

# **Instructor's Manual and Test Bank**

*for*

*McGoldrick, Carter, and Preto*

## **The Expanded Family Life Cycle Individual, Family, and Social Perspectives Fourth Edition**

*prepared by*

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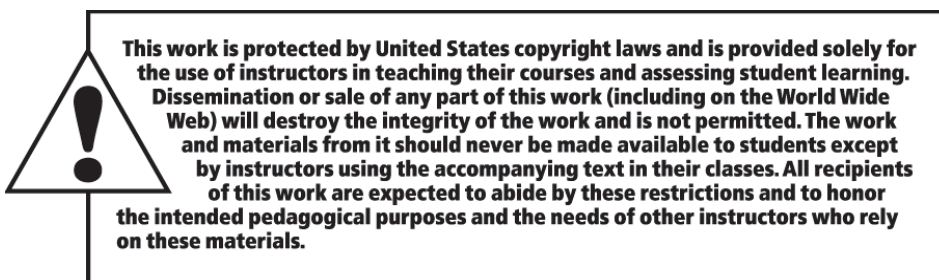
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# **CHAPTER 1**

## **OVERVIEW: THE LIFE CYCLE IN ITS CHANGING CONTEXT**

### *INDIVIDUAL, FAMILY AND SOCIAL PERSPECTIVES*

#### **CHAPTER SUMMARY**

- Family systems are unique from other kinds of systems.
- Until recently, therapists have paid little attention to the family life cycle and its impact on human development. Even now, psychological theories tend to relate mostly to the nuclear family, ignoring the multigenerational context of family connections that pattern our lives.
- Family development is situated with a broader societal, historical and sociocultural context and attention must be focused on issues such as ethnicity, race, sexual orientation, gender identity, religious background, socio-economic status, and health status.
- Therapy interventions using a life cycle framework reestablish developmental momentum so families can grow as a unit while fostering the each member's unique development.
- Healthy human development balances separation and connection and family life cycle theory recognizes the relational and interdependent nature of human experience.
- Changes in family life cycle patterns have escalated dramatically in recent decades owing to things like lower birth rates, longer life expectancy, higher divorce and remarriage rates, and a rise in single parenthood and unmarried couples.
- Families change along two axes: vertical, reflecting patterns and themes that are passed down through generations, and horizontal, reflecting normative and non-normative life cycle stages and transitions.
- When there is a great deal of anxiety inherited from previous generations, it compounds the normal stress associated with horizontal life cycle transitions.
- Changing roles and expectations for men and women have significantly impacted how families evolve throughout the life cycle.
- Therapists must consider the importance of "home," which is a place of acceptance and belonging, because this is essential to developing a solid sense of self as a human being.
- Inequities are structured into our society and our families, and therapists have a responsibility to ask questions related to racism, sexism, classism, homophobia, religious intolerance etc., especially among those who have social power and privilege.
- Our traditional definitions of family need to be expanded. While there are some principles that apply to all families, therapists must be open to seeing and affirming the tremendous diversity that exists within and between families.

#### **COMPETENCE**

Identify Issues

Intervention and Practice

Ethics and Legality

## **CHAPTER OUTLINE**

Introduction: The Family Life Cycle: A System Moving Through Time

The Changing Family Life Cycle

Human Development In Context

The Vertical and Horizontal Flow of Stress in The Life Cycle

Anxiety and Symptom Development

Cohorts: When and Where in Time and Place We Are Located

Understanding Changing Families In Context

Friendship Through The Life Cycle

The Changing Family Life Cycle of Men and Women

Homeplace: The Importance of Belonging Throughout The Life Cycle

Life Cycle Stages: A Provisional Framework

Conclusion

## **SUGGESTED IN CLASS DISCUSSION QUESTIONS**

1. Compare and contrast psychodynamic, psychosocial, and family life cycle perspectives on development.
2. Provide a gender-critique of the emphasis that traditional developmental theories place on autonomy and separation.
3. Discuss whether or not you believe there are universal principles or processes of human development. If yes, what are these and be sure to explain how they are universal. If no, explain why and also address how you reconcile this position with having developmental theories, since these are based on assumptions of universality.
4. Do you believe therapists have a responsibility to raise issues related to power, privilege and oppression (e.g., sexism, racism, classism, ableism, homophobia, religious intolerance)? Explain your answer.
5. What is the meaning of “home” to you, and what role does home or homeplace serve in terms of healthy human development.

## KEY TERMS, CONCEPTS OR PEOPLE

Psychodynamic Theory; Psychosocial Theory; Family Life Cycle Theory

Two-paycheck Marriages; Permanent Single-Parent Family Households; Unmarried Couples, Remarried Couples, GLBT Couples and Families; Single-Parent Adoptions

Multigenerational or Intergenerational Transitions

Discontinuous Change

Vertical Flow of Stress; Horizontal Flow of Stress

Anxiety and Symptom Development

Cohorts

Homeplace

Power, Privilege and Oppression

Betty Carter's Multi-contextual Framework

Sigmund Freud, Erik Erikson, Evelyn Duvall, Carol Gilligan, Eleanor Maccoby, Janice Hale-Benson, Joan Borysenko, Linda Burton, Murray Bowen

## SUGGESTED LEARNING EXPERIENCES or PRACTICE APPLICATIONS

1. Watch one of the following movies: *MiFamilia*, *The Joy Luck Club*, *Soul Food* or *The Ice Storm*. Write an analysis of one or several of the families depicted in terms of the vertical and horizontal stressors that they experience. Explain how the vertical stressors influence the way the family manages the horizontal stressors. Be sure to discuss the way that issues of race, class, gender, sexual orientation, and religion shape the family's vertical and horizontal stress.
2. Imagine that you are a family therapist and a couple comes to see you for help. They are a lesbian couple who have been together for about a year. One partner is white and was raised Protestant and the other is Puerto Rican and was raised Catholic. Their presenting complaint is "communication problems." Given what you already know about this couple, what curiosities and questions might you want to explore during your assessment that would consider relational dynamics within the context of sociocultural factors?

## ASSESSMENT

Pick the best possible answer from each of the four options provided with each questions.

1. The author's expanded family life cycle perspective is focused primarily on:
  - a. how family members manage their same-generation and intergenerational relationships.
  - b. current developmental events as they are occurring without getting distracted by what happened in the past or what might happen in the future.
  - c. normative developmental events as opposed to non-normative ones.
  - d. how family members negotiate relationships within and across generations at each stage of the family's life within the context of broader sociocultural influences (e.g., gender, race social class).

*Answer: d*

2. Families are unique systems but one thing they share in common with other systems is:
  - a. members can leave only by death.
  - b. members are linked by multigenerational ties.
  - c. relationships can easily become strained and lead to prolonged dysfunctions and conflict.
  - d. they incorporate new members only by birth, adoption, commitment, or marriage.

*Answer: c*

3. The family life cycle perspective examines symptoms and dysfunctions from a \_\_\_\_\_ perspective:
  - a. Psychodynamic
  - b. Structural
  - c. Systemic
  - d. Societal

*Answer: c*

4. Patterns of American family life have changed dramatically as reflected in the fact that in 1850 the average size of a family household was 10, while in 2000 it was \_\_\_\_\_:
  - a. 2
  - b. 3
  - c. 4
  - d. 5

*Answer: b*



5. What percentage of U.S. families are single-person households:

- a. 15%
- b. 25%
- c. 35%
- d. 40%

*Answer: b*

6. The expanded family life cycle perspective, like many other developmental theories, emphasizes:

- a. the primary role that relationships with mothers have on human development.
- b. predictable life stages with specific tasks that must be negotiated as part of healthy development.
- c. how biological and cultural forces interact to shape development.
- d. the need for individuals to develop a sense of autonomy and formulate an identity separate from their family.

*Answer: b*

7. Theorists who have substantially influenced the principles underpinning the expanded family life cycle perspective include:

- a. Freud, Duvall and Kohlberg
- b. Erikson, Piaget and Maccoby
- c. Freud, Gilligan and Hale-Benson
- d. Maccoby, Hale-Benson and Borysenko

*Answer: d*

8. Stress within the family life cycle flows:

- a. Along both the vertical and horizontal axes
- b. Along the vertical axis
- c. Along the horizontal axis
- d. Only flow along the vertical axis if there is undue anxiety along the horizontal axis

*Answer: a*

9. When life cycle transitions occur along the horizontal axis, a family will experience high levels of stress associated with the transition **if**
- a. the transitional event is non-normative.
  - b. intergenerational patterns and themes in the family system reflect high levels of stress and anxiety.
  - c. the family system strongly avoids triangulating.
  - d. The stress along the vertical axis is low.

*Answer: b*

10. The expanded family life cycle perspective is heavily influenced by the work of which family therapist:
- a. Carl Whitaker
  - b. Salvador Minuchin
  - c. Murray Bowen
  - d. Virginia Satir

*Answer: c*

11. Research has demonstrated that the societal context and historical period:
- a. do not have that much influence on development as long as a family manifests healthy relationships within and between generations.
  - b. have more of an influence on family development than individual development.
  - c. have more influence on the development of single parent families versus traditional nuclear families.
  - d. have a strong influence on individual and family development.

*Answer: d*

12. Women are more prone than men to develop symptoms during life cycle transitions because:
- a. in general, women tend to be more emotional than men.
  - b. of the challenges associated with trying to balance their pivotal role in the family while striving to maintain concurrent functions outside the family.
  - c. as men have assumed greater levels of responsibility within families, it has freed women to more openly manifest their stress in response to life cycle transitions and pressures.
  - d. women rely heavily on friends for support, which sometimes creates additional burdens for women that men typically do not have to face.

*Answer: b*

13. The expanded family life cycle perspective argues that an effective clinical assessment must:

- a. explore the extent to which clients manifest a sense of belonging and connection.
- b. examine the degree to which clients have been able to achieve a healthy leaving home process.
- c. explore the role that homeplace has in the African American families in particular.
- d. evaluate clients' relationships with home in emotional, social, and philosophical terms, but not in spiritual terms.

*Answer: a*

14. With respect to issues of power, privilege and oppression, family therapists have a responsibility to:

- a. only raise issues about racism, sexism, classism, homophobia and other forms of oppression if they are clearly and directly linked to clients' presenting issues.
- b. explore issues related to discrimination and oppression whether they are linked to the presenting issue or not, but only with those who are members of privileged groups.
- c. guide clients who are members of privileged groups to explore the implications of their power and privilege.
- d. encourage clients who are members of oppressed groups to become more responsible for challenging the forces of oppression through social activism.

*Answer: c*

15. As American families are changing rapidly and becoming increasingly diverse, therapists must:

- a. recognize that there is no such thing as universal and predictable stages of development.
- b. recognize that what is considered pathological is culturally determined and therefore there is nothing that can be considered pathological or abusive in absolute terms.
- c. avoid psychologizing social problems by looking for interior causes and motivations.
- d. consider how broader social forces shape family functioning but only introduce this line of thinking if the clients introduce it first.

*Answer: c*

## **CHAPTER 2**

### **SELF IN CONTEXT**

#### *HUMAN DEVELOPMENT AND THE INDIVIDUAL LIFE CYCLE IN SYSTEMIC PERSPECTIVE*

### **CHAPTER SUMMARY**

- Healthy development requires establishing a solid sense of our cultural, spiritual, and psychological identity in the context of our connections to others. This involves developing a sense of belonging or “home.”
- American culture heavily emphasizes individualism, autonomy, and self-determination to the neglect of viewing the self in the context of relations with others. It also minimally acknowledges how structured inequalities create differential life opportunities.
- Maturity requires developing the capacity to communicate with, understand, and relate to others in empathic, respectful, tolerant, and caring ways while communicating and standing by one’s values, beliefs, and needs.
- Traditional developmental theories overemphasize typically male traits such as autonomy and independence while devaluing typically female traits like connection and caring.
- Differences between males and females often are explained via biology and/or the impact of being raised by mothers, while minimizing societal and cultural influences.
- The expanded life cycle framework focuses on the “self-in-relation,” which tends to reflect feminine values that happen to benefit healthy development for both females and males.
- Sociocultural conditions related to sexism, racism, homophobia, and poverty significantly influence growth and development and must be considered at all times.
- There are multiple ways of knowing and diverse forms of intelligence.
- Enhanced emotional and social intelligence are tied to better academic performance.
- Health development is represented in Bowen’s concept of differentiation that refers to balancing the forces of separation and connection.
- Therapists must be attuned to and gather information about a family’s cultural background and social style and expectations.
- No one schema or developmental framework can capture the diversity and complexity of the human life cycle, however, the expanded family life cycle explores the phases of development by including the perspectives of different cultures, different points in history, and in terms of the influence of a myriad of contextual forces and factors.
- The expanded family lifecycle covers approximately nine stages of the human life cycle and contextualizes each stage in terms of the influence that various dimensions of diversity (e.g., gender, race, class, sexual orientation, religion/spirituality) and structural inequalities have on development.

### **COMPETENCE**

Identify Issues

Intervention and Practice

Ethics and Legality

## **CHAPTER OUTLINE**

Redefining the Dimensions of Human Development

Developing a Self in Context

The Myths of Complete Autonomy and Self-Determination

Developing a Mature Interdependent Self

Gendered Development

Developing a Self in a Non-affirming Environment

Our Multiple Intelligences

Connected Self

Countering Unequal Gender, Class, Cultural, and Racial Socialization

The “Slings and Arrows” as Individual, Family, and Community Intersect

The Individual Life Cycle in Context: Developing an Autonomous and Emotionally

## **SUGGESTED IN CLASS DISCUSSION QUESTIONS**

1. What is your definition of maturity and how is it similar to and different from the one presented in the book?
2. Develop an argument for why optimal health is best defined by complete autonomy and self-determination, and then provide a counter argument that emphasizes the disadvantages.
3. Provide examples of how we raise and socialize girls and boys differently, and what impact you believe these differences have on adult functioning.
4. How might we change the current educational system if our goal was to incorporate attention to diverse styles of learning and multiple forms of intelligence?
5. What are some examples of how inequalities and discrimination impact the development of girls and minorities?
6. Do you agree with the nine stages of the human life cycle that are outlined at the end of the chapter? Would you change or revise anything and if so why, and if not, why not?

## **KEY TERMS, CONCEPTS OR PEOPLE**

Homeplace

Maturity

Gendered Development

Bidirectional Developmental Influences

Multiple Intelligences; Emotional and Social Intelligence

Differentiation

Impact of Discrimination on Development

Eleanor Maccoby, Erik Erikson, Sarah Lawrence Lightfoot, Murray Bowen, Daniel Goleman, Joan Borsenkyo

## **SUGGESTED LEARNING EXPERIENCES or PRACTICE APPLICATIONS**

1. The authors define maturity as “the ability to empathize, trust, communicate, collaborate, and respect others who are different and to negotiate our interdependence with our environment and with our friends, partners, families, communities, and society in ways that do not entail the exploitation of others. Maturity requires us to appreciate our interconnectedness and interdependence on others and to behave in interpersonally respectful ways, controlling our impulses and acting on the basis of our beliefs and values, even if others do not share them.” Using this definition, write an analysis of the ways in which each of your parents manifest, and fail to manifest maturity. Be specific and provide examples to support your assertions.
2. Use Erikson’s psychosocial theory to describe your development up until your current age, and then write a second description of your development using the expanded and contextualized theory outlined by the authors at the end of Chapter 2. Note how your descriptions differ based on each approach.