modeling Example
The learners are allowed to review all the "Worksheet: CCCC" and the Life Innovations, Inc. catalog at this time; they should be prepared to think about the process or SAP of how to implement these resources all this "Worksheet." The

Seminar Director guides the discussion with leading questions so to explain the usefulness of the CCCC program in their own context.

- Supportive Information: Presentation of Cognitive Strategies Systematic Approach to Problem Solving (SAP) using the “Worksheet: CCCC” and the Life Innovation, Inc. catalog (the Life Innovation, Inc. resources)
- Supportive Information: Presentation of Mental Models
Conceptual model of all the concepts presented in the Creating a Caring Community of Couples and other resources presented in the Life Innovations, Inc. catalog: PREPARE/ENRICH Program, Lay Mentor Training Program, Empowering Couples Book, Empowering Couples Program, Growing Together Program, Building Relationships Program, Coping & Stress Profile, Couple and Family Inventories, Couple Research from Life Innovations, Inc.
- Structural model of how all the resources are organized, or where each fits within the CCCC program, how each of the resources is organized or structured, and where each of the resources within the CCCC program “match” the “game plan” of the Counselor’s context.
- Causal model of how/why the CCCC program is useful, how the resources support the Counselor’s aim of building a program that supports marriages.

Learning Task 5.1: Case Study

The Learners review with the Seminar Director the Life Innovations; Inc. catalog and the “Worksheet: CCCC,” reviewing each completed section of this Worksheet, and explain how each “summarized answer” from the Worksheet contributes to determining whether that program will be useful in her/his context, and the affects/effects of each of these resources within the Counselor’s context (professional setting).

Learning Task 5.2:

Objective 24.A. JIT Information

Conditions: with the Advanced Manual and
with the “How to Series: Stepping Stones to Developing a Caring
Community of Couples (CCCC),”
and the “Worksheet: CCCC” in hand,

Performance: the participant will identify (check mark) the five assumptions of the
CCCC Program, noting (highlighting) “Programs must focus on relevant
topics and issues.” and “Programs must be skilled based,”

Detail: as stated in Module 5, slide 7;

Learning Task 5.4:

Objective 24.B. JIT Information

Performance: the participant will identify (check mark) the five advantages of the
CCCC Program,

Detail: as stated on slide 8;

Learning Task 5.5

Objective 24.C. JIT Information

Performance: the participant will identify (check mark) the value of the Building Relationship Program, a Premarital Program, and a Marriage Enrichment Program,

Detail: as stated on slide 12, 16, and 19;

Learning Task 5.6

Objective 24.D. JIT Information

Performance: the participant will be able to identify (check mark) the four steps to Creating a Caring Community of Couples,

Detail: as stated on "How to Series: Stepping Stones to Developing a Caring Community of Couples (CCCC), page 1;

Learning Task 5.7:

Objective 24.E. JIT Information

Performance: the participant will complete the "Worksheet: CCCC," producing an outline with a time line for establishing a Caring Community of Couples in his/her organization.

Criteria: The "Worksheet: CCCC" is completed accurately.

END.