NOBA

The Family

Instructor Manual

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The family development module introduces students to different kinds of families, definition of a family, and the development path of a family. The accompanying PowerPoint presentation provides material for your class, including activities and discussion questions, which are designed to help keep your students interested and engaged in the material. This instructor's manual outlines these activities in more detail, and it includes links to other resources that may help you design this portion of your course.

Learning Objectives

Content Specific Learning Objectives

- Understand the various family forms.

- Describe attachment theory.

- Identify different parenting styles.

- Know the typical developmental trajectory of families.

- Understand cultural differences in dating, marriage, and divorce.

- Explain the influence of children and aging parents on families.

- Know concrete tips for increasing happiness within your family.

Relevant APA Learning Objectives (Version 2.0)

- Describe key concepts, principles, and overarching themes in psychology (1.1)

- Develop a working knowledge of psychology's content domains (1.2)
- Describe applications of psychology (1.3)
- Engage in innovative and integrative thinking and problem solving (2.3)
- Build and enhance personal relationships (3.2)

Abstract

Each and every one of us has a family. However, a wide range of variation exists around the world in what, exactly, the concept of family includes. In this module, we discuss definitions of family, family forms and variations, the developmental trajectory of families, and commonly used theories to understand families. We also cover things that influence families—such as culture and societal expectations—while incorporating the latest family relevant statistics.

Class Design Recommendations

This instructor manual and accompanying PowerPoint is set up so that you can present this information over the course of two (75-minute) days. If you only have one day to present this information or your class is 50-minutes, you will need to delete some discussion questions and perhaps some material. The activities could be converted to homework assignments to free up class time.

Topic Outline

- What is Family?

    - Traditional and Modern Families
    - Family of Orientation, Family of Procreation, and Joint Families
    - Family Systems Theory

- Attachment Styles

    - Secure, anxious-avoidant, and anxious-resistant

- How Families Develop

- Dating, Marriage, and (Possibly) Children

  - Marriage Market

  - Homogamy

  - Cohabitation

  - Engagement and Marriage

  - Children or childfree?

- Parenting Style

  - Authoritative

  - Authoritarian

  - Permissive

  - Uninvolved

- Parenting in Later Life

  - Empty Nest

  - Boomerang Generation

  - Sandwich Generation

- Family Issues and Considerations

  - Divorce

  - Adoption

- Healthy Happy Families

Module Outline

Introduction: Humans are social creatures, and our relationships with families are the first relationships we experience. This module discussion the psychology of families.

What is family? The module defines a traditional family: "two or more people who are related by blood, marriage, and – occasionally – adoption." A two-parent family is a family with two parents, often a mother and a father. The module brings up the example of Harry Potter to illustrate that sometimes people who are not related to us (Hermione and Ron) may feel more like family that people who are related to us. We also sometimes feel as if our pets are a part of our family. The module also discusses joint families, which are when three or more generations of blood relatives live in the same house or compound. (The module also uses the term, multigenerational households, later in the module.)

- Not everyone belongs to a traditional family, and the definition of a traditional family has been criticized. **Modern families** include **single parent families**, childfree families, foster families, same-sex couples, and other variations of families. The common thread among all of these families is caring, commitment, and close emotional ties. With divorce, people can be a part of a **stepfamily** or a **blended family**. The family that a person is born into is their **family of orientation**.

- **Family systems theory** says that a person cannot be understood without understanding the role that person plays in their family. Every person has a role in their family, and each role has a set of rules and expectations. The family wants stability, so any change an individual in a family makes may cause each family member to adjust and change. The module gives the example of Cinderella to illustrate family systems theory. In doing so, the concept of **family of procreation** – the family a person starts when they leave their family of orientation to start their own family – is mentioned.

- The roles that we have in our families are often determined by our gender. Traditional gender roles see women taking care of the house and children with men being providers and protectors. Although women are working outside of the home in greater numbers than they have historically, women still have greater housekeeping and childcare responsibilities than men, referred to as the **second shift**. Parents' attitudes about sharing housework and women's career ambitions do affect their children's attitudes.

How Families Develop: The nuclear family is a family comprised of only parents and children. How do these nuclear families develop?

- Intimacy is close relationships with others. The need for intimacy is universal. The close relationships we have when we are young can affect the types of relationships we seek when we are adults. Attachment theory is one way to explain how our working models of how relationships work that we learn in childhood affect our relationships as adults.

  - **Secure attachment** is likely to occur when a parent is responsive, soothing children

when they cry, for example. 60% of children in the U.S. have secure attachment.

- About 20% of children have an **anxious-resistant attachment** style. Adults who had an anxious-resistant (sometimes called anxious-preoccupied) attachment with their parent often worry that others will not love them and sometimes find that romantic partners do not want to get as close to them as they would like.

- Another 20% of children in the U.S. have an **anxious-avoidant attachment style**. Adults who had an anxious-avoidant attachment style with their parents are not likely to want to get close to romantic partners and may not care too much about intimate relationships. It can be uncomfortable for them to be close to or rely on others.

- Our attachment styles, however, can change. **Coherence** is when an adult gains insight about their childhood experiences and realizes that it does mean that they are unworthy of love or that others are untrustworthy.

- Dating, Courtship, and Cohabitation

  - The **marriage market** is how we compare potential mates and find the best option for us. How we find potential romantic partners has changed dramatically over time. Technology now allows us to be able to connect with people who are far away from us geographically. It also lets us filter out individuals we don't want by characteristics such as age or interests.

  - People tend to end up with romantic partners who are very similar to us, which is **homogamy**. For example, highly educated people tend to marry other highly educated people. People commonly end up with partners who are similar to them in age, race, social status, and religion. We also tend to end up with people geographically close to us (proximity) and similar to us in physical attractiveness. Homogamy is contrasted by **heterogamy**, which is much less common.

  - Some cultures have a physical marriage market, such as the Shaghai Marriage Market, where parents trade information about their children in order to try to find a suitable mate for them. In India, there are marriage brokers or marriage bureaus that help people find partners. Some cultures have arranged marriages as opposed to love marriages, and, in fact, they can be the preferred way to get married.

  - **Cohabitation**, romantic partners living together without being married, is on the rise, and it is common in many countries, especially Scandinavian countries of Norway, Sweden, and Iceland. Some cohabitating couples eventually get married while others do not, which has lead to a discussion of whether cohabitation is a step in the progression toward marriage.

- Engagement and Marriage

  - Most people around the world get married (80% by age 49), but they are getting married later in life now than they have in the past, with men getting married later on average compared to women. In addition, more people prefer to stay single than ever before. People in more developed countries are getting married later compared to those in developing countries.

  - **Engagement** is an agreement to get married. The module discusses some differences in engagement across cultures, including which hand to wear an engagement ring on and who proposes.

- Children?

  - More and more people are postponing have children or choosing to not have children. Couples who choose not to have children are **childfree**, while those who want to have children but cannot are **childless**.

  - There are positives to having children (increase in well-being, being more positive about their lives) and negatives to having children (more likely to be depressed, report lower levels of marital quality), based on the research.

  - Parents have different parenting styles.

    - **Authoritative** parents expect a lot but are supportive and affectionate, and this parenting style is seen as a positive one. Children of authoritative parents tend to be happy and successful. Authoritative parenting seems to work in a variety of different cultures, but some have argued it works best in Western, industrialized cultures.

    - **Authoritarian** parents are demanding (controlling) yet are not supportive. Children of authoritarian parents are more likely to be obedient but less likely to be happy.

    - **Permissive** parents are supportive but not demanding. Their children score lower on happiness and self-regulation, and they are likely to have issues with authority.

    - **Uninvolved** parents are not supportive or demanding, and children of uninvolved parents score lowest on self-control, self-esteem, and competence.

- Parenting in Later Life

  - Parents are still parents, even when their children leave home. The sadness some parents experience when children leave is referred to as **empty nest**.

- Some children find it difficult to leave home, sometimes based on the difficulty with finding a job. The **boomerang generation** is term used to describe children, often between the ages of 25 and 34, who come back to live with their parents. Almost half report paying rent, and most report helping with household expenses. Some of these children do report that coming back to live with their parents has hurt their relationship with their parents.

- Middle-aged parents may also be taking care of their own parents, as their parents age. The **sandwich generation** is the group of people taking care of both their children and their parents. Some cultures have the expectation that as people grow older they will **age in place** or stay home with modifications being made, if necessary. This can result in **multigenerational households**. Other cultures believe aging parents should live independently or go to long-term care facilities.

Family Issues and Considerations

- Divorce occurs when a marriage is ended legally. The current divorce rate (higher after declines in the 1980s and 1990s) is 50%, although there is some debate about that number. The risk of divorce goes for up subsequent marriages, so that the risk of divorce for someone marrying the second time is higher than the first time

  - There are some protective factors that are associated with a lower risk of divorce. This included pursuing education and marrying when you are older. Factors that increase the risk of divorce include living with multiple partners before marrying (**serial cohabitation**) and having a child before marriage. Divorce is also more likely in countries where divorce is more socially acceptable.

  - If parents with children do divorce, it is helpful if those parents clearly convey to the children that the divorce is not their fault. It's also helpful for parents to not bias children against their other parent or use children to hurt their ex-spouse.

- Abuse: Different kinds of abuse can happen in family relationships, such as:

  - **Physical abuse** is "the use of intentional physical force to cause harm."

  - **Sexual abuse** is "the act of forcing someone to participate in a sex act against his or her will." Marriage does not automatically mean consent, and marital partners still need to consent sexually.

  - **Psychological abuse** includes bullying and manipulation, and it is an attempt to control

another.

- **Child abuse** is when the parent abuses the child. **Intimate partner violence** is when the abuse occurs between a married couple. **Elder abuse** is when adult children abuse an older parent.

- **Neglect,** failing to provide for a child's physical, emotional, medical, or educational needs, is the most common form of child abuse. Harry Potter's aunt and uncle, as well as Cinderella's step-mother, could be accused to neglect in the real world.

- Abuse is a complicated issue, especially within families. There are many reasons someone may stay in an abusive relationship. The module highlights 1) **learned helplessness**, 2) the belief the abuser will change, 3) shame, guilt, fear, and self-blame, and 4) economic dependence.

- Children who are experiencing abuse may "act out" in negative ways, such as through aggression, withdrawal, or self-destruction. They may experience depression, anxiety, and deficits in academic performance.

- Adoption happens when a person or family legally takes in and raises a child from another family. Many children (100,000 in the U.S. in 2013) are in **foster care** and reside with foster families, and these children are awaiting adoption. Adopting children from the foster care system can be relatively inexpensive ($0-$2,500). International adoptions have been popular with people in America, but their numbers have been decreasing recently.

Happy Healthy Families

- The following things may, based on research, increase your families happiness:

  - Teach morality: Moral development in children has been associated with a greater sense of well-being.

  - Savor the good: This includes savoring each other's successes.

  - Use the extended family network: All members of the family, no matter their age, can help with caregiving responsibilities.

  - Create family identity: This includes sharing fond memories, creating inside jokes, and creating a story of the family.

  - Forgive: This involves not holding grudges against family members.

Difficult Terms

Anxious-avoidant attachment
Anxious-resistant attachment
Authoritarian parenting
Authoritative parenting
Coherence
Heterogamy
Homogamy
Marriage Market

Lecture Frameworks

This instructor manual and accompanying PowerPoint is set up so that you can present this information over the course of two (50 to 75-minute) class sessions. If you only have one day to present this information or your class is 50-minutes, you will need to choose from among the material, delete some discussion questions and perhaps some material. The activities could be converted to homework assignments to free up class time.

Day 1:

- *Warm-Up Activity:* Harry Potter's Family: The purpose of this activity is to introduce the concept of family, including who might be considered family and who might not. This activity will take 10-15 minutes. It includes watching a short video from one of the Harry Potter movies, which shows interactions between Harry Potter, his uncle, his aunt, and his cousin. Discussion questions are designed to get students thinking about what a family is.

- *Direct Instruction of* What is Family?

  - Traditional and Modern Families

    - There are different types of families, and this section outlines families such as two-parent families, blended families, and foster families.

  - *Discussion Question:* Can a pet be a member of the family?

    - This question is likely to illicit different viewpoints. The point is to get students thinking about exactly what a family is, and, regardless of whether students think pets should

be counted as family members, the discussion can generate students' ideas about family.

- ○ Family of Orientation, Family of Procreation, and Joint Families

  - ■ This continues the conversation about different types of families.

- ○ Family Systems Theory

  - ■ Family systems theory says that a person cannot be understood without understanding the role that person plays in their family.

- Students' Romantic Attachment Style Activity: This activity introduces the idea of romantic attachment styles and gives each student some information about their romantic attachment style after their take a scale measuring their romantic attachment style.

- *Direct Instruction of* How Families Develop

  - ○ Attachment Styles

    - ■ Secure, anxious-avoidant, and anxious-resistant

      - ■ Attachment theory is one way to explain how our working models of how relationships work that we learn in childhood affect our relationships as adults.

- CAT: Muddiest Point: The Muddiest Point is a way to find out where there may be confusion or misunderstanding.

Day 2:

- Revisiting the Muddiest Point CAT: Go over muddiest points. After receiving students' muddiest points on Day 1, go over students' responses before Day 2, looking for common themes. Start Day 1 by clearing up any areas of confusion and re-visiting at least one topic that confused students. Even for the students who were not confused by the material, re-visiting the information will help them learn it.

- *Direct Instruction of* How Families Develop Continued

- ○ Dating, Marriage, and (Possibly) Children

  - ■ This section summarizes a few different areas of the module with the theme of dating, marriage and children. It includes information about marriage markets, homogamy, and cohabitation. It also briefly addresses engagement, marriage, and the decision to have children or remain childfree.

- ○ Parenting Style

  - ■ There are four different parenting styles that can be explained by how supportive (affectionate and accepting) and how demanding (controlling) parents are. Authoritative parents are supportive and demanding. Authoritarian parents are demanding but not supportive. Permissive parents are supportive but not demanding. Uninvolved are neither supportive nor demanding.

- ○ Activity: Do Perfect Parents Make Perfect Children? This activity will take 15 minutes. This activity helps students understand what contributes to students' early academic achievement and what does not. It can also prompt a discussion of what is expected of parents and parenting that may not be realistic or even helpful for children. Students guess which characteristics and activities of parents are related to high academic achievement in elementary school, and the answers and rationale are discussed.

- ○ Parenting in Later Life

  - ■ In this section, you will present information about parents experiencing empty nest, the boomerang generation (when adult children return to live at home again), and the sandwich generation (when adult children are taking care of children and parents at the same time).

  - ■ *Discussion Question*: Why do you think more people aged 25-34 are living with their parents than in recent years?

  - ■ *Discussion Question:* What are some difficulties that might occur when adult children live with their parents?

    - ■ Both these discussion questions are designed to get students to think more about the boomerang generation, generating discussion and examples to help them remember the material.

- • Family Issues and Considerations

- In this section, divorce and adoption are the family issues to be considered.

- Healthy Happy Families

  - The module recommends five things to create happier families.

- CAT: One-minute paper: This classroom assessment technique helps you assess students' understanding of the material and give students an opportunity to ask questions.

Activities & Demonstrations

Do Perfect Parents Make Perfect Children? This activity helps students understand what contributes to students' early academic achievement and what does not. It can also prompt a discussion of what is expected of parents and parenting that may not be realistic or even helpful for children.

- Time: 15-20 minutes

- Based on an activity in the book*, Freakonomics,* this activity was taken from TOPIX, the teaching idea exchange at the Society for the Teaching of Psychology. Please take some time to familiarize yourself with how this web site works. It has links and downloadable documents but it can take some time to figure out the navigation of the site. The activity was taken from this TOPIX page: **http://topix.teachpsych.org/w/page/19980987/Develo...**

- Directions: Give students the first handout, which can be downloaded from: **http://topix.teachpsych.org/w/file/86713183/Do P.**...doc

  - This handout asks students which of the 16 statements have a strong correlation with academic test scores between kindergarten and 5th grade and which do not. There are 8 statements that have a strong correlation and 8 that do not.

  - Here are the first three statements as an example:

    - The child has highly educated parents.
    - The child's family is intact.
    - The child's parents have high socioeconomic status.

- Next, give students the second handout, which can be downloaded from **http://topix.teachpsych.org/w/file/86713198/Do P.**...doc

  - This handout reveals which are correlated and which are not. In addition, it explains why some have relationships and why some do not. It includes a conclusion which sums up some of the findings, saying that the items that are correlated are about what parent *are* (socioeconomic status, age, etc.) and the items that are not correlated are about what parents *do* (take children to museums, let them watch television).

Harry Potter's Family: The purpose of this activity is to introduce the concept of family, including who might be considered family and who might not.

- Time: 10-15 minutes

- Materials: Ability to show a video clip

- Show the video at https://www.youtube.com/watch?v=GHXSvCMpCGM, which is a 1 minute, 50 second clip from Harry Potter and the Philosopher's Stone. It shows how Harry Potter is treated by his aunt, uncle, and cousin, who are all blood relatives. His aunt and uncle clearly treat him differently than their son.

- Discussion Question: As a child, do you think Harry Potter thought of his aunt, uncle, and cousin as family? Why or why not?

  - The students will likely start discussing what makes a family. Harry is biologically related to the 3 people in the film clip, but the module says that the common thread among families is caring, commitment, and close emotional ties.

- Discussion Question: Once Harry met Ron's family, the Weasley's, do you think it changed his idea of family? Why or why not?

  - The Weasley's do clearly illustrate caring, commitment, and close emotional ties. They are also warm toward and supportive of Harry. The contrast between families will likely bring up what students think are essential components of a family.

Your Romantic Style: To have students find out their romantic attachment style, which will help them connect to the material.

- Time: 10 minutes

- Materials: Handouts of Close Relationship Scale-Short Form and scoring instructions (links below).

- Directions: Have students take the Experiences in Close Relationship Scale-Short Form (ECR-S), which can be found at http://www.psychologicalscience.org/redesign/wp-content/uploads/2013/03/CD_AprilPDF_web-only.pdf.

  - Next, have students can then score the scales, which will give them a score for anxiety and score for avoidance. Instructions are available at http://wei.public.iastate.edu/manuscript/ECR-S.pdf. You may have to help students reverse score the items when coming up with their scores.

  - Please note that you will likely have students who do not have secure romantic attachment styles, and they may be uncertain of their future romantic relationship prospects. Emphasizing that romantic attachment styles can change with some work will likely be helpful for those students.

Additional Activities

Role-Playing or Creating Skits

- Have students role play or create a skit. The topics in this module what would work well for this activity would be either parenting styles or attachment styles.

- There is more information in the following two journal articles about this possible activity:

  - Sheldon, J. P. (1996). Student-created skits: Interactive class demonstrations. *Teaching of Psychology, 23*(2), 115-116.

  - Dollinger, S. J., & Brown, D. F. (1979). Simulated parent-child interaction in an undergraduate child psychology course. *Teaching of Psychology, 6*(3), 180-181.

Why Do Romantic Partners Get Under Our Skin? Teaching Students about the Science of Romantic Attachment

- Link: **http://www.psychologicalscience.org/index.php/publ...**

- Time: 15-20 minutes

- This activity can include having students take the Experiences in Close Relationship Scale-Short Form (ECR-S) and scoring it to find out their romantic attachment style, if they have not already done so in the activity above. This would add some time to the activity.

- Have students fill out the scale for celebrities or fictional characters and discuss them. This can be done in groups or given as a homework assignment.

Discussion Points

- (1) Some people think of their pets as a member of their family. What do you think? Do pets count as family members?

  - This question is likely to elicit different viewpoints. The point is to get students thinking about exactly what a family is, and, regardless of whether students think pets should be counted as family members, the discussion can generate students' ideas about family. You might remind students that the module says the common thread among families is caring, commitment, and close emotional ties.

- (2) What are some difficulties that might occur when adult children live with their parents?

  - This discussion question will hopefully get students to think about how changes in families affect family members. There will likely be an opportunity to relate the discussion back to family systems theory, including the idea that any change a family member makes can cause all family members to shift and change.

- (3) Why do you think more people aged 25-34 are living with their parents than in recent years?

  - This discussion question is designed to get students engaged in the topic. Students are likely to bring up issues such as finances. If you teach at an institution where there are non-traditional students, they may themselves be a part of the boomerang generation, and their answers can help facilitate an understanding of why this is occurring in greater numbers now than in the past.

Articles, Links, and More

Can Attachment Theory Explain All Our Relationships? One Mother's Journey Through the Science of Attachment Theory

- This is an article about attachment theory, including how early attachment styles can affect our adult attachment styles. This is could be additional information for the instructor or an additional reading for the students. It includes a first-person account, as well as explanations of some research.
- Link: http://www.psychalive.org/attachment-theory/

Child and Family Resources

- This is a resource page for APA's division 37, the Society for Child and Family Policy Practice. It includes some handouts that may be helpful, including *All Parents of Preschoolers Need Support* and *Parents are Role Models*.
- Link: http://www.apadivisions.org/division-37/resources/child-family/index.aspx

How to Stop Attachment Insecurity From Ruining Your Love Life

- This brief article has some advice on how to work on your adult romantic attachment style.
- Link: http://greatergood.berkeley.edu/article/item/how_to_stop_attachment_insecurity_from_ruining_your_love_life

The Sandwich Generation: Rising Financial Burdens for Middle-Aged Americans

- This is Pew Research Report from 2013 with a lot of nice data about the sandwich generation.
- Link: http://www.pewsocialtrends.org/2013/01/30/the-sandwich-generation/

Strange Situation

- This 3 minute, 14 second video explains and shows an example of the strange situation, which can be used to explain attachment styles. The video has one example of a child who is securely attached.

- Link: https://www.youtube.com/watch?v=QTsewNrHUHU

The Tragedy of Orphanages

- What about children who do not have families? In this 10 minute, 34 second TED talk, the speaker discusses orphanages, the effect of orphanages have on children, and encourages the dissolution of the orphanage.

- Link: http://www.ted.com/talks/georgette_mulheir_the_tragedy_of_orphanages

Outside Resources

Article: Social Trends Institute: The Sustainable Demographic Dividend
http://sustaindemographicdividend.org/articles/international-family-indicators/global-family-culture

Video: TED Talk: What Makes a Good Life? Lessons from the Longest Study on Happiness
https://www.youtube.com/watch?v=8KkKuTCFvzI

Web: Child Trends and Social Trends Institute: Mapping Family Change and Well-Being Outcomes
http://worldfamilymap.ifstudies.org/2015/

Web: Pew Research Center: Family and Relationships
http://www.pewresearch.org/topics/family-and-relationships/

Web: PSYCHALIVE: Psychology for Everyday Life: Relationships
http://www.psychalive.org/category/alive-to-intimacy/

Web: United States Census Bureau: Families and Living Arrangements
http://www.census.gov/topics/families.html

Evidence-Based Teaching

Isbell, L. M., & Tyler, J. M. (2005). Using students' personal ads to teach about interpersonal attraction and intimate relationships. *Teaching of Psychology, 32*, 170-172.

- This article outlines an activity that gets students to create personal ads in order to discuss some research about mate selection, dating, and marriage.

Sy, S., Brown, E., Amsterlaw, J., & Myers, J. (2005). Attachment parenting: A media activity for developmental psychology research methods. *Psychology Learning & Teaching, 4*, 112-116.

- The activity in this article has students critique a new method of parenting outlined in a news show.

Symons, D. K., & Smith, K. H. (2014). Evidence of psychological engagement when raising a virtual child. *Psychology Learning & Teaching, 13*, 52-57.

- This article outlines an assignment in which students raise a virtual child online.

PowerPoint Presentation

This module has an associated PowerPoint presentation. Download it at https://nobaproject.com//images/shared/supplement_editions/000/000/212/The%20Family-.pptx?1475523911.

About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund is co-founded by Drs. Ed and Carol Diener. Ed is the Joseph Smiley Distinguished Professor of Psychology (Emeritus) at the University of Illinois. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award- winning university teachers.

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