

Assignments weeks 1-3

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1

Clinical application #12

Problem-resolving styles in family and adjustment of children

Reference: Hetherington, E. M. (2006). The influence of conflict, marital problem solving and parenting on children's adjustment in nondivorced, divorced, and remarried families, in Clarke-Stewart, A. & Dunn, J. (Eds.). *Families Count: Effects on Child and Adolescent Development*, 203-229.

Accompanying student's website:

<http://www.iianthropology.org/psychologychildrensadjustment.html>

1. Brief synopsis

1.1. **Data base:** longitudinal studies on 1,400 families and 2,800 children (p. 205)

Theory: Problem-solving styles (Hostile-confrontational, hostile-withdrawn, engaged and avoidant), spilling effect, statistics, etc.

1.2. **Target age:** Early to mid-adolescence.

1.3. **Problem:** How marital conflict, divorce, and remarriage affect parenting, parent-child and sibling relationships, and the adjustment of children as they move from early to mid-adolescence.

1. Conclusions:

1.1. Diversity of responses;

1.2. Hostile patterns – more deleterious to the adjustment of children.

1.3. The marital hostility is destructive; the child's response – low social responsibility, cognitive agency, and high externalizing (non-compliance, norm breaking, impulsivity, and aggression); differential effect – adolescent internalizing (elevated anxiety and depressive symptoms); lack of behavioral control and lack of emotional regulation; models of adjustments are similar.

- 1.4. Risk factor - coercive conflicting parenting (more likely for discordant, unsatisfying, hostile marital relationships); protective factor – authoritative parenting;
- 1.5. Both biological and social factors – important in understanding parent child relationships and child adjustment (biologically unrelated parents and children – more difficult to form involved, close, affectionate ties, but $\frac{3}{4}$ of the adolescents described their relationships with their stepparents as “close” and “very close”).
- 1.6. Laudable social goal - strengthening and promoting positive family relationships.

2. Applications

- 2.1. I found the work of E. Hetherington useful because of the new theoretical information I had learned. I has not taken a statistics course yet, so I was not able to evaluate the case studies and to read critically the published diagrams.
- 2.2. The conclusions about the biological and social factors would be very essential for MFT.
- 2.3. The author makes certain conclusions about the interrelations between the problem-solving styles and the adolescents' adjustments, but he also points to the diversity of responses and differential effect, as well as on protective factors like authoritative parenting.
- 2.4. The policy/practice application makes me think that the big companies and institutions should provide family consultants for their employees that would help promptly either in family crisis or to prevent such. Following the spilling effect – hostile family relationships influence the quality of work.

2 Short response #7

Culture sets couples up to fail

References:

Kilborn, Peter T. (2004). An All-American Town, A Sky-High Divorce Rate. *The New York Times*, 2 May 2 2004 ((Internet source)

Malinowski, B. (1978). *The ethnography of Malinowski: the Trobriand Islands 1915-18*. London: Routledge.

I wish I knew Ellen Brown from Roanoke, the divorced mother of three who was in 2004 at 52 and could tell her: Ellen, you look right. Culture sets couples up to fail. But what to do?

As a cultural anthropologist, the words of Ellen make me feel physically the painful everydayness that so many have been going through being divorced. Even the word divorce has the spilling effect and in Past it was one of the most resentful, while today there are even divorce parties.

The article of Peter t. Kilborn (2004) is not outdated although probably the statistics today would provide even more sad data about marriage and divorce. However, divorce is not an invention of the 19 or 20th century. We need to believe that the divorce has existed since the marriage had been invented. This is for instance, the way one of the most prominent anthropologists in the world, Bronislaw Malinowski, describes the divorce by Trobriands (after the Trobriand Islands):

“The formalities of divorce are as simple as those by which marriage is contracted. The woman leaves her husband’s house with all her personal belongings, and moves to her mother’s hut, or to that of her nearest maternal kinswoman. There she remains, awaiting the course of events, and in the meantime enjoying full sexual freedom. Her husband, as likely as not, will try to get her back. He will send certain friend with “piece offerings” (koluluvu, or lula) for the wife and for those with whom she is staying. Sometimes the gifts are rejected at first, and then the ambassadors are sent again and again. If the woman accepts them, she has to return to her husband, divorce is ended and marriage resumed. If she means business, and is determined not to go back to her wedded life, the presents are never accepted; then the husband has to adjust himself as best he may, which means that he begins to look for another girl. The

dissolution of marriage entails in no case the restitution of any of the inaugural marriage gifts exchanged, unless ... the divorced woman should re-marry” (Malinowski 1978: 133).

Today our life is more complex, but many of the structural components of the divorce from the traditional society do exist although the complexity creates the illusion that not the people but it is the culture that makes the couple up to fail. As a matter of fact, what I have learned in the US where I have been living since 2000, we, the people, are responsible for our life. The main reason of divorce is not the social or cultural environment but the relationships between the couple and the absence probably of enough knowledge on how to keep the love and friendship in our everydayness despite all provocations of life.

For the 21st century generation could be helpful if everybody knows that the divorce is as old as the marriage. Also, during more that at 8-10,000 years the human society has been improving the marriage as the most successful form of social and cultural reproduction. Today even the gays want to marry! Can especially the young people look in the best instances of the happy marriages before making final decision? I think so. We all are not always perfect performers on the social stage of life, but we all can be wise in the most crucial moments of our life. And if after all divorce happens – well. There is a cure – we know from history that divorce is just a twin of the marriage. And in the way the mother loves all her children, we obviously also need to love the divorce and to believe that it gives a new chance for improvement of the humankind.

3 Short response No. 6

Anthro, sex and marriage (About what Margaret Mead wrote on sex and marriage in 1953)

References:

American President (online). *An online reference resource* (Last visited on June 7th, 2009).

Doherty, W.G. (2000). Consumer Marriage. *Marriage and families*, August 2000 (online)

Mead, M. (2003) [1953]. Modern Marriage. *The Nation* (Internet source)

Wikipedia (online). Margaret Mead. (Internet source) (Last visited on June 7th, 2009).

Student's related website: Anthro, sex and marriage

http://www.iianthropology.org/psychology_sex_and_marriage_mead.html

Margaret Mead is one of the most prominent American anthropologists of the 20th century not only because of her field ethnographic research and publications, but also because of her social active position and public appearance. The thoughts on sex and modern marriage from 1953 came out when in the world was the power of the Cold War as a glacier of the human relationships. This was toward the end of the Period of Depression and World Conflict (1921-1963) and abt 8 years before the beginning of the Social Change and Soviet relationships (1961-1989). Also, Mead wrote her essay in the period in which perhaps her third marriage had collapsed or even she was in a process of divorced from Gregory Bateson, also a prominent anthropologist. Then, many of the pessimistic thoughts in the essay could be just a reflection of the cold time and of a cold period her personal life. For instance, she wrote:

“The principal threat to the success of such [post World War II] marriage comes from timing.... Two people who built their whole relationship on a cheerful, frank partnership in rearing children, and enjoying mountain-climbing picnics, now face each other for the first time [Launching adult children's period – L.N.] in all these years across a dining-room table, alone. Here the lack of complexity in their relationships, the lack of erotic sophistication in the male, who has substituted the demand that his wife show “normal sex feeling” for any demand on himself for elaboration of love-making manners, begin to show...”

Such straight conclusion is not very usual in anthropology, since the last is a discipline about the diversity in life and in the cultures. Today there is also a distinction between sex and gender while in 1950s the gender problems had been obviously still analyzed as sex ones. The deconstructing the history of marriage reveals also opportunity for concept like “psychological marriage” that replaced the “institutional marriage”, in which “families existed for individuals rather than vice versa” (Doherty 2000). However, there are theoretical base and emotional motivation in the essay of Mead that makes nowadays her writing as fresh as in 1953.

To begin with, the real statement of the longevity and the complexity of the relationships based on marriage and sex. Today we recognize five periods in the family life cycle: independence, coupling or marriage, parenting (babies through adolescents), launching adult children and retirement (or senior) years. Although without such brief distinction, Mead focuses on the dialectics of the sexual relationships and chose the social clothes of the changing role of women in society. As we know from the system theory, the change especially of one key agent impacts all system. In my opinion, Mead had pointed exactly to the core factor in the changing meaning of marriage in the USA after the Second World War – the women’s emancipation. Last but not least, she also gives a prospective view on the opportunity for keeping the successful marriage by changing the family and out-of family social environments – from new job for the husband to new friends and new landscape. Such cultural-anthropological points could be instructive for many families and family therapists.

To conclude, in my mind is the thought of Margaret Mead towards the end of the essay that can be expanded for the whole life cycle of people – since the moment we have started building our gender personality, our everydayness and eventness become about realizing and extending the depth of our sex feelings, as one of the main branches in our tree of life.

4 Clinical application #11

Developmental Disability

References:

Roper, S. O., & Jackson, J. B. (2007). The Ambiguities of Out-of-Home Care: Children With Severe or Profound Disabilities. *Family Relations*, 56(2), 147-161 [Abstract at http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ756533&ERICExtSearch_SearchType_0=no&accno=EJ756533].

Jackson, J. (2009). Human Development: Lifespan. Powerpoint presentation (6-6-09).

2. Brief synopsis

- 2.1. 20 families raising a child with severe or profound developmental disabilities
- 2.2. Parents - ambiguities related to the nature and diagnosis of the disability, support services, and placement.
- 2.3. Two forms of boundary ambiguity (role and membership ambiguity).
- 2.4. Ambivalence regarding placement decisions.

3. Applications

3.1. Discovering hope

- 3.1.1. Learning how to live without ambiguity
- 3.1.2. Taking action
- 3.1.3. Looking forward to good things in the immediate and distant future

5 Short response No. 5

Children and violence

Reference:

Safe communities – safe schools.

<http://www.colorado.edu/cspv/publications/factsheets/safeschools/>

Student's related website: Children and violence

Violence is a social issue with deep roots in human society. In many cases what some societies believe is violence, other may accept as a norm. The last especially applies to children, since the human history is a network of a variety of enculturation and socialization systems. Some children have been prepared to become warriors even today since their childhood, or other play electronic games that teach them in details how to kill. Since at the earlier stage of the childhood the physical intelligence is leading, the violence starts with the first children fighting games that we accept as normal. Bullying is just increasing the scale and intensity of the non-conscious or non-recognized violence.

Violence is not unpreventable and usually education is one of the means for its decreasing. The education not only occupies and develops the cognitive intelligence but also makes the children learn about positive values.

Recognizing early signs of violence is essential for society. They can be visible and invisible. In the Safe communities – safe schools fact sheet¹ are listed important signs. It is worth mentioning that some of them itself is an indicator of violence. They should be analyzed in combination and relate to specific context.

We can distinguished the listed signs in the following groups:

Psychological (social withdrawal, excessive feelings of isolation and being alone, excessive feelings of rejection, feelings of being picked on and persecuted, uncontrolled anger, intolerance for differences and prejudicial attitudes)

Social (being a victim of violence, affiliation with gangs, inappropriate access to, possession, of and us of firearms))

Cognitive (low school interest and poor academic performance)

¹ Date from <http://www.colorado.edu/cspv/publications/factsheets/safeschools/FS-SC06.pdf>.

Behavioral (patterns of impulsive and chronic hitting, intimidating and bullying behaviors, history of discipline problems, past history of violent and aggressive behavior, drug use and alcohol use

Communicative (expression of violence in writings and drawings)

My personal experience shows that usually violence is not very popular in the central parts of the cities and in all schools. Since downtown has been my typical living environment and I attended specialized schools, I don't have recall about witnessed violence. But bullying as a form of violence is popular in some schools. It is more typical about boys and can be explained by a complex of reasons, mostly as a form of physical expression, especially in the teen years. Bullying is a form of the transformation of some children games and it can be preventable if the schools have special programs that could eliminate its signs listed above. However, I am not sure what would do if I witness directly bullying.

In our changing society of re-inventing humanity we should be able easily to transform the negative violence in a positive although a little bit wild behavior. Probably involving the students in specific games would help in this direction. Also, increasing the academic learning motivation, training in positive thinking and development of integrity would probably to resolve at least partially one of the most crucial problems in our society – violence among children.

6

Short response No. 4

Children, entertainment and violence

References:

Bailey, D.W. (2005). *Prehistoric figurines*. London & New York : Routledge.

Cook, Donald E., Kestenbaum, Clarice, Honaker, L. Michael and Anderson, E. Ratcliffe et al. (2000). Joint Statement on the Impact of Entertainment Violence on Children Congressional Public Health Summit July 26, 2000.

<http://www.aap.org/advocacy/releases/jstmtevc.htm>

Encyclopedia of Irish and World Art. <http://www.visual-arts-cork.com/sitemap-world-art.htm>

Murray, John P., Liotti, Mario, Ingmundson, Paul T., Mayberg, Helen S. Pu, Yonglin, Zamarripa, Frank, Liu, Yijun, Waldorff, Marty G., Gao, Jia-Hong and Fox, Peter T. (2006). Children's brain activations while viewing televised violence revealed by fMRI. *Media psychology* 8, 1, 25-37.

Ghost ship. Movie.

Student's websites:

http://www.iianthropology.org/psychology_childrenviolence.html

http://www.iianthropology.org/psychology_childrenviolence_essay.html

TV violence viewing transiently recruits a network of brain regions involved in the regulation of emotion, arousal and attention, episodic memory encoding and retrieval, and motor programming. (Murray et al. 2006)

We do not have a lot of memory moments in our brain from our childhood. But there are some that we like to recall or they just come in our mind time by time. One of my favorites is about when being abt 5 years old we liked to have played the game, which

was popular in Bulgaria – “partizani and apashi”². Within the years I have been referring to this fragment in my memory to understand my independence and the “maleness” in myself. I really liked this game, because I lived in a small village with a crossing river and very narrow valley, surrounded by mountains. So, the partizani with wooden guns early in the morning went to the forest on the one side of the river, and the apashi – on the other. I still psychologically have the feeling of the fear from my childhood in my mind “What would happen?” but do not have any memory about any fighting. Probably both groups never found each other.

It was about 1965, so just before and at the beginning of the first TV programs in Bulgaria. Then, there was no TV influence, but we watched at that time many Russian films about the Second World War and it was a tradition at least one a week my grandfather or grandmother to have brought me to watch a movie. I think they were only Russian films that I obviously accepted as Bulgarians, since I thought “konets” (The end) was a Bulgarian word. At that time I even lived with my grandparents in one and the same apartment together with the family of Ivan Okovski, who was the film operator there.

The game of “partizani” and apashi” was only one of many that we played there. And I don’t think it was a bad game – it was more like an interaction with the nature and I even now think that probably instead playing the game at certain moment had switched to have been gathering forest flowers like wild violets. I had such a wonderful childhood, that one of the reasons not to have my own children today was that I have never made my life later to be able to provide my eventual children with the childhood I had. I still believe that intensively interacting with the nature is the best childhood. I also I think that if my brain time by time demonstrates smartness if any, the main reason is that the first 6 years my food did not come by stores like Walmart and Albertson’s but from our own garden and our one farm – always fresh and healthy. My grandmother and grandfather were dedicated to me to have felt healthy and happy as a child.

So, from my perspectives, it is not just a question of direct influence of the violence entertainment on the children. The negative influence today of the violence entertainment is a result of the general multiscale cultural environment, which in many cases is not very healthy for the children. In this environment the violence entertainment

² Partizani were named the fighters against the so-called fascism and capitalism in Bulgaria (1941-1944), who live in smaller or big groups in the mountains and time by time attacked the smaller or bigger places. The word “apashi” does not have a precise translation in English. They should be the ones who tried to catch the partizani.

additionally overwhelms the children with direct or indirect negative emotions. The reproduction of what we have seen is a complex process and we even never know when certain experience will influence our current social practices.

To demonstrate the complexity of the problem I will turn to the following question: Do we have violence in our everydayness? The answer is yes. Then the next question comes: Should we educate the children in violence? I believe so. However, the question that we still cannot answer is what is the best means to educate them in violence.

If you turn to the beginning of the human history, there are not many records of violence within the visual art. Nevertheless, the cave painting with hunting scenes that include killing of animals (Encyclopedia) can be accepted as a record about violence. They have multilayered semantics, but for our topic we can point to the fact that they were seen by the children. We do not have any records that the prehistoric caves where the paintings were found were restricted for children. Then, the visual art educated the children in hunting even before their first hunting ride. The first humans were hunter-gatherers and they depended on hunting. So, enculturation in hunting, which is from our perspectives a form of violence, was necessary especially for males children who were expected to become the next generation of hunters in the smaller or bigger social groups, that we name in some cases bands.

However, during the Neolithic, the period of agricultural-stockbreeding societies in many regions in Europe, the anthropomorphic and zoomorphic figurines were very popular, especially in Southeast Europe (Bailey 2005). Most impressive in the anthropomorphic figurines are the presentations of quietness and balanced emotions. As the cave paintings, these figurines have multilayered semantics (Bailey 2005), but many of them were part of the household inventory in the everydayness of people. My understanding is that this quietness of the figurines was purposeful and functioned as an enculturational means for balancing of emotions in the household and educating the children in stable positive and non-aggressive emotions.

Education and enculturation in violence through non-violence is probably the most perspective method since according to the specialists, there is "causal connection between media violence and aggressive behavior in some children" (Cook et al. 2000). There is most recent research on the brain that confirms this statement and the extensive viewing of TV aggression "may result in a large number of aggressive scripts stored in long-term memory in the posterior cingulate, which facilitates rapid recall of aggressive scenes that serve as a guide for overt social behavior" (Murray et al. 2006).

So, trying to answer the question What should be done to improve children's television viewing? I see two sides: the side of the media industry and the side of parents, children and society. The violence increases the interest of children in TV but if such type of media has been viewing in families in which there are no violence behavior, most probably the children would not be interested if parents explain them and give them non-violence examples as contrasting the violence. If children live in families in which the relationships include elements of violence, the TV may increase the side effect of the violence media entertainment.

To resolve the problem of the positive development of children and decreasing of the violence in our society, the media industry should work together with psychologists and social workers that may result in a compromise and even in some very positive results. Possibly good example for how violence had been used just to catch the attentions of the children but was followed by funny and really entertaining moments is the movie "Ghost ship". It looks to me this is a way to go, since the children see at the beginning a culmination and may watch the whole movie either involved in the funny side of the movie, or waiting for the violence culmination the movies started with.

The human society depends on the human self-awareness. The violence is not immanent for humans, but was a part of the human social practices from the beginning of the human history. So, the people keep in themselves and have been reproducing a huge historical capital of violence. To develop a non-violent society we need to embody humanity in any cell of the human society. If this objective becomes a goal of every person on this world, who knows: the violence may disappear not only from the children's TV entertainment viewing, but also from the whole human society.

7

Clinical application No. 9

Early Childhood Development

Reference:

Kohlberg's stages of moral development chapter:

<http://faculty.plts.edu/gpence/html/kohlberg.htm>

4. Brief synopsis:

Kohlberg's stages:

4.1.1. Level 1. Preconventional Morality

Stage 1. Obedience and Punishment Orientation.

Stage 2. Individualism and Exchange

4.1.2. Level II. Conventional Morality

Stage 3. Good Interpersonal Relationships.

Stage 4. Maintaining the Social Order.

4.1.3. Level III. Postconventional Morality

Stage 5. Social Contract and Individual Rights.

Stage 6: Universal Principles.

Comparison with Piaget.

5. Possible applications:

This article helped mostly in learning more about psychological style of analysis of the children. I have been not still at level where would be able to critically understand what would be the best in my practice.

8

Clinical application No. 8

Early Childhood Development

References:

Bronfenbrenner: Chapter 6 "The child in culture" in *Developing Child in the 21st Century: A global perspective on child development*

6. Brief synopsis:

6.1. Child in culture: Themes and problems: 1. Children's self-identity [self-awareness or personal identity]. 2. Culture (Pinker (2002: 60)"The phenomena we call 'culture' arise as people pool and accumulate their discoveries and as they institute conventions to coordinate their labours and adjudicate their conflicts. When groups of people separated by time and geography accumulate different discoveries and conventions we use the plural and call them cultures. ", p. 78). 3. Children's capacity. 4. The intersecting cultures of childhood (p. 81) – microsystem, mesosystems, exosystems, and macrosystems) 5. The Bourdieu's symbolic capital. 5. Languages and culture. 6. Learning styles (p. 86). High culture and popular culture (problems). Symbol weaving (pp. 90-91)

7. Possible applications:

- 7.1. Theoretical background: The reading is essential for building cultural background for therapy. The people are people because they create culture, or in other words culture creates people. So to know better people, we need to know their culture, which is dynamic and multidirectional.
- 7.2. The concept of intersecting cultures of childhood is especially important for understanding the psychology and behavior of children
- 7.3. Learning styles (by doing, silent, role, mentoring) can be used at all levels of therapy.

9

Clinical application No. 7

Early Childhood Development

References:

Vygotsky: Chapter 3 "The child as social constructor" in *Developing Child in the 21st Century: A global perspective on child development*

8. Brief synopsis:

- 8.1. Vigotsky: 1. Mediation. 2. Symbolic tools. 3. Internalization. 4. The zone of proximal development (pp. 35 sq.). 5. The social cultural theory of psychological processes
- 8.2. Barabra Rogoff: 1. Guided participation. 2. Three interacting planes - individual plane within the child himor herself; the social plane, involving other people within the community within which he or she lives, and the actual sociocultural context (p. 34)
- 8.3. Pieget.
- 8.4. Trevarthen – intersubjectivity
- 8.5. Dunn.

9. Possible applications:

- 9.1. As Theoretical background: knowing different theirs help to choose the best strategy.
- 9.2. Interaction theory about children help to know more about children.
- 9.3. To understand in depth how interact enculturationa nd socialization

10 Clinical application No. 6 Early Childhood Development

Reference:

Piaget: Chapter 2 “The child as meaning maker” in *Developing Child in the 21st Century: A global perspective on child development*

10. Brief synopsis:

- 10.1. Jean Piaget was the first Western theorist to consider the infant as more than a blank slate waiting to be written on (p. 17).
- 10.2. Thus cognitive development took place through three processes which he called accommodation, assimilation and equilibrium.
- 10.3. The concept of equilibrium or equilibration – complex : all cognition is directed to a logico-mathematical model.
- 10.4. A linear approach to development (p. 21): The sensory-motor period (0-2 years); The period of pre-operations (2-7); The period of concrete operations (7-11); The period of formal operations (11-12 upward).
- 10.5. Recent research in the US suggests that infants as young as five months of age can make mental images or representations of objects (p. 22).
- 10.6. Making sense of symbols (p. 24 sq.)
- 10.7. The notion of the child as miniature scientist.
- 10.8. Prout and James (1990) - three key themes in Western theories of child development.
- 10.9. The notion of the ideal child as an individual (p.28).
- 10.10. The evidence of neural connectivity - scant and the notions of stimulation are bound by culture and class. Rose (1998) - one of the most severe critics of the assumptions made about neuroscientific evidence - we know little and the “technology is still in the early stages of development and too primitive to justify the claims made (and the money for intervention programmes that have followed)”.

11. Possible applications:

- 11.1. For a theoretical background.

- 11.2. I can see undermining of the role of neuroscience for understanding children.

11 Clinical application No. 5 Early Childhood Development

References:

Parenting Style and Its Correlates:

<http://www.ericdigests.org/1999-4/parenting.htm>

Parenting Challenges—Teaching Self Discipline:

http://www.parenthood.com/article-topics/how_to_teach_kids_selfdiscipline.html

12. Brief synopsis:

- 12.1. Four parenting styles
- 12.1.1. Indulgent parents
 - 12.1.2. Authoritarian parents
 - 12.1.3. Authoritative parents
 - 12.1.4. Uninvolved parents
- 12.2. Self-discipline
- 12.2.1. "Self-discipline means taking ownership, accountability and responsibility for our behavior. It is one of the most important qualities we can help our kids develop," (Dr Robert Brooks)

13. Possible applications:

- 13.1. Ambiguous loss (finding meaning)
- 13.2. Attachment theory
- 13.3. General theory
- 13.4. Possible future in-depth insights

12 Clinical application No. 4

Attachment

References:

Mahler's theory of development:

<http://www.kidsdevelopment.co.uk/MahlersDevelopmentTheory.html>

John Bowlby and Margaret S. Mahler: Their lives and theories:

<http://www.apsa.org/Portals/1/docs/JAPA/522/Coates-571-601-post.pdf>

14. Brief synopsis:

- 14.1. Mahler' theory: Normal Autistic Phase: Birth to 1 Month; Normal Symbiotic Phase: 1 to 5 Months, Sub-phase One: Differentiation - 5 to 10 Months, Sub-phase Two: Practicing - 10 to 16 Months, Sub-phase Three: Rapprochement - 16 to 24 Months, Sub-phase Four: Consolidation and Object Constancy - 24 to 36 Months
- 14.2. Attachment theory and separation-individuation theory each have a long and complex history
- 14.3. Susan W. Coates – critical analysis of Bowlby and Mahler

15. Possible applications:

- 15.1. Ambiguous loss
- 15.2. General theory
- 15.3. Further insights

13

Clinical application No. 3
Attachment

References:

Addicted to Mother's Love: It's Biology, Stupid. *New York Times*, (June 29, 2004).
<http://www.batteredmotherscustodyconference.org/Addicted%20to%20Mother.pdf>

Attachment theory:
<http://psychology.about.com/od/loveandattraction/a/attachment01.htm>

Description of attachment theory:
<http://www.childandfamilypolicy.duke.edu/eca/Attachment/index.htm>

1. Brief synopsis:

- 1.1. Study – the same brain chemicals that control physical pain also regulate the psychological ache of loss and separation
- 1.2. Hormone and pain-relief systems work in similar ways in all mammals
- 1.3. Physical touch can release opiates that have soothing effects
- 1.4. A child with “a lower genetic sensitivity to sensations of pain or pleasure” - could “thrive under the care of parent especially attuned to the child’s more subtle signals” (p. 3).
- 1.5. Attachment is an emotional bond to another person, or “unique, lasting emotional ties between infants and their parents”. Psychologist John Bowlby - the first attachment theorist.
- 1.6. Attachments are Characteristics of Attachment. Safe Haven (When the child feel threatened or afraid, he or she can return to the caregiver for comfort and soothing); Secure Base (The caregiver provides a secure and dependable base for the child to explore the world) Proximity Maintenance (The child strives to stay near the caregiver, thus keeping the child safe). Separation Distress (When separated from the caregiver, the child will become upset and distressed).
- 1.7. Another classification: Secure Attachment; Ambivalent Attachment; Avoidant Attachment
- 1.8. Problems: “Research suggests that failure to form secure attachments early in life can have a negative impact on behavior in later childhood and

throughout the life”; Children with oppositional-defiant disorder (ODD), conduct disorder (CD), or post-traumatic stress disorder (PTSD) “frequently display attachment problems”, possibly due “to early abuse, neglect, or trauma”.

- 1.9. Children adopted after the age of six months “have a higher risk of problems with attachment”.
- 1.10. The Importance of Early Attachments for Later Development - Early attachments can have a serious impact on later relationships. For example, those who are securely attached in childhood tend to have good self-esteem, strong romantic relationships, and the ability to self-disclose to others.

2. Possible applications:

- 2.1. Excellent readings – the attachment theory bridges childhood and adulthood
- 2.2. At all level of therapy
- 2.3. For understanding ourselves

3. Research comment

- 3.1. It is possible to update the name of the theory according to the contemporary science since the attachment is based on the mother-child baby visual expression while in fact there is inner emotional bond. So, probably better term in “innerconnection”

14 Short response No. 2

Genetic counseling: bridging mutation and social filter

References:

Genetic Counseling. Human Genome Project Information.

http://www.ornl.gov/sci/techresources/Human_Genome/medicine/genecounseling.shtml

Understanding Gene Testing. U.S. Department of Health and Human Services

<http://www.accessexcellence.org/AE/AEPC/NIH/index.php>

Student's website: http://www.iianthropology.org/psychology_genetic_test.html

According to the definition "Genetic counselors are health professionals with specialized graduate degrees and experience in the areas of medical genetics and counseling. Most enter the field from a variety of disciplines, including biology, genetics, nursing, psychology, public health, and social work".

Today there are many methods to prevent diseases and to reproduce healthy generations. They compliment the mutation which is a sort of a biological filter - through the process of mutation it is possible the altered genes not to be passed to the next generation. This positive biological reproduction is valid for the cancer, a "disease of genes gone awry", which usually starts in a single cell. There is a variety of cancers with documented genes - melanoma, leukemia, thyroid and renal cell cancers.

Genetic counselors serve as patient advocates, educators and resource people. Their fields of works are clinical, commercial (biotech companies), diagnostic laboratories, education and public policy and research.

Genetic counselors play vital role in the predictive genetic tests. They meet with the person considering testing before and after the test. By explaining the customer the peculiarities of the test, the genetic counselors assist them in their psychological adjustment in case of a positive test. In this mission, they are like a social filter on which many human destinies can depend since testing is a controversial ethical issue.

The people meet and interconnect by committing themselves for whole life, but in many cases their life break down because of health issues. Although with possible huge psychological and social sequences, today we can use the given by the technology privilege to know more about us before taking crucial steps in our life. One of these steps is the gene test.

15

Clinical Application No. 2

Marriage

Reference: Larson, Jeffry H. (2006). Overcoming Myths about Marriage. Marriage and family Winter 2006, 1-10.

1. Brief synopsis

1.1. What is the article about?

The article is based on the theoretical presumption that marriages embed three consecutive stages: romantic love (1), disillusionment and distraction (2) and dissolution or adjustment with resignation or contentment (3). Larson focuses on stage 2 and models presumptions (coming from stage 1) named myths that characterize the thinking of couple and that cause disillusionment and distraction and offers alternatives that would help in transition to stage 3.

1.2. Three-stage consecutive model of marriage – from integration toward disintegration and reintegration

1.2.1. Model's stages:

1.2.2. Romantic love – ecstasy (sexual, passionate, irrational and physical attraction)

1.2.3. Disillusionment and distraction

1.2.4. Dissolution or adjustment with resignation or contentment

1.3. 10 myths and reality - Comments (See Table 1).

2. Applications:

2.1. Primary for pre-marriage education as a possible variant of development of marriage.

2.2. When a couple go to a therapist, the model may help the therapist to figure out whether the clients' characteristics of marriage match some of the stages or at least some of the characteristics of the stages.

2.3. During the pre-marriage education as positive and negative examples of thinking.

2.4. In course of therapy – as questions whether similar thinking characterize the couple.

Table 1. Marriage: Myth and reality

Reference: Larson, Jeffrey H. (2006). Overcoming Myths about Marriage. *Marriage and family*, Winter 2006, 1-10.

Theoretical presumption: the successful marriage is based on all three types of love: romantic, companionate, and altruistic (Larson 2006: 5).

	Myth	Reality	Comments (Lolita Nikolova)
1	If my spouse loves me, he should instinctively know what I want and need to be happy	If my spouse really loves me, she will openly and respectfully tell me what she needs and not expect me to read her mind	Valid for both spouses; myth is a typical traditional thinking, but the resolution is not in an alternative and only in verbal communication; Both statements may cause problems since telling every problem or need may miss the real meaning of the marriage as coupling that creates unique relationships. Part of these relationships is to try to guess what the partner wants and to try to satisfy him/her.
2	No matter how I behave, my spouse loves me simply because she is my spouse	Your spouse will love you to the extent that you are loveable, and that's based largely on your behavior	To keep their positive relationships the couple needs to change their behavior dialectically and to avoid stereotypes; in many cases the irritation comes from the repeating pattern and not because this pattern is not loveable
3	I can change my spouse by pointing out his inadequacies, errors, and other flaws	I can positively influence my spouse's behavior if I know how, and that can be learned. But nagging does not work.	Absolutely true. The family relationships are emotional and nagging hurts them
4	Either my spouse loves me or does not love me; nothing I do will affect the way she feels about me	If I behave more lovingly, she will love me more	True. Increasing the expressive and inner sympathies in the family help the integrity
5	The more my spouse discloses positive and negative information to me, the closer I will feel to her and the greater our marital satisfaction will be	The expression of positive thoughts and feelings increases marital satisfaction the most. If you have something negative to disclose, watch how you do it so as not to offend	Related to 4
6	I must feel better about my partner before I can change my behavior toward him	Part of being married is learning that you sometimes have to do things for your partner that you would rather	Both partners have been changing constantly within the family cycle, so to please your partner you

		not do, simply to please your partner...	need to change in directions that help both to develop their individual and social identity
7	Maintaining romantic love is the key to marital happiness over the life span for most couples	It takes compassionate and altruistic love, too, to preserve your marriage	Happiness is the skeleton of the most marriages and embodied in the romantic love; without the myth (in fact a dream to come true) the marriage would become dysfunctional
8	Marriage should always be a 50-50 partnership	Your marriage will be stronger if you focus on pleasing your partner and making sure you are doing all you reasonably can to contribute without keeping a tally	Present pleasure could cause failure in future, so the couple should focus on common interests for the family and successful reproduction that in many cases require a sacrificing present pleasure and even satisfaction
9	Marriage can fulfill all of my needs	Marriage can fulfill many of my needs, and the others can be fulfilled by other appropriate people	The formulation of the myth itself as a close system is controversial. All people interact out of marriage. But when one is married, both spouses interact as married and marriage status is different than the status of single or divorced
10	Couple should keep their problems to themselves and solve them alone	Keeping your problems quiet and going it alone often leads to failure. Get trusted others to help you	The myth may work in many cases better than involving other people (if not professional therapist) because of the competitive society.

16 Clinical Application No. 1

Life cycle stages

References:

Introduction to the family life cycle theory of human development:
<http://www.peacehealth.org/KBASE/topic/special/ty6171/sec1.htm>

Stages of the family life cycle and discussion on “second-order change.”
<http://www.childhoodaffirmations.com/general/family/stages.html>

Erik Erikson’s stages of development:
<http://www.childhoodaffirmations.com/general/parenting/erikson.html>

1. Brief synopsis

1.1. The stages of the family life cycle are:

- 1.1.1. Independence.
- 1.1.2. Coupling or marriage.
- 1.1.3. Parenting: Babies through adolescents.
- 1.1.4. Launching adult children.
- 1.1.5. Retirement or senior years.
- 1.1.6. comments:

“Mastering the skills and milestones of each stage allows you to successfully move from one stage of development to the next”

Disruption of the normal family cycle - the stress of daily living or coping with a chronic medical condition or other crisis.

Learning missed skills and improving your and your family's quality of life at any stage. - self-examination, education, and perhaps counseling are ways to improve yourself and your family life.

1.2. Goldenberg and Goldenberg (Family Therapy: An Overview):

- 1.2.1. Stage One: Single young adults leave home

- 1.2.2. Stage Two: The new couple joins their families through marriage or living together
- 1.2.3. Stage Three: Families with young children
- 1.2.4. Stage Four: Families with adolescents
- 1.2.5. Stage Five: Launching children and moving on
- 1.2.6. Stage Six: Families in later life

1.3. Erik Erikson's Stages:

- 1.3.1. Infancy: Birth to 18 Months. Ego Development Outcome: Trust vs. Mistrust. Basic strength: Drive and Hope
- 1.3.2. Early Childhood: 18 Months to 3 Years. Ego Development Outcome: Autonomy vs. Shame. Basic Strengths: Self-control, Courage, and Will.
- 1.3.3. Play Age: 3 to 5 Years. Ego Development Outcome: Initiative vs. Guilt. Basic Strength: Purpose.
- 1.3.4. School Age: 6 to 12 Years. Ego Development Outcome: Industry vs. Inferiority. Basic Strengths: Method and Competence
- 1.3.5. Adolescence: 12 to 18 Years. Ego Development Outcome: Identity vs. Role Confusion. Basic Strengths: Devotion and Fidelity
- 1.3.6. Young adulthood: 18 to 35. Ego Development Outcome: Intimacy and Solidarity vs. Isolation. Basic Strengths: Affiliation and Love.
- 1.3.7. Middle Adulthood: 35 to 55 or 65. Ego Development Outcome: Generativity vs. Self absorption or Stagnation. Basic Strengths: Production and Care.
- 1.3.8. Late Adulthood: 55 or 65 to Death. Ego Development Outcome: Integrity vs. Despair. Basic Strengths: Wisdom.

2. Application

The different theories of human life span have extremely important place in study of people. The applications are theoretical on the evolution of humankind and practical mostly because of the fact that some of the peculiarities of human personalities are based on their age.

Stages of family life cycle	After Arlene F. Harding ¹	After Jeannette Curtis ²	Comparing with the stages of Erik Erikson ³
Stage 1	Single young adults leave home	Independence (1)	Stage 6
Stage 2	The new couple joins their families through marriage or living together	Coupling or marriage (2)	Stage 6
Stage 3	Families with young children	Parenting: Babies through adolescents (3)	Stages 6/7 Ω Stages 1-4
Stage 4	Families with adolescents		Stages 6/7 Ω Stage 5
Stage 5	Launching children and moving on	Launching adult children (4)	Stage 7
Stage 6	Families in later life	Retirement or senior years (5)	Stage 8

Table 1. Comparison of the stages of family life (5 or 6) with the stages of human life according to Arlene F. Harding, Jeannette Curtis and Erik Erikson.

Comments:

¹ Harding, Arlene F. 2002 [online]. Stages of the Family Life Cycle. <http://www.childhoodaffirmations.com/general/family/stages.html>

² Curtis, Jeannette (2009) [online] Family Life Cycle. <http://www.peacehealth.org/KBASE/topic/special/ty6171/sec1.htm>

³ Human life stages according to Erik Erikson: 1. Infancy: Birth to 18 Months 2. 18 Months to 3 Years 3. 3 to 5 Years 4. 6 to 12 Years 5. 12 to 18 Years 6. 18 to 35 7. 35 to 55 or 65 8. 55 or 65 to Death (Harding, Arlene F. 2002 [online]. Erik Erikson's Stages Recognize Life as Opportunities to Grow)

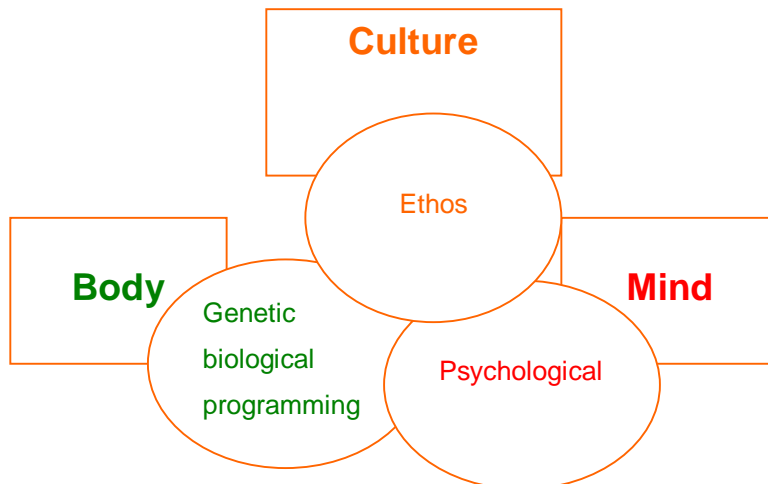


Table 2. Body-mind-culture model of Erik Erikson, after

17 Short response #1

Childhood and adult personality (From personal experience towards anthropological insights)

My child life experience has been influencing me in different ways on everyday base.

Usually, when I have to evaluate my conscious or unconscious behavior, I have been tracing it back in my life trying to find eventual starting point and whether it was a trait of a pattern or something that will make me to add a new element to my personality. When I need an example thinking about my future social or personal expression, I first again look back in my life to trace the most successful strategies that helped me achieved a certain goal. And finally, in some moments of my life my childhood comes unconsciously as an analogy or just as a recall.

I don't think that my dependence on my past personality is an exception. Since the beginning of the humankind, every person has been born to become a member of society. The baby and child begin to develop in a certain social multi-scale environment and to interact by accumulating knowledge and experience and building an active personality. The character of the knowledge and experience in the childhood becomes our matrix that we reproduce and change mostly consciously. What we like, we would recall as a positive example, while what we don't like, we may recall as a thing that we would like to avoid to do. As a matter of fact, any moment of the personal life of the people is one of the strongest factors on their further development and life-long enculturation process.

In other words, our personal past can influence us consciously and unconsciously. Consciously would be when we purposefully recall moments of the different periods of our life, evaluate them and use as an matrix for reproduction or eventual rejection of what we had done or what other people had done in interaction with us or indirectly. Unconscious influence is embedded in the mechanism of cultural and social reproductions and in the process of enculturation. We, all people, are a result of millions of years of cultural and social reproductions, and in our behavior you have been expressing this personality heritage. Using our child experience in our adult personal development is one of the ways to reproduce what we like and to change ourselves in directions that may reproduce or reject what we had done in past.

To conclude, personality is a dynamic category that changes under many factors including environment, multi-scale interactions with people and development of self-awareness. One of the components of the self-awareness is reevaluation and actualization of the past experience – from birth till most recent past. Although we do not keep in our memory many moments of our childhood, the ones that build our childhood archives in fact probably describe the best how we were programmed for the adulthood.

