Course Description

This course uses an eco-systemic framework to examine various topics central to families and their development across the life span. The course examines a wide range of developmental issues important to understanding family functioning (e.g., parent-child interaction, transition to young adulthood, divorce, death), with special attention on diversity in family types (e.g., stepfamilies, single-parent families; grandparent-headed families). The course emphasizes the clinical application of concepts. The course will be held in Madrid, where we will explore cross-cultural and national perspectives on family transitions (e.g., adolescence, young adulthood, parenthood, divorce, etc.) and the clinical services provided to help families in transition.

Course Objectives/Student Learning Outcomes

- Recognize the theoretical underpinnings of family development.
- Comprehend how systemic issues affect family development.
- Understand how families cope with normative and non-normative changes across the life span.
- Identify ethnic, cultural, gender, sexual orientation, and class differences in family development.¹
- Conceptualize clinical cases with an understanding of family development and learn key interventions to be used in therapy that address development issues.²
- Contrast the interplay of the therapist’s development with that of the clients’.

¹ Student Learning Outcome 6: Graduates of the Marital and Family Therapy program demonstrate competence working with clients from diverse backgrounds.

² Student Learning Outcome 4: Graduates of the Marital and Family Therapy program apply individual and family development in the assessment and treatment of cases.
Textbooks/Readings


3. Additional reading on electronic reserve (may be downloaded or read online)

Course Requirements/Activities

1. **Read** the required readings so that you are prepared to actively participate in class discussions.

2. **Book Reflection**

   A reflection paper for the book *The Family Crucible* will be **due on February 23**. This book tells the story of a fictional family in therapy with Gus Napier and Carl Whitaker and is a classic in the family therapy field. In class we will discuss the theoretical and pragmatic issues raised by the authors of the book and your personal reactions to the book. The purpose of this paper is to help you apply your personal experience to the concepts raised by the authors. When you have finished, write a reflection on the book. It is not intended to be a summary of the book. I will provide you with some questions to guide your review. The paper should be approximately 5 pages.

3. **International Experience Reflection**

   Please keep a journal of your experiences in Spain. Please record your thoughts, emotions, and interactions, with a specific focus on your international learning experience. Using your journal as a guide, write a 5-page reflection paper. The paper is **due on June 9**.

3. **Group Presentation**

   Groups of 2-4 students will give a presentation on a topic related to family development and family therapy. Students will rank order 3 topics of interest and Dr. Edwards will assign groups. Potential topics include (please feel free to request other topics): Separation/divorce, Illness in the family, Impact of death on the family system, Immigration, and Family secrets.
The group will give a 50-minute presentation in the following format:

- Introduction (5 minutes)
- Mini-Lecture (20 minutes)
- Application (20 minutes)
- Conclusion (5 minutes)

You will receive a group presentation grade. This grade will be based on the clarity, organization, creativity, comprehensiveness, and clinical applicability of the presentation.

4. There are two exams (mid-term and final).

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### Course Evaluation

The following evaluation procedure is being used for activities conducted during the course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>1. Book Reflection</td>
<td>50</td>
</tr>
<tr>
<td>2. International Experience Reflection</td>
<td>50</td>
</tr>
<tr>
<td>3. Mid-term Exam</td>
<td>100</td>
</tr>
<tr>
<td>4. Group Presentation</td>
<td>100</td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>100</td>
</tr>
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</table>

**Total 400 points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A (93%)</td>
<td>372-400</td>
</tr>
<tr>
<td>A- (90%)</td>
<td>360-371</td>
</tr>
<tr>
<td>B+ (87%)</td>
<td>348-359</td>
</tr>
<tr>
<td>B (83%)</td>
<td>332-347</td>
</tr>
<tr>
<td>B- (80%)</td>
<td>320-331</td>
</tr>
<tr>
<td>C+ (77%)</td>
<td>308-319</td>
</tr>
<tr>
<td>C (73%)</td>
<td>292-307</td>
</tr>
<tr>
<td>C- (70%)</td>
<td>280-291</td>
</tr>
<tr>
<td>D (60%)</td>
<td>240-279</td>
</tr>
<tr>
<td>F</td>
<td>239 and below</td>
</tr>
</tbody>
</table>

### Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.
Tentative Course Outline

MAY 15

Introduction to course

READING: Begin reading *The Family Crucible*

Assessing the Family as a Developmental, Transgenerational System

READINGs: *Normal Family Processes*, Chapter 16

*Essential Assessment*, pp. 144-152, 162-173


MAY 16

The Transition to Parenthood and Effective Parenting

READINGs: *Normal Family Processes*, Chapter 3, pp. 73-76


Families with Adolescents


Green, R. “Lesbians, gay men, and their parents”: A critique of LaSala and the prevailing clinical “wisdom.” *Family Process*.

**MAY 17**  
**Families and Young Adulthood**


**Developing Long Term Intimate Relationships**

**READINGS:** *Normal Family Processes*, Chapter 3, pp. 57-73  
**Being in Like,** from Jay (2012) *The Defining Decade*

*Essential Assessment*, pp. 173-179

**DUE:** *The Family Crucible Reaction Paper*

**MAY 18**  
**Divorce**

**READINGS:** *Normal Family Processes*, Chapter 4  


**Single Parent Families**

**READINGS:** *Normal Family Processes*, Chapters 5  
*Essential Assessment*, pp. 153-159


MAY 19-21  FREE DAYS

MAY 22  Stepfamilies

READINGS:  Normal Family Processes, Chapter 6


Families and Illness

READINGS:  *Normal Family Processes,* Chapter 19

*Essential Assessment,* pp. 179-180

MAY 23  Families, Death, and Grief


*Essential Assessment,* pp. 180-181


MAY 24  Family Secrets

READINGS:  TBA

MAY 25  FINAL EXAM

MAY 26-27  FREE DAYS

JUNE 9  Post-Madrid Meeting
Appendices to MFTS 533

**Grade of Incomplete:**
The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

**SOLES On-line Course Evaluation**
Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

**Statement on Plagiarism**
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a)
reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.