



## **MCFT 516-01 FAMILY DEVELOPMENT: CROSS-CULTURAL PERSPECTIVES**

Time & Day: Tuesday, 1:00 to 4:00 pm  
Location: Roger Hall, Room 219  
Instructor: Matthew Geraths, MA, MCFT  
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Office Hours: by appointment, please email to schedule

*“Neither the life of an individual nor the history of a society can be understood without understanding both.”*  
- C.W. Mills, *The Sociological Imagination*

*“All human experiences are framed by the interlocking nature of individual trajectories and kinship networks in the context of temporal motion, culture, and social change.”*  
- M. McGoldrick, *et al.*, *The Expanding Family Life Cycle*

### **Course Description:**

This is a 2-unit course. This course will focus on the process by which our individual lives take shape and evolve within the context of a family life cycle. Utilizing a family systems perspective, students will explore how individuals and different family forms develop over time and within a broader sociocultural/historic context. This course is designed to help students look beyond individual development and consider the multigenerational context of the family and how this informs the client’s beliefs, values, attitudes, and social interactions at large. By expanding the conceptualization of human development from discrete tasks and stages of accomplishments to an identity which evolves, students will learn to consider dimensions such as gender, race, ethnicity, class, spirituality, sexual orientation, when understanding issues clients bring to therapy. Students will also learn to think of the process of clinical assessment and interventions within a sociocultural, intergenerational, and longitudinal framework.

### **Student Learning Objectives**

This course promotes the following student 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, social systems in people’s lived experience.
- SLO 1.3:** Students apply systems/relational theories to clinical case conceptualization.
- SLO 2.1:** Students self-reflect on the implications of own and others’ social location in clinical practice.
- 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.

### **Course Goals and Objectives**

Participants in this course will:

- 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.

### **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.

### **Reading**

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.

### **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.

Graham, N. (2014). Polyamory: A Call for Increased Mental Health Professional Awareness. *Arch Sex Behav* 43:1031–1034 DOI 10.1007/s10508-014-0321-3

Spiritual diversity: Multifaith perspectives in family therapy.

Walsh, F. (2010). Spiritual diversity: Multifaith perspectives in family therapy. *Family Process*, 49(3), 330-348. DOI 10.1111/j.1545-5300.2010.01326.x

Coates, J. Gray, M. & Hetherington, T. (2006). An ecospiritual perspective: Finally a place for Indigenous approaches. *British Journal of Social Work*, 36(3), 381-399. DOI 10.1093/bjsw/bcl005

## Required audio visual:

Nebraska (2013)

Additional reading and audio-visual resources may be added during the course.

## Course Evaluation

### ***1. Attendance and Participation (worth 25 points)***

- While adults have a variety of learning styles, it is still important that you attend and actively participate in class activities (including discussion of assigned reading).
- 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 assess your impact on your peers and participate in class.
- Demonstrating ability to be open about discussing the impact of your comments on your peers.
- 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 attention and energy.
- Asking questions of the instructor and/or other students regarding the material examined in that class.
- Providing examples to support or challenge the issues talked about in class.
- 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 respectful 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.

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

### ***2. Assigned Reading Reflections (25 pts) (2 pages typed and due at the beginning of each class)***

To encourage students to do a thorough reading of the materials for each class, you will be expected to identify two themes or ideas that stood out for you. Please use at least one quote for each theme. The goal is to engage the material as a future therapist with a unique social location situated in your own family life cycle. For example, reflect on anything you find useful, problematic, challenging to your worldview, or enlightening. These reflections will be used to run small groups at the beginning of class as well as inform the larger class discussion. Hard copies must be turned in at the end of class.

### ***3. Key Historical Events that have changed family life in the 1900s and 2000s (20 pts) February 22, 2018.***

The purpose of this assignment is for students to apply the sociological imagination to their development as therapists. Groups of two or three students will work together to explore how major historical events in the 20<sup>th</sup> and 21<sup>st</sup> century have shaped social institutions, family systems, and the daily lives of individuals. Students will research how specific historic moments and movements (e.g. women's suffrage, stone wall, the civil rights movement, Black lives matter, #metoo). Your essay should include: (1) a brief summary of the moment or movement; (2) a timeline including other important co-occurring historical events; (3) Your own analysis of how family relationships (e.g. dating, perceptions of cohabitation

and marriage, parenthood) have been impacted by the movement chosen (e.g. race relations, Queer family life; climate change); (4) an example of how you and your family have been impacted given your social location. 15 pages max, double space, APA. Two/three students per paper.

**Please Note:** Some papers will be randomly selected for a presentation on **February 22.**

**Grading Rubric for Key historical events that have changed family life - worth 20 points**

	<b>Under-Developed (0-3 pts)</b>	<b>Marginal (3-9pt.)</b>	<b>Appropriate (9-14pt.)</b>	<b>Good (14-19 pts.)</b>	<b>Superior (20 pts.)</b>
brief summary of the movement					
timeline including other important co-occurring historical events					
analysis of how family relationships (e.g. dating, perceptions of cohabitation and marriage, parenthood) have been impacted by the movement					
an example of how you and your family have been impacted given your social location					

**Case Study (30 pts). March 8, 2018.**

Write a 5/8 page case study based on a 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.

	<b>Marginal (1pt)</b>	<b>Proficient (2 pts)</b>	<b>Accomplished(3/3.5 pts)</b>	<b>Total pts: 30</b>
Content of Case Study	Describes one family life transition in global fashion; limited integration of the readings; omits aging issues	Identifies two transitions in the family life cycle and addresses issues of aging; integration the course's readings is descriptive	Identifies two or more transitions in the family life cycle and addresses issues of aging; life transitions are for the whole family and each individual are described and discussed using the course's readings; outlines intergenerational patterns	3
Linking theory to therapy	Limited links between theory and therapy; global interventions	Clear links between theory and practical interventions based on the course's	Discussion of clear links between theory and practical interventions based on the course's	3

	without a link to theory	readings and discussions; identifies theoretical perspectives and research; identifies specific interventions	readings and discussions; identifies theoretical perspectives and research; identifies specific interventions	
Social location (intersectionalities)	Description includes information about what these dimensions mean in a family's context; case study omits diversity issues (race, class, gender, sexual orientation)	Description discusses how these dimensions impact a family's context; case study includes diversity issues (race, class, gender, sexual orientation) as connected with the family life cycle	Description discusses how these dimensions impact a family's context; case study includes diversity issues (race, class, gender, sexual orientation) as connected with the family life cycle	3
Significant family members and issues impacting the presenting issues in counseling;	General description of family context: identifies issues (strengths and problems) impacting client	Detailed description of family context: identifies and analyzes issues impacting client	Detailed description of family context: identifies and analyzes issues impacting client	3
Current school or occupational context	General description of school or occupational context: identifies sources of strength and problems	Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client	Detailed description of school or occupational context: identifies sources of strength and problems; discusses impact on client and counselor	3
Personal, familial and community strengths;	General list of strengths	Specific list of strengths with a discussion about how they might be helpful in the counseling setting	Specific list of strengths with a discussion about how they might be helpful in the counseling setting and outside.	3
Comparison of client's social location with therapist's	Provides some discussion of identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	General discussion of some areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	Discusses with depth all identified areas in need of attention: misuse of privilege, overidentification, missing relevant information/areas of intervention	3
Identify key concepts in a therapy model(s)	Identification of model(s) with limited rationale in	Identification and analysis of model(s) with	Identification and analysis of model(s) with rationale for	3

	regards to goodness of fit	rationale for goodness of fit	goodness of fit integrating social context and social location	
Interventions	Identification of complex interventions	Identification of complex interventions with Rationale (limited to counseling theories and not addressing social context)	Identification of complex interventions with rationale explaining goodness of fit and integration of social context and social location	3
APA Format: Professional writing: sentence fluency, punctuation, grammar.	Some run-ons or fragments. Limited variety in sentence structure; some errors in grammar, mechanics, and/or spelling.	Uses simple compound, and complex, sentences; few to no errors in grammar, mechanics, and/or spelling.	Consistent variety of sentence structure throughout; no errors in grammar, mechanics, and/or spelling.	1
Headings	Does not follow APA guidelines for heading organization	Does not follow APA guidelines for heading organization	Follows APA guidelines for heading organization	1
Citations	Does not follow APA guidelines for citations with consistency	Few errors in APA guidelines for all citations	Follows APA guidelines for all citations	1

### Grade Distribution

A	94-100%	B-	75-79%
A-	90-93%	C+	70-74%
B+	85-89%	C-	below 65%
<b>B</b>	80-84%		

### Course Outline

Class 1 1/11	Introduction, overview of course	Ch1 ( no assignments)
Class 2 1/18	Gender: women, men and the life cycle	Ch 2, 3 written reflection
Class 3 1/25	Social class	Ch 4, 5 written reflection
Class 4 2/1	Sexuality	Ch 6 written reflection

		Graham: Polyamory Peluso Ch 2, 6
Class 5 2/8	LGBT & the family life cycle	Ch 7 written reflection
Class 6 2/15	Spirituality	Ch 8 Walsh: Spiritual diversity: Multifaith perspectives in family therapy. Coates, Gray, Hetherington: An ecospiirtual perspective: Indigenous approaches written reflection
Class 7 2/22	Migration	Ch 12 written reflection Key Historic Events Presentation & Paper
Class 8 2/29	Couples and parenthood	Ch 14, 15 written reflection
Class 9 3/8	Adolescence	Ch 16 written reflection Case Study
Class 10 3/15	Midlife: launching children Aging	Ch17 Peluso 4 Nebraskda written reflection

**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.