



## COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION

FRAN\*6100 Clinical Issues in CFT:

### **Family Development: Continuity and Change**

COURSE OUTLINE – Summer 2019

#### **TIMETABLE**

Lecture: Tuesdays, 12-2:50pm

Location: CFTC

#### **INSTRUCTIONAL SUPPORT**

Course Instructor: Olga Smoliak, PhD, C. Psych. (she/her pronouns)

Email: [osmoliak@uoguelph.ca](mailto:osmoliak@uoguelph.ca)

Telephone: 519-824-4120 ext. 56336 (email preferred)

Office: MAC 252

Office Hours: by appointment

#### **COURSE DESCRIPTION**

Clinical Issues course is taken four times in the two-year program of study. Each course features selected clinical issues; examination of each issue will include socio-cultural context, theoretical location, and conceptual and practical implications for couple and family therapy. Clinical Issues II will focus on family systems' development through the life course. Using family systems developmental perspectives, this course will address the challenges that families confront as they move through the family life cycle. Continuity and change are the most basic concept underlying family development. While human development focuses on the individual, family development emphasizes the family system as a unit or how the family system changes its structure and dynamics across the life cycle. Special attention will be given to the following areas: grief and loss, separation and divorce, gender roles and dynamics, trauma, parenting, and domestic and intimate partner violence,

#### **COURSE ORGANIZATION**

The course is designed to provide a dynamic, supportive, and collaborative learning environment. Each course participant (student and instructor) brings a wealth of experience about human nature, development, and experience and actively contributes to the learning community. The instructor and students will collaboratively develop certain aspects of the course. In some classes, students will be

engaged in problem-based learning activities. In other classes, the instructor will be lecturing and facilitating experiential and other learning activities. Lectures will be engaging, interactive, and contain practically relevant information.

## LEARNING RESOURCES

### Required readings (available on Courselink):

- Anderson, H., & Gooloshian, H. (1988). Human systems as linguistic systems: Preliminary and evolving ideas about the implications for clinical theory. *Family Process, 27*, 371-393.
- Barczak, B., Miller, T. W., Veltkamp, L. J., Barczak, S., Hall, C., & Kraus, R. (2010). Transitioning the impact of divorce on children throughout the life cycle. In T. W. Miller (Ed.), *Handbook of stressful transitions across the lifespan* (pp. 185-215). New York: Springer.
- Bonach, K. (2007). Forgiveness intervention model. *Journal of Divorce & Remarriage, 48*(1-2), 105-123.
- Butler, J. (2002). Is kinship already heterosexual? *Journal of Feminist Cultural Studies, 13*(1), 14-44.
- Carr, A. (2012). Goals of family therapy across the lifecycle. In *Family therapy: Concepts, process and practice* (3rd ed., pp. 3-53). Oxford: John Wiley and Sons.
- Doherty, W. J., Harris, S. M., & Wilde, J. L. (2016). Discernment counseling for "mixed-agenda" couples. *Journal of Marital and Family Therapy, 42*(2), 246-255.
- Hecker, L. (2007). Trauma and couple therapy. *Journal of Couple & Relationship Therapy, (6)*1-2, 83-93.
- Hedtke, L. (2014). Creating stories of hope: A narrative approach to illness, death and grief. *Australian and New Zealand Journal of Family Therapy, 35*, 4-19.
- Hollander, M. (2012). Family therapy. In B. Walsh (Ed.), *Treating self-injury: A practical guide* (2nd ed., pp. 186-194). New York: Guilford Press.
- Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology, 36*, 567-589.
- Knudson-Martin, C. (2013). Why power matters: Creating a foundation of mutual support in couple relationships. *Family Process, 52*, 5-8.
- Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socioculturally attuned family therapy. *Journal of Marital and Family Therapy, 45*(1), 47-60.
- Mccoyd, J. L. M., Walter, C. A., & Levers, L. L. (2012). Issues of loss and grief. In L. L. Levers (Ed.), *Trauma counseling: Theories and interventions* (pp. 77-97). New York: Springer.
- Morris, A. S., Cui, L., & Steinberg, L. (2010). Parenting research and themes: What we have learned and where to go next. In T. W. Miller (Ed.), *Handbook of stressful transitions across the lifespan* (pp. 35-58). New York: Springer.
- O'Leary, K. D., & Cohen, S. (2007). Who are appropriate candidates for treating aggression conjointly? In T. L. Nicholls & J. Hamel (Eds.), *Family interventions in domestic violence: A Handbook of gender-inclusive theory and treatment* (pp. 278-289). New York: Springer.

- Peck, B. (2012). Treating adult trauma survivors. In L. L. Levers (Ed.), *Trauma counseling: Theories and interventions* (pp. 161-177). New York: Springer.
- Robson, P., & Walters, T. (2013). Hierarchies of loss: A critique of disenfranchised grief. *Omega*, *66*(2), 97-119.
- Schultz Hall, J., & Sametband, I. (2014). His cave and her kitchen: Gendered PIPs and HIPs and societal discourses. In K. Tomm, S. St. George, D. Wulff, & T. Strong (Eds.), *Patterns in interpersonal interactions: Inviting relational understandings for therapeutic change* (pp. 143-167). New York: Routledge.
- Snyder, J. et al. (2013). Effective parenting practices: Social interaction learning theory and the role of emotion coaching and mindfulness. In R. E. Larzelere, A. Sheffield Morris, and A. W. Harrist (Eds.), *Authoritative parenting: Synthesizing nurturance and discipline for optimal child development* (pp. 189-210). Washington, DC: American Psychological Association.
- Sperry, J. (2005). Case conceptualization: A strategy for incorporating individual, couple and family dynamics in the treatment process. *The American Journal of Family Therapy*, *33*(5), 353-364.
- Stanley, B., Fineran, V., & Brodsky, B. (2014). Psychological treatments for nonsuicidal self-injury. In M. K. Nock (Ed.), *The Oxford Handbook of suicide and self-injury* (pp. 409-418). Oxford: Oxford University Press.
- van Lawick, J. (2014). Couple and family dynamics and escalations in violence. In A. Abela & J. Walker (Eds.), *Contemporary issues in family studies: Global perspectives on partnerships, parenting and support in a changing world* (pp. 74-86). New York: John Wiley & Sons.
- Wade, A. (1997). Small acts of living: Everyday resistance to violence and other forms of oppression. *Contemporary Family Therapy*, *19*(1), 23-39.
- Walsh, F. (2016). Traumatic loss and collective trauma: Strengthening family and community resilience. In *Strengthening family resilience* (3rd ed., pp. 232-264). London: Guilford Press.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

**Content knowledge:** Demonstrate knowledge of family development and associated clinical issues and how to address them therapeutically

**Critical thinking and problem solving:** Select, evaluate, and apply concepts and theories to solve problems effectively and creatively

**Sociopolitical awareness:** Demonstrate awareness of power structures in society, cultural diversity, and the complexity of professional practice with diverse populations

**Information and digital literacy:** Identify, evaluate, and synthesize information, including theory and research, and engage critically and effectively with media and images

**Communication:** Communicate and explain concepts in oral, written, digital, visual, and other forms

**Self-reflection:** Engage in self-reflection and demonstrate self-awareness and effective use of self

**Interpersonal skills:** Demonstrate strong interpersonal and leadership skills

## ASSESSMENT DETAILS

Assignment	Learning Outcomes Addressed	Assessment	Due Date	% of Final Grade
Problem-based learning	Course: 1-7 Program: 1a-c, 2c, 4a-c Profession: 1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.3.1, 6.3.1, 6.3.2	Instructor and self/peer grading rubrics	June 18, July 2	40% (2x20%)
Infographic	Course: 1-6 Program: 1a-c, 2b, 2c, 4a-c Profession: 1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.3.1, 6.3.1, 6.3.2	Peer feedback and Instructor grading rubric	July 16	30%
Final Paper	Course: 1-6 Program: 1a-c, 2b, 2c, 4a-c Profession: 1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.3.1, 6.3.1, 6.3.2	Instructor grading rubric	July 30	30%
Readings	Course: 1-5 Program: 1a, 1b, 2b, 2c, 4a-d Profession: 1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.3.1, 6.3.1, 6.3.2	Informal in-class assessment	See Class Schedule	n/a
Lectures	Course: 1-6 Program: 1a-c, 2c, 4a-c Profession: 1.1.1, 1.2.1, 2.1.1, 2.2.3, 2.3.1, 6.3.1, 6.3.2	Informal in-class assessment	See Class Schedule	n/a

**Problem-Based Learning:** Description, rationale, steps, and grading rubrics will be provided on June 4.

**Infographic:** Each student will develop a Family Life Education Infographic. Infographics are a visual representation of data and an effective way to display large amounts of information quickly. Students will combine text, graphics, and images to communicate information to families on a specific clinical topic. The purpose of this assignment is to help students develop a range of skills (literacy, communication, critical thinking, etc.) involved in educating families about transitions and events in their lives and how to effectively deal with them. Family Life Education (FLE) is about “using information about healthy family development within a preventive, family systems perspective in order to teach knowledge and build skills so that individuals and families may function at their optimal levels” (National Council on Family Relations, n.d., see Myers-Walls, Ballard, Darling, & Myers-Bowman, 2011). FLE focuses on the following content areas (National Council on Family Relations, 2009): families and individuals in societal contexts, internal dynamics of families, human growth and development across the life span, human sexuality, interpersonal relationships, parenting education and guidance, family resource management, family law and public policy, professional ethics and practice.

Students are asked to select a topic in one of these areas and develop an infographic as a way to share information with families on this topic. They will target their infographics to families more generally or to specific families. An infographic could be developed related to 'normative' developments that may be age related or event related (e.g., becoming a parent, retiring) or to 'nonnormative' developments or transitions related to some but not all individuals (e.g., loss of job, parenting special-needs child). CourseLink contains the grading rubric (under Grading Rubrics) and the infographic on how students can develop infographics (under Course Content, May 21). Students can search the web to find other resources on infographics and how to develop them (e.g., tutorials, templates, apps, descriptions, etc.).

Steps:

1. review existing digital infographics on families (google "infographic" and "families" or related topics such as technology, parenting, retirement, divorce, etc.) to get a sense of various ways to design infographics
2. identify an area (see the list above) and a specific topic
3. identify an audience
4. confirm with Olga (via email) that your topic/audience will work and that there is no overlap with other students' topics (to generate a collection of infographics on a variety of topics to be shared with clients)
5. research a specific clinical topic/issue (information contained must be 'evidence-based', i.e., only peer-reviewed and credible sources can be used)
6. draft an infographic (may or may not include graphics and images at this stage), but must include text/information
7. bring to class to get peer feedback: (a) 3 copies of the infographic draft, and (b) reference list formatted using the APA style (July 9, 2019)
8. incorporate feedback and submit (Dropbox) the final draft and the reference list as two separate attachments (any file format can be used) (July 16, 2019).

**Final Paper:** Each student will discuss his/her/their 'family' (of origin or current) in terms of the family life cycle (see McGoldrick & Shibusawa, 2012). Students will explore a specific transition or series of transitions and their family's response to, and experience of, this transition(s). Students are expected to demonstrate their comprehension of, and ability to apply and critique, family development models (see Laszloffy, 2002). Sociocultural influences on family development and dynamics should also be considered (e.g., local, national, or world events; cultural, political, or economic climate; advances in technology; natural and other disasters and crises). The paper (10 pages) should be formatted and referenced according to the APA (6th ed.) guidelines (grading rubric can be found under CourseLink).

## CLASS SCHEDULE

Dates	Topics	Class activities		Readings	Assignments
May 21	Course overview	Lecture			
May 28	Family diversity and development	Lecture		Anderson and Goolishian (1988) Butler (2002) Carr (2012)	
June 4	Case conceptualization Problem-based learning	Lecture	PBL 1 preparation	Sperry (2005) Schultz Hall and Sametband (2014)	
June 11	Domestic violence and IPV	Lecture		van Lawick (2014) O'Leary and Cohen (2007) Wade (1997)	
June 18		PBL 1 report & evaluation PBL 2 preparation			
June 25	Trauma and PTSD (guest lecturer)	Lecture		Peck (2012) Walsh (2016) Hecker (2007)	
July 2	Self-injury (guest lecturer)	PBL 2 report & evaluation	Lecture	Hollander (2012) Stanley, Fineran, and Brodsky (2014)	
July 9	Grief, loss, and bereavement	Infographic Peer Feedback	Lecture	Mccoyd, Walter, and Levers (2012) Robson and Walters (2013) Hedtke (2014)	Infographic Draft + References (3 copies)
July 16	Separation and divorce	Lecture		Bonach (2007) Doherty, Harris, and Wilde (2016) Barczak et al. (2010)	Infographic Final + References (Dropbox)
July 23	Gender roles and sexism	Lecture		Knudson-Martin (2013) Knudson-Martin, McDowell, and Bermudez (2019)	
July 30	Parenting	Lecture		Snyder et al. (2013) Kaminski, Valle, Filene, and Boyle (2008) Morris, Cui, and Steinberg (2010)	Final Paper (Dropbox)

## COURSE POLICIES

**Academic Consideration:** When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing. See the Academic Calendar for information on regulations and procedures: <https://www.uoguelph.ca/registrar/calendars/graduate/current/>

**Academic Misconduct:** The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member.

**Accessibility:** The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. More information: <https://wellness.uoguelph.ca/accessibility/>

**Drop date:** For regulations and procedures for dropping courses, see the Schedule of Dates in the Academic Calendar.

### References:

- Laszloffy, T. (2002). Rethinking family development theory: Teaching with the systemic family development (SFD) model. *Family Relations, 51*(3), 206-214. doi: 10.1111/j.1741-3729.2002.206098.x
- McGoldrick, M., & Shibusawa, T. (2012). The family life cycle. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (pp. 375-398). New York: Guilford Press.
- Myers-Walls, J. A., Ballard, S. M., Darling, C., & Myers-Bowman, K. S. (2011). Reconceptualizing the domain and boundaries of family life education. *Family Relations, 60*, 357-372.
- National Council on Family Relations. (2009). Certified family life educator (CFLE) exam content outline. In D. J. Bredehoft & M. J. Walcheski (Eds.), *Family life education: Integrating theory and practice* (2nd ed., pp. 261 -263). Minneapolis, MN: Author.
- National Council on Family Relations, (n.d.). *What is family life education?* Retrieved from <http://www.ncfr.org/cfle-certification/what-family-life-education>