

LEWIS & CLARK COLLEGE
Graduate School of Education & Counseling
CPSY-516-02

Family Development:
Cross Cultural Perspectives in Family Therapy and Counseling

Time & Day: 1-4:00 PM Thursdays
Instructor: Annabelle Goodwin, PhD
Place: York Graduate Center 115
Contact Information: agoodwin@lclark.edu
Office Hours: by appointment

CATALOG DESCRIPTION

This course will focus on family systems' development through the life course. Using family systems and multigenerational developmental perspectives, this course will address challenges faced by contemporary families in the course of their development. Special attention will be given to the following areas: patterns and dynamics of family interaction within family systems; strategies employed by families to accomplish tasks; communication; intimacy; conflict management within family systems; various developmental stages such as transition from adolescence to adulthood; mate-selection and family development; transitions to marriage/civil-union; parenting; parent-child relationship system over developmental stages; children during and after parental separation and/ or divorce; family tasks during middle adulthood; separation and divorce/family re-organization; single-parent household; remarriage and step-parenting; elderly-caring; and death, loss and bereavement in the family system.

COURSE DESCRIPTION

This course is designed to provide students with an understanding of family interaction processes (i.e., the patterns and dynamics of interaction within families). We will examine the challenges that families confront as they move through the family life cycle. Additionally, we will focus on the variations from what has, in the past, been viewed as "normal." We will examine these issues through class readings, (relatively) current representations of families in the media, and through discussion of our own families' stories in both large-group and small-group settings.

LEARNING OBJECTIVES

At the completion of this course, an engaged course participant will:

1. Identify and apply basic elements of Family Systems Theory to understand family organization, interaction, and development.
2. Define and operationalize core strategies, which families use throughout their developmental journey to manage day to day functioning, deal with stress, set goals, and provide guidance and support.
3. Have some basic understanding about the sociocultural contexts and the diversity of families in and outside the United States.
4. Understand and apply basic elements of predominant theories of family functioning over the lifespan.

5. Identify and apply basic strategies and goals associated with core phases of relational and family development, including: early adulthood, courtship, developing partnerships, parenting, and middle and late life-span development.
6. Explore alternative organizations, developmental pathways, and interactional patterns used by families that are not yet incorporated in mainstream theories.
7. Synthesize the basic theories and concepts used in this class to understand their own families-of-origin, intimate relationships, and families-of-procreation.
8. Share and examine examples of family functioning and development as these occur in families other than their own to enrich their grasp of diversity in families and across the lifespan.

READINGS

Walsh, F. (2012). *Normal family processes* (4th ed.). New York: Guilford.

Weekly readings are to be completed for the day indicated. Participants are expected to be prepared to discuss the ideas and concepts outlined in the readings, whether or not they are discussed in class.

FINAL GRADING

A = 93-100

B = 83-87

C = 73-77

A- = 90-92

B- = 80-82

C- = 70-72

B+ = 88-89

C+ = 78-79

PARTICIPATION IN THE LEARNING COMMUNITY

Participants are required to attend and be actively involved in all scheduled class meetings. This includes being on time, being prepared, and engaging with colleagues as fellow professionals. Becoming a couple & family therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views may encourage a collaborative milieu of care in which we can all challenge ourselves and each other, and to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, apply the content of readings, and actively engage in role- playing activities. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to the learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missed class periods may result in lowered final grades and students who miss two class periods may be failed.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent (10%) of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of

incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

If you miss a class, you will be asked to make a class presentation. This involves the following:

- Complete all the required readings assigned for the class that you missed, and choose two extra readings related to the topic from peer reviewed journals.
- You will make an oral presentation to the entire class for 10 minutes about your findings from the readings. During the presentation, you will make references to all the readings (both the assigned and the ones you chose to read further about).
- At the end of your presentation, you will answer any questions that the class may have. Finally, before the class disperses that evening, you will turn in a two-page paper to the instructor. This paper will succinctly and clearly state what your findings are in light of your readings and personal reflection. Failure to turn in your paper the same day of your presentation will negatively affect your course grade.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

NON-DISCRIMINATION POLICY

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL NEEDS/ ACCOMMODATIONS

Please see the instructor individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

CONFIDENTIALITY

Because of the nature of classroom work and group dynamics it is expected that "personal" information shared by students will be kept in confidence. Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Students are asked to be intentional about what they choose to share with other students in the class during classroom-activities.

LAPTOPS AND CELL PHONES

Laptops may be used only when designated by the instructor. Cell/mobile phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell. Laptops and cell phones may of course be used on breaks. Please come prepared to take hand-written notes. If an alternate learning ability requires the use of a laptop please let the instructor know at the beginning of the semester.

ASSIGNMENTS

Your successful course participation and completion will be evaluated based on the following modes of assessment:

Completion of all required readings and class participation (10 points)

All assigned readings should be completed in advance of the class in which they are to be discussed. That is, every student is responsible for coming to class prepared to participate in a meaningful discussion. You will also be responsible for bringing a question from the readings to class each week. The professor will choose which questions we will respond to as a group.

Paper on Family Interview (40 points)

As part of this coursework, you will visit a family of your choice in your community, and conduct an informal interview to learn about their *specific customs* and *traditions* related to their family functioning, and ethnic and cultural traditions around various life transitions across the lifespan. This exercise is aimed at enriching your grasp of family diversity. At the end of the interview, you will write a 6 page (double spaced) paper about your findings without revealing your interviewees' specific identity.

Final Paper (50 points)

This will be the culminating exercise for this course. Each student will focus on his/her family of origin or their current family of primary affiliation, and will describe the family in terms of the family life cycle (as outlined in the textbook—Chapter 16—McGoldrick & Shibusawa). Please consider stressors (vertical & horizontal), family transitions, shifts in roles/relationships. Additionally, this paper will address various complexities faced by the family from **socio-historic influences** (e.g., major world events, cultural climate, social movements, natural disasters, economics, politics, technical advances), **meaningful family events** (e.g., major life happenings, transitions, family situations, births, deaths, marriages, immigrations, participation in socio-historic events), and **effects of their relationships and worldview** (e.g., differences in/shared attitudes between people, values, beliefs, ideals, strengths, etc.). Lastly, please include a critique on family development models (see Laszloffy, 2002). Demonstrate your awareness of the limitations of this model as you present your findings.

This paper (10 pages) should be professionally written, double spaced, using 12 pt fonts, organized into sections with appropriate headings, and referenced according to the APA 6th ed guidelines. This paper will be graded for thorough consideration of all areas of the paper, clarity and organization of ideas, use of relevant literature, critical thinking, and writing and referencing according to the APA 6th ed. **DUE MARCH 18th**.

Week	TOPICS AND READINGS
Week - 1 Jan 10	Course Introduction Syllabus Course Expectation
Week - 2 Jan 17	<i>Rethinking family development theory</i> <i>The new normal</i> Walsh Chapters 1 & 2 Laszloffy, T.A. (2002). Rethinking family development theory: Teaching with the systemic family development (SFD) model. <i>Family Relations</i> , 51, 206-214.
Week – 3 Jan 24	<i>Family life cycle</i> Walsh Chapters 16, 18, 20
Week - 4 Jan 31	<i>Intersecting identities</i> Walsh Chapters 11, 12, 13, 15
Week - 5 Feb 7	<i>Transition from adolescence to adulthood</i> <i>Mate selection and family development</i> Walsh Chapter 8 (172-181) Anderson & Sabatelli, Chapters 6 & 7
Week - 6 Feb 14	<i>Couple interaction</i> <i>Gender norms</i> Walsh Chapter 3, 14, 8 (181-187, 189-191)
Week - 7 Feb 21	<i>Transition to parenthood</i> Walsh 4, 9, 10, 8 (187-188)
Week - 8	<i>Middle and later years of family development</i>

Feb 28	Walsh Chapter 19 Interview Paper Due
Week - 9 March 7	<i>Alternative family developmental pathways</i> Divorce, single-parent, remarriage Walsh Chapters 5, 6, 7 Allen, K. R. (2007). Ambiguous loss after lesbian couples with children break up: A Case for same-gender divorce. <i>Family Relations</i> , 56(2), 175-183. doi:10.1111/j.1741-3729.2007.00450.x
Week - 10 March 14	Course Review Final Paper DUE Course Evaluation

