



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND
COUNSELING AT 516-03: FAMILY DEVELOPMENT
SPRING, 2021**

Time & Day	Thursdays 4:30 pm to 7:30 pm
Location:	Online
Instructor:	Justin Rock, LPC rock@lclark.edu 503.310.6217
Office Hours:	By Appointment
Credits:	2

Teaching during a pandemic statement

Our current global conditions require that we adapt physically, behaviorally, mentally and emotionally. To me, we are called to make deep changes in our way of life, our relationships with other humans and all other beings in the planet, as well as our relationships with time and space. It is time to pay attention to how we do relationship and how we want to do it from now on.

The current conditions are challenging at many levels and we live with great uncertainty. While we did not sign up for sickness, social distancing, the sudden end of our collective lives together on campus, online classes, here we are facing these conditions.

In my courses, we will prioritize supporting each other as humans, solutions that make sense for the most, sharing resources and communicating clearly. We will learn to navigate these new learning conditions together with flexibility and responsibility and we will foster intellectual nourishment, social connection, and personal accommodation to the extent possible. It is clear that we cannot just do the same things we used to do in training to be therapists. At the same time, we will pay attention to how much we can stretch our horizons, abilities and creativity.

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:

The purpose of this 2 unit course is to examine the various ways in which culture and social diversity affect the development of children and families. This critical course examines diverse developments across the entire life span. In order to help clients' lives, the therapist needs to have an understanding of clients' individual and family developmental processes, as well as socio-cultural and larger systemic issues that affect clients' behaviors, attitudes, and feelings. The course is designed to develop students' awareness of the common issues involved at each life stage and how social class and position partly determine the developmental process. Emphases in the class reflect the dramatic demographic changes that have occurred in recent history. The increase in life expectancy means that people will spend much more time in their families in various roles as parents, grandparents, and adult children. While this course will discuss the entire life span, a substantial portion of the class will focus on familial and systemic issues in later life.

Program learning outcomes:

- SLO 1.1 Students recognize the impact of power on individuals, families, and communities.
- SLO 1.2 Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.
- SLO 1.3 Students apply system/relational theories to clinical case conceptualization.
- SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.
- SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

Learning outcomes

The objectives of the course are three-fold: learning theories/research about development through a cultural lens, gaining knowledge about diverse life transitions and how they are exhibited in treatment, and developing the self-of-therapist. The learning outcomes are derived from these three areas and include:

- Demonstrate knowledge of the biological, psychological, and sociological theories of human development.
- Show knowledge of the constant interplay between cultural factors and child development.
- Understand both micro- and macro-social forces, as well as intra- and inter-personal dynamics that affect development.
- Recognize the theoretical underpinnings of the life cycle/stage paradigm and the life course paradigm.
- Demonstrate knowledge of the diversity of possible developments across the life span.

- Acknowledge social constructionist influences on social location issues and how they affect development.
- Comprehend how systemic issues affect the life course.
- Contrast the interplay of the therapist's development with that of the clients'.
- Understand how families cope with normative and non-normative changes across the life span.
- Describe later life issues and apply gerontological theories to clinical work.

TEACHING METHODS

A variety of teaching methods will be utilized during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Please refer to my teaching statement at the end of the syllabus.

READINGS:

Readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others, and that additional readings may be added during the course.

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 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.

REQUIRED TEXTS

McGoldrick, M., Carter, B, & Garcia Preto, N. (2016). *The expanding family cycle: Individual, family and social perspectives*. Fifth Edition. NY, NY: Pearson.

Required readings:

Peluso, P.R., Watts, R.E., & Parsons, M. (2013). *Changing Aging, Changing Family Therapy: Practicing With 21st Century Realities*. New York: Routledge. Selected chapters.

Allen, S. & Mendez, S. (2018). Hegemonic Heteronormativity: Toward a New Era of Queer Family Theory, *Journal of Family Theory & Review*, Vol.10(1), p.70-86. DOI: 10.1111/jftr.12241

Barisgian, L., Hammack, P., Morrow, Q., Wilson, B. & Russell, S. (2020). Narratives of Gender, Sexuality, and Community in Three Generations of Genderqueer Sexual Minorities, *Psychology of Sexual Orientation and Gender Diversity*, 7(3):276-292. doi: 10.1037/sgd0000384.

Hammack, P. L., Frost, D. M., & Hughes, S. D. (2018). Queer intimacies: A new paradigm for the study of relationship diversity. *Journal of Sex Research*. Advance online publication. <https://doi-org.library.lcproxy.org/10.1080/00224499.2018.1531281>

Holmberg, Å., Jensen, P. & Vetere, A. (2020). Spirituality – a forgotten dimension? Developing spiritual literacy in family therapy practice, *Journal of family therapy*, 1467-6427; DOI: 10.1111/1467-6427.12298

Imrie, S., Zadeh, S., Wylie, K. & Golombok, S. (2020). Children with Trans Parents: Parent–Child Relationship Quality and Psychological Well-being, *Parenting*, DOI: 10.1080/15295192.2020.1792194

Katz-Wise, S. L., Godwin, E. G., Parsa, N., Brown, C. A., Pullen Sansfaçon, A., Goldman, R., MacNish, M., Rosal, M. C., & Austin, S. B. (2020). Using Family and Ecological Systems Approaches to Conceptualize Family- and Community-Based Experiences of Transgender and/or Nonbinary Youth From the Trans Teen and Family Narratives Project. *Psychology of Sexual Orientation and Gender Diversity*. <http://dx.doi.org/10.1037/sgd0000442>

Pain, E. (2019). Queer polyfamily performativity: Family practices and adaptive strategies among lgbtq + polyamorists. *Journal of GLBT Family Studies*. Advance online publication. <https://doi-org.library.lcproxy.org/10.1080/1550428X.2019.1596858>

Thomeer, M. Beth., Donnelly, R., Reczek, C. & Umberson, D. (2017). Planning for future care and the end of life: A qualitative analysis of gay, lesbian and heterosexual couples. *Journal of health & social behavior*, 58(4), p.473-487 DOI: 10.1177/0022146517735524

Additional reading and audiovisual resources may be added during the course.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Participation (15 pts)

- Full attendance to class is required for a passing grade
- Giving attention to the instructor and/or other students when they are making a presentation.

- Demonstrating ability to recognize and use subtle non-verbal communication cues to monitor and assess your impact on your peers and participate in class.
- Coming to class prepared (having read the assignment for the day)
- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.
- Engaging in group discussions with curiosity curiosity.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to facilitate the expansion of fellow students' cognitive-emotional horizons.
- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.
- Dealing with other students and/or the instructor in a professional fashion.
- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

Assignments are due on the due date unless there is a documented emergency. Points will be deducted for each day that an assignment is late. All written material should be typed and printed clearly.

Assigned reading reflections (25 pts) (1 or 2 pages typed and due at the beginning of each class)

After completing the readings for each class, identify two themes or ideas that stood out for you from all the readings. Select and provide a quote illustrating each theme that stood out for you. Offer your own reflection about what these ideas mean to you: you may discuss dilemmas, resonance with your life experience, agreement/disagreement with a rationale, impact in your views, emerging questions, and struggles with particular points of view with a rationale, ethical implications and practical applications. Please upload to moodle.

Additional assignments will be introduced in class to follow up on case studies and the development of clinical hypotheses.

Who I was/am/becoming Project (35 pts) Project Due: March 18th

The purpose is to explore and widen your horizons of your familial development and thus this project will unfold differently for each of you. This project is process oriented and thus this description is meant to define the process, not the end product of the project.

This will be an ongoing project throughout the term with three final parts to be turned in and shared with classmates at the end of the term. Each week will include personal write ups (in class and out of class) to explore your own situatedness as a part of your family's development.

The three parts are:

1. Weekly Write ups - Each week there will be a prompt provided regarding the material covered to explore yourself, your own family of origin, the stories that are told and possible alternate stories that can be told. (10 pts)
2. Written Summation - From the weekly write ups, a final write up will be turned in at the end of the term and shared with fellow students. Details of this will be provided later in the term. (10 pts)
3. Self Defined Project - You will define and complete a final project that best expresses what insights you have gained and where you have grown both personally and professionally in your own part of family development. (15 points)

Case Study (25 pts) Paper Due: March 22, 2021

Write a 10-12 page clinical vignette dealing with life course issues, including aging. You should integrate the ideas, concepts, theories, and interventions as discussed in class and the readings. See attached rubric at the end of the syllabus. This paper must be uploaded into moodle and taskstream. Due on March 22nd, 2021.

Grade Distribution

A	94-100%	B-	75-79%
A-	90-93%	C+	70-74%

B+	85-89%	C-	below 65%
B	80-84%		

Course Outline

Class 1 Jan 13 & 14	Introduction, overview of course	Ch1 (no assignments)
Class 2 Jan 20&21	Gender:	Ch 2, 3 Allen & Mendez – Hegemonic heteronormativity Barsigian et al – Narratives of gender
Class 3 Jan27&28	Social class	Ch 4, 5
Class 4 Feb 3&4	Sexuality	Ch 6 Hammak et al (2018) Pain et al (2019) Peluso, Ch 2, 6 Katz-Wise at al (2020)
Class 5 Feb 10&11	LGBT & the family life cycle	Ch 7
Class 6 Feb 17&18	Spirituality	Ch 8 Holmberg et al (2020).
Class 7 Feb 24 &25	Migration	Ch 12
Class 8 March 3&4	Couples and parenthood	Ch 14, 15 Imrie et al (2020)
Class 9 March 10&11	Adolescence	Ch 16
Class 10 March 17&18	Midlife: launching children Aging	Ch17 Peluso Ch 4

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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 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.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/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 encourages a collaborative milieu of care in which we can all challenge ourselves and each other 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, and apply the content of readings. 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 learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

Course Objective	MCFT Student Learning Outcomes	AAMFT Core Competencies	Evaluated by
Demonstrate knowledge of the biological, psychological, and sociological theories of human development.	SLO1.2	1.1.1; 2.1.1; 4.1.1	Class participation and weekly reactions, case study final paper
Show knowledge of the constant interplay between cultural factors and child development.	SLO1.1 SLO 1.2 SLO 2.2	1.2.1; 4.1.1	Class participation and weekly reactions
Understand both micro- and macro-social forces, as well as intra-and inter-personal dynamics that affect development.	SLO1.1 SLO 2.2	2.3.6; 2.3.8	Class participation and weekly reactions, family life cycle and older adults paper
Recognize the theoretical underpinnings of the life cycle/stage paradigm and the life course paradigm.	SLO 1.3 SLO 4.3	1.1.1; 2.2.3; 4.1.1	Class participation and weekly reactions Final case study

Demonstrate knowledge of the diversity of possible developments across the life span.	SLO1.1 SLO 2.2	1.11; 1.2.1;	Class participation and weekly reactions
Acknowledgesocial constructionist influences on social location issues and how they affect development.	SLO1.1	1.2.1	Class participation and weekly reactions
Comprehend how systemic issues affect the life course.	SLO1.1	1.2.1	Class participation and weekly reactions
Contrast the interplay of the therapist's development with that of the clients'.	SLO 1.3 SLO 4.3	3.4.5	Weekly reactions; case study final paper
Understand how families cope with normative and non-normative changes across the life span.	SLO 1.3 SLO 4.3		Case study final paper
Describe later life issues and apply gerontological theories to clinical work.	SLO 1.2 SLO 4.3	2.3.6; 2.3.8; 4.1.1	Family life cycle and older adults paper