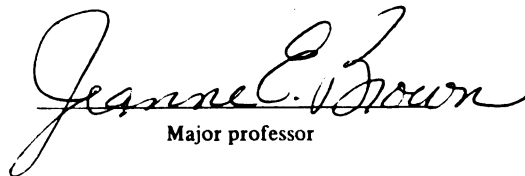




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AVAILABILITY OF FAMILY LIFE SPAN CONCEPTS
IN RELIGION AND PRE-SEMINARY COURSES

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MARTIN ALLEN COVEY

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AVAILABILITY OF FAMILY LIFE SPAN CONCEPTS
IN RELIGION AND PRE-SEMINARY COURSES

By

Martin Allen Covey

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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ABSTRACT

AVAILABILITY OF FAMILY LIFE SPAN CONCEPTS IN RELIGION AND PRE-SEMINARY COURSES

By

Martin Allen Covey

Successful ministry to families requires that a minister interact with individuals and families in a manner characterized by understanding, empathy, and caring. Being involved in successful relationships allows the minister to directly or indirectly influence families.

The sample contained five liberal-arts colleges in Michigan offering a religion or pre-seminary major. Content analysis of undergraduate catalogues and selected course syllabi was conducted using the Framework for Life-Span Family Life Education as the instrument.

Family life concepts at the global level of human development and ethics were covered most (categories one and seven), but less attention was given to concepts relating specifically to family life. The variables in the category of Education about parenthood (category five) were not found in any of the syllabi.

The Family Life Cycle and/or related frameworks can serve as the foundation for comprehensive, organized teaching of family concepts to clergy students.

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CHAPTER I

INTRODUCTION

Successful ministry to families requires the minister to interact with individuals and families in a manner that is characterized by understanding, empathy, and caring. Research indicates that pastors and laymen alike consider counselling, listening, and empathetic understanding of an individual's problems to be of primary importance in the work of the pastor (Aleshire, 1980; Blizzard, 1958; Vissar, 1983). Yet, available literature provides little evidence of the clergy's understanding of the relationship between the individual and the family, or the family issues with which the clergy may be called upon to deal (Thomas, & Cornwall, 1990).

Problem and Rationale

A principal means of acquiring the knowledge and skills necessary for ministering to families is the post-secondary education at colleges that offer a religion or pre-seminary major as a course of study. One purpose of this study is to examine the extent to which the curricula of selected colleges include courses that contain family life span concepts. A second purpose is to examine the extent to which the identified course syllabi contain specific family life span concepts. A third purpose is to examine the extent to which syllabi for the identified family life span courses contain concepts and practice related to

interpersonal skills development.

Role Expectations

Samuel Blizzard's study of 1,111 college and seminary trained clergy found that the primary roles of clergy are oriented toward the world of people rather than the world of ideas. In his study he found that nearly two-thirds of the respondents believed that the ministry was composed of four primary roles. These primary roles are: 1) the father-shepherd, 2) the interpersonal relations specialist, 3) the parish promoter, and 4) the community problem solver.

Blizzard's findings were supported in research conducted by Vissar in 1983. Both lay leaders and pastors ranked ministering to the sick, dying, and bereaved and counselling with people facing major decisions of life in the top one-third of thirty role functions of clergy.

A study conducted by the Association of Theological Schools in the United States and Canada in 1980 also supported Blizzard's findings. This research found that the respondents rated the ministry theme of caring for persons under stress as the most important theme of ministry. Thus, the world of people, and therefore families, is seen as a major area of concern for the minister.

Interpersonal Skills Development

Relating to people requires the development of interpersonal skills that promote trusting, understanding, helping others, and effectively resolving conflicts

(Johnson, 1972). These interpersonal skills can be effectively developed using the classroom as the group in which the new skill can be acknowledged, practiced, evaluated, and integrated as part of an individual's repertoire (Di Silva, 1980; Johnson, 1972; Tolhuizen1981).

Family Life Span Topic Assessment

The family life cycle provides a conceptual framework that finds its greatest utility as a means of teaching and understanding the dynamic of the family (Duvall, 1958; Nock, 1979; Spanier, Sauer, & Larzelere, 1979). In spite of the framework's limitations as an empirical tool (Nock, 1979; Anderson, Russell, & Schumm, 1983), it can serve as a useful concept in evaluating and directing education in family concepts at all age levels (Arcus, 1987; Duvall, 1958).

The Framework for Life-Span Family Life Education is a tool designed to tap the didactic potential of the family life cycle concept (Arcus, 1987). The Framework is an attempt to clarify and specify the content of family life education. The author suggests that the Framework can be used by schools, community agencies and religious institutions to assess the content of family life programs.

Research Questions

This exploratory research attempted to answer the following questions:

- 1) To what extent do religion and pre-seminary curricula include courses containing family life span

concepts?

2) To what extent do the syllabi of the identified courses cover specific family life span concepts?

3) To what extent do the identified courses contain elements related to interpersonal skills development?

Definitions

Religion and Pre-seminary Curriculum - This refers to any course of study in which the student may choose religion or pre-seminary as a departmental major, interdepartmental major, or program of emphasis so as to obtain a Bachelor's degree from the institution.

Clergy Roles - Clergy roles are those activities that are performed or fulfilled by a clergy person that distinguish the clergy from other professions and provide a goal orientation to his/her work (Blizzard, 1958).

Pastoral Counseling - The term 'pastoral' means relationship both in the sense of responsibility and of attitude.

Pastoral counseling is a specific sub-type of the larger ministerial function of pastoral care. It refers to a pastor's responsibility for one or more persons who are in some way estranged, by illness or other circumstance, from a group to which they usually belong." (Hunter, 1990).

Family Life Span Concepts - The term family life span concepts will be used when addressing any of the key concepts and topic areas that comprise the seven categories

of the Framework for Life-Span Family Life Education (adult section). The seven categories of the Framework are: 1) Human Development and Sexuality, 2) Interpersonal Relationships, 3) Family Interaction, 4) Family Resource Management, 5) Education About Parenthood, 6) Ethics, and 7) Family and Society (Arcus, 1987). For a complete listing of the adult section of the Framework for Life-Span Family Life Education, see Appendix A.

Interpersonal Skills Development - Forsyth (1983) defines interpersonal skills training as "a general label for experiential training techniques designed to teach group members new social skills; also, recently developed training methods that emphasize the acquisition of specific behavioral skills" (p. 488). Examples of interpersonal skills development are the use of the role play, keeping personal journals, class projects, and class presentations as requirements of a selected course.

Summary

Research indicates that clergy and laypersons alike view an essential part of the clergy's ministry as being involved with people in caring, empathetic, and enabling relationships. How the clergyperson is trained in recognizing the family issues that are represented in the families of the congregation and how he/she is trained to

relate to the people in these families can be regarded as an opportunity for research.

CHAPTER II

REVIEW OF LITERATURE

The review of selected literature is organized under three headings: 1) Family Life Cycle, 2) Implications for Education, and 3) Clergy Roles. The reviews and research in these areas will provide the basis for this study.

The Family Life Cycle

The family life cycle is the conceptual framework that views families as passing through a similar series of stages that can be used to examine how families develop. Glick (1947) used the census data for both 1890 and 1940 to document the demographic changes in the family life cycle. He used a six stage family life cycle for his analysis: 1) first marriage, 2) birth of first child, 3) birth of last child 4) marriage of first child, 5) marriage of last child, and 6) death of spouse.

Glick acknowledges that some families did not fit into any of the six stages. Married couples who are living with an established family, persons living alone, broken families, and unmarried persons are listed as not being included (p. 165), but Glick considers this justifiable when he states: "...the analysis of family composition and characteristics will be limited, where possible, to families of the 'husband and wife' type in which both members of a married couple are living together in their own private

quarters" (p. 165).

Furthermore, Glick comments, "Eventually one and then the other of the parents die and the family cycle has come to an end." (p. 164), giving the family life cycle clear boundaries and categories.

Duvall (1958) expands on the concept of the family life cycle by developing an eight stage cycle. The stages are a combination of four factors: 1) number of persons in the family, 2) age of the oldest child, 3) school placement of the oldest child, and 4) functions and statuses of families before children come and after they leave (p. 337). Duvall labeled the eight stages of the family life cycle as follows:

Stage I - Beginning Families (married couple without children)

Stage II - Childbearing Families (oldest child, birth to thirty months)

Stage III - Families with Preschool Children (oldest child, two and one-half to six years)

Stage IV - Families with School Children (oldest child, six to thirteen years)

Stage V - Families with Teenagers (oldest child thirteen to nineteen years)

Stage VI - Families as Launching Centers (first child gone to last child's leaving home)

Stage VII - Families in the middle years (empty nest to retirement)

Stage VIII - Aging Families (retirement to death of one of the spouses)

(p.337)

Duvall notes that the family life cycle is cyclical in nature and that each stage has its roots in previous stages while its effect will be felt in the stages to come. The cycle is fluid without a clear cut beginning and ending.

The purpose of the Thirteenth Seminar on Family Research, held in September, 1973, in Paris, France, was to reevaluate the theoretical framework of the family life cycle and to assess it as a legitimate approach in studying the family (Segalin, 1974). The participants of the seminar determined that the family life cycle had several uses. First, the family life cycle has a descriptive use that is capable of telling the story of a family from its earliest stages to its final old age. Second, it has a dynamic aspect that links together certain phenomena at one moment in time and other phenomena that happens later. Third, the causal analysis capabilities of the family life cycle allow researchers to discover correlations between what happened at an earlier stage and what was occurring at a later stage.

The participants of the seminar also had concerns regarding the limitations on the family life cycle framework. Families interrupted by divorce and then recommenced are excluded from the family life cycle. This was seen as a major limitation. The final concern of the seminar participants was the underlying concept that implied normality to those families that fit into the family life cycle stages and deviancy to those that did not.

At approximately the same time, Tamara Hareven (1974) proposed a dynamic view of studying the family. The author utilized the family life cycle to study the family in a historical setting, as the framework provided points of intersection between individual time, family time, and social time (p. 326). The major departure from traditional family life cycle studies was that Hareven recommended using a longitudinal analysis of the family life cycle instead of the "snapshot" method of cross-sectional analysis. Hareven believed a longitudinal approach was preferable in that it would highlight the points of intersection of the different time frames over the course of the life span of families that might otherwise go unnoticed if the traditional cross-sectional study was utilized.

In response to the Thirteenth Seminar on Family Research in Paris, 1973, Feldman and Feldman (1975) offer an alternative to the traditional family life cycle model. They suggest that the term "lifetime family career" be used rather than "family life cycle" because of the connotation of process and development that the term "career" possesses. The authors differentiate the lifetime family career from the lineage family cycle in this way: "In the lifetime family the focus is on the persons who themselves change and fill successive positions as they grow older. In the lineage family the positions remain constant but are filled by successive persons." (p. 278)

The lifetime family career is subdivided into four subcareers: 1) the sexual experience career, 2) the marital career, 3) the parent-child career, and 4) the adult-parent career. The sexual career is a complex combination of physiological drives, social constraints, and opportunity. The marital career is defined as entry into marriage. The marital career ends with either separation, divorce, or the death of one of the partners. The parent-child career progresses through the birth, growth, and change of parenting needs of the children. The parent-child career ends as the children eventually leave home. The adult-parent career is the relationship that exists between the two adult generations. The adult-parent career ends with the death of one of the two generations.

An individual may, at any one time, be involved in none, some, or all of the subcareers. The points at which two or more subcareers intersect are the crises points in the family and can serve as points of intervention.

The primary advantage to the lifetime family career alternative is the ability of the four subcareers to include most adults and not just those that fit into the traditional stages. Those groups that would be studied using the lifetime family career but not the traditional family life cycle are the never married, the divorced, the widowed, and single parents.

In an attempt to find a scheme that would include never

married individuals, divorced individuals, and single-parent families, Carter and McGoldrick (1980) recategorized the traditional stages of the family life cycle and extended the scheme to include the phases through which a family or individual would proceed during the course of a separation or divorce. The most notable category change is the first stage of the family life cycle that Carter and McGoldrick label "Between Families: The Unattached Young Adult" (p. 17). This category is significant in that it can include single individuals who do not choose to be sexually active. Prior classification systems required either marriage (Glick, 1947); Duvall, 1958); and/or sexual activity (Feldman & Feldman, 1975) to be included in a family life cycle category. Carter and McGoldrick (1980) categorized the family life cycle into six stages. They are as follows: 1) the unattached young adult, 2) the joining of families through marriage; the newly married couple, 3) the family with young children, 4) the family with adolescents, 5) launching children and moving on, and 6) the family in later life. Following these stages the authors extend their life cycle with a section called "Dislocations of the Family Life Cycle Requiring Additional Steps to Restabilize and Proceed Developmentally" (p. 18). The steps of dislocation are: 1) The decision to divorce, 2) Planning the break up, 3) Separation, and 4) The divorce. Following the course of dislocation each parent would be in one of two "Post-Divorce

Families" (p. 18). A post-divorce family could be either a single-parent family or a non-custodial single-parent. Carter and McGoldrick then outline the steps of "Remarried Family Formation" (p. 19). The steps in remarried family formation are: 1) Entering the new relationship, 2) Conceptualizing and planning new marriage and family, and 3) Remarriage and reconstitution of family.

Carter and McGoldrick's six stages and the extensions to accommodate singles, divorced individuals, single parents, and reconstituted families are an example of the flexibility of the family life cycle framework. This flexibility is a result of employing the ability to recategorize the stages of the family life cycle in as many divisions as is necessary to meet the needs of a specific research investigation (Segalen, 1974, pp. 814-815).

Murphy and Staples (1979) suggest a modernized family life cycle that is also an example of recategorizing the family life cycle stages to fit a specific research emphasis. The authors cite three demographic shifts that have altered the American family. The first shift is the overall decline in average family size, making the times that families have children in the home shorter, thus making the times that families have no children in the home longer. The second shift is the tendency to delay the time of first marriage, with the third demographic shift being the increasing incident of divorce in the United States. It was

with these demographic shifts in mind that Murphy and Staples suggest their recategorized family life cycle with five major stages and thirteen subcategories.

Stage 1: Young Single

Stage 2: Young Married Without Children

Stage 3: Other Young

- a. divorced without children
- b. young married with children
 - infant
 - young (4-12 years)
 - adolescent
- c. young divorced with children
 - infant
 - young (4-12 years)
 - adolescent

Stage 4: Middle-aged

- a. middle-aged without children
- b. middle-aged divorced without children
- c. middle-aged married with children
 - young
 - adolescent
- d. middle-aged divorced with children
 - young
 - adolescent
- e. middle-aged married without dependent children
- f. middle-aged divorced without dependent children

Stage 5: Older

- a. older married
- b. older unmarried
 - divorced
 - widowed

(p.

16)

The authors recognized four exceptions that would not be accommodated by the modernized family life cycle. These were: 1) cohabitation arrangements, 2) women who were never married but are raising children, 3) married couples who are separated, and 4) young and middle-aged widowed husbands and

wives and their children.

Murphy and Staple's complex system is still unable to include all families. It is an example of the family life cycle's being, as William Goode (Segalen, 1974, p. 818) phrased it, a "slippery" variable. Goode views it as a useable tool, yet acknowledges that simple classification of family life cycle stages is unable to accommodate the variety of families that exist.

Other research regarding the family life cycle tested the validity of using the family life cycle as an empirical research tool (Anderson, Russell, & Schumm, 1983; Nock, 1979; Spanier, Sauer, & Larzelere, 1979). These studies concluded that: 1) the family life cycle, in itself, has little predictive value for research, 2) the family life cycle scheme has "both conceptual and methodological merit" (Spanier, et al., 1979; p. 37), and 3) that the family life cycle scheme was useful when employing the strategy of developing the stages of the family life cycle to best suit the research variables in question.

The family life cycle is viewed as a useful tool for studying the family, but as having a major limitation - its inability to include all of the various family situations that exist in a culture. Examples of various family life cycles that have been developed were reviewed (Glick, 1947; Duvall, 1958; Feldman & Feldman, 1975; Carter & McGoldrick, 1980; Murphy & Staples, 1979) to examine how researchers

have attempted to expand the stage categories to include more family types, and to categorize the family life cycle into stages that would include those family types that are of interest for a particular research study (Aldous, 1990).

Implications For Education

Duvall (1958) recognized the didactic utility of the family life cycle when she stated the dual objectives that underlie the use of the family life cycle for education. The objectives of family life education are: 1) to increase the competency of the individual family member, and 2) to strengthen the family as a unit. These objectives are built upon two control concepts - the developmental task and the concept of the family life cycle. According to Duvall the family strives to complete successfully nine developmental tasks over the family life cycle. The tasks to be completed by the family are:

- 1) a home to call its own
- 2) satisfactory ways of getting and spending money
- 3) mutually acceptable patterns of whom does what
- 4) a continuity of mutually satisfactory sex relationships
- 5) open systems of intellectual and emotional communications
- 6) workable relationships with relatives
- 7) ways of integrating with associates, friends, and community organizations

- 8) competency in bearing and raising children
- 9) a workable philosophy of life (p. 336)

Duvall (1958) suggests that families can be served more effectively by providing a family life orientation in the training of physicians, clergy, community workers, and others dealing with family members. Providing this family orientation, however, does offer some challenges. Among them Duvall notes: 1) the overcrowding of curricula that leaves little room for the broad concepts of family life education, and 2) the difficulty of grading and evaluating progress in family life education.

The Framework for Life-Span Family Life Education (Arcus, 1987) is a tool designed to tap the didactic potential of the family life cycle concept. The Framework is an attempt to clarify and specify the content of family life education. It was developed and reviewed by experienced family life education scholars and practitioners to be presented as part of the report on the certification of family life educators for the National Council on Family Relations (Committee on Standards and Criteria for Certification of Family Life Educators, 1984).

Development of the Framework was guided by three objectives. First, the Framework was intended to reflect a broad conception of family life education, yet an effort was made to limit the number of topic areas, keeping the Framework more concise. Second, the Framework tries to

reflect all domains of learning, that is, knowledge, skills, and attitudes.

Third, the Framework was designed with the assumption that it is important for people of all ages to learn about the many aspects of family life. It is comprised of seven categories: 1) Human Development, 2) Interpersonal Relationships, 3) Family Interaction, 4) Family Resource Management, 5) Education About Parenthood, 6) Ethics, and 7) Family and Society. Each of the seven categories is subdivided into key concepts and topic areas covering current conceptual development and empirical knowledge for each of three age levels - children, adolescents, and adults.

Arcus suggests several possible uses in which the Framework could be employed. Family life educators in such places as schools, community agencies, and religious institutions can use the Framework in assessing the content of family life programs. The Framework also can be utilized in assessing the content of individual programs in a curriculum of family life education and provide a basis for developing or critiquing a family life education program in the education of family life practitioners. Finally, the Framework can be used to assess continuing education needs, as well as being of value to scholars in developing theories in family life education. The Framework for Life-Span Family Life Education provides a flexible base upon which

the content of a variety of educational settings can be judged as they relate to issues of family life.

Clergy Roles

A review of research in the area of clergy roles will provide an example of the skills that clergy and laypeople consider as central to successful ministry. Samuel Blizzard (1958) conducted interviews with 1,111 college and seminary trained clergy that revealed fourteen integrating roles. An integrating role was defined as, "...the minister's goal orientation, or frame of reference to his work" (Blizzard, 1958, p. 374). A content analysis of the data suggested that four integrating roles were primary for nearly two-thirds of the respondents. These roles were: 1) the father-shepherd, 2) the interpersonal relations specialist, 3) the parish promoter, and 4) the community problem solver. All four role patterns were oriented toward the world of people rather than the world of ideas. This study indicates that ministers most often view their primary purpose as being involved with people.

Blizzard's findings were supported in research conducted by Vissar (1983). Both lay leaders and pastors ranked ministering to the sick, dying, and bereaved as second in the functional role expectations of clergy. Counseling with people facing the major decisions of life, such as marriage and vocation was rated seventh, and

counseling with people about their personal and moral problems was rated as thirteenth in a list of thirty functional role expectations. (1983, pp. 133-137).

A research project conducted by the Association of Theological Schools in the United States and Canada and of Search Institute revealed eleven major themes of ministry. The following seven themes of ministry were rated as "quite important" by receiving a rating of between 2.49 and 1.50 on a scale from +3.0 to -3.0: 1) Open and affirming style, 2) Caring for persons under stress, 3) Congregational leadership, 4) Theologian in life and thought, 5) Ministry from personal commitment of faith, 6) Development of fellowship and worship, and 7) Denominational awareness and collegiality. The following two themes were rated as "somewhat important" with ratings between 1.49 and 0.00: 1) Ministry to community and world, and 2) Priestly-sacramental ministry. The final two themes were rated as "undesirable" with a score of between -0.51 and -2.50: 1) Privatistic, legalistic style, and 2) Disqualifying personal and behavioral characteristics.

A factor analysis of the 5,000 respondents placed the ministry theme of Caring for Persons Under Stress as the second most important theme of ministry. Under this theme, the factor analysis grouped the following skills together as being necessary for Caring for People Under Stress:

Perceptive Counseling - reaching out to persons under stress with a perception, sensitivity, and warmth that

is freeing and supportive

Coministry to the Alienated - with skill and understanding, reaching out through the congregation to the estranged, beleaguered, or isolated

Caring Availability - responding with deep care and sensitivity to hurting people in crisis situations

Enabling Counseling - using high levels of understanding and skill in aiding persons to work with serious problems

Involvement in Caring - becoming personally involved in the mutual exchange among persons who seek to learn through suffering (Aleshire, 1980. p. 33)

The above cited studies indicate that lay persons and clergy have expectations of the minister's role as counselor, listener, and helper to those experiencing stress and transition. The implications of the above studies are two-fold: 1) that ministers will be dealing with families either directly or indirectly as they respond to the needs of individuals in their congregations, and 2) that successful ministry will require the development of skills in relating to the particular needs of individuals in a manner that is characterized by empathy, caring, and enabling.

Interpersonal Skills Development

David Johnson (1972) outlines four areas of skills that must be present for initiating, developing, and maintaining effective relationships. These four areas are: 1) knowing and trusting each other, 2) accurately and unambiguously

understanding each other, 3) influencing and helping each other, and 4) constructively resolving problems and conflicts in relationships.

An effective method of facilitating the development of interpersonal skills is the use of the group, according to Forsythe (1983). He states that the attainment of skills by a group's participants is either a desirable by-product or a specific goal of every group experience.

Di Silvo (1980) views the college classroom as a natural opportunity to teach interpersonal skills that can be incorporated into the students repertoire and utilized in the marketplace. In a summary of twenty-five studies he lists the communication skills that were most often identified as being important in various organizations. These skills are: 1) listening; 2) written communication (letters, memos, written reports, proposals and requests for information); 3) oral reporting (usually one-on-one or in small groups within the organization); 4) motivating/persuading; 5) interpersonal skill (being able to get along with people, with one's work group, dealing with people problems); 6) informational interviewing; and 7) small group problem solving. According to Di Silvo, it is during the undergraduate student's college education that these skills can be taught and transferred to personal experience.

Based on the findings of the studies reviewed by Di

Silvo, the needs for future research in the area of communication skills are: 1) to continue an active program of identifying and defining current communication skill and problem areas in organizations, 2) to standardize instruments in communication skills research to develop a more consistent picture on needed skills, 3) to develop a systematic investigation of communication skills in various professions, occupations, and careers throughout the United States, 4) to add government, hospital, public service, and church organizations to the organizations that are being researched, and 5) to monitor procedures of current college course offerings to insure a "real world" orientation to students.

Johnson (1972) outlines a five-step process for learning a new skill: 1) becoming aware of the need for and uses of a new skill, 2) identifying the behaviors involved in the new skill, 3) practicing the new behaviors, 4) receiving feedback concerning how well you are performing the behaviors, and 5) integrating the behaviors into your behavioral repertoire.

Tolhuizen's (1981) four stage plan for teaching a new interpersonal skill is very similar to Johnson's five-step process except that Tolhuizen focuses first on recognizing an interpersonal skill that impedes the development of effective relationships. His Stage I reflects this focus as it is called Identification and awareness of habits. Stage

II is called Development of new behaviors. Stage III is Practice and critique of new behaviors, and Stage IV is Integration of new behaviors.

Both Johnson and Tolhuizen consider the integration of new interpersonal skills into personal experience as an important step in fully learning a new skill. Tolhuizen suggests the use of a personal log as an aid to utilizing a new interpersonal skill. The personal log should include answers to the following questions:

- 1) In what situations did you perform the new behavior?
- 2) What was it like to perform it?
- 3) How did others react to it?
- 4) How did you react to the experience?
- 5) What problems, if any, do you think you encountered in performing the behavior?
- 6) What effects do you think your behavior had on the overall communication situation?

Answering these questions will assist the student in understanding the impact of the new behavior. (p. 25)

It has been hypothesized that empathy and other interpersonal skills are not actually new behaviors that are taught in interpersonal skills training (Kauss, Robbins, Heinrich, & Abrass; 1981). According to Kauss, et al., the purpose of education in the development of interpersonal skills is the elicitation and reinforcement of skills rather than the learning of new content and behaviors. Sixty-nine interns and residents of the University of California at Los

Angeles were divided into three groups. Each group was pretested for interpersonal skills. Group one received a one month course on interpersonal skills development that included didactic presentations, practice sessions, and video tapes of physician-patient interactions. Group two received a three-by-five card with a brief request that the resident make special efforts to use good interpersonal skills during the posttest interviews. Group three received no additional instructions before the posttest interviews.

T-tests were performed on the data. Three of the four criterion variables - psychosocial responses, affective responses, and level of empathy - showed significant results. Subjects from groups one and two increased significantly in the use of the measured behaviors. Subjects in the control group did not show this increase. The subjects that received the one month training, group one, and the subjects that received brief instructions, group two, did not differ significantly on any variable. This study implies that long term training in interpersonal skills does not necessarily yield more results in terms of changed behaviors. Brief instructions on the use of interpersonal skills may result in increased interpersonal skill development.

Summary

The review of literature covered the family life cycle,

beginning with the works of Glick (1947) and Duvall (1958), as it became a tool for studying families. As its use continued, the concept of the family life cycle became the focus of evaluation, critique, and change.

Research revealed that one of the primary roles of clergy was to be empathetically and knowledgeably involved in the world of people rather than the world of ideas (Aleshire, 1980; Blizzard, 1958; Vissar, 1983). Laypersons and clergy alike share expectations of the minister's role as counselor, listener, and helper to those experiencing stress and transition.

Literature was then reviewed that discussed the importance of the development of interpersonal skills to achieve effectiveness in relating to others. The college classroom can be utilized as the group in which the need for interpersonal skills is discovered and new behaviors practiced, critiqued, and included in individual behavior repertoires (Di Silvo, 1980; Johnson, 1972; Tolhuizen, 1981).

CHAPTER III

METHODOLOGY

The purpose of this research study is three fold: 1) to examine the extent to which the curricula of selected colleges include courses that contain family life span concepts, 2) to examine the extent to which the identified course syllabi contain specific family life span concepts, and 3) to examine the syllabi to determine the extent to which the the identified family life span courses contain concepts and practice related to interpersonal skills development. This chapter includes descriptions of the population, sample and instruments used in the study. Data collection procedures and the data analysis process are also discussed.

Population

The population for this research consisted of colleges 1) located in Michigan, 2) accredited with the North Central Association of Colleges and Schools, 3) that offered a departmental major, interdepartmental major, or program of emphasis in religion or pre-seminary, and 4) that had an enrollment of less than 3000 students. Seventeen colleges met these criteria.

The criteria were established to provide realistic geographic boundaries, maintain approximately equal academic

levels as determined by an accrediting association, and to identify colleges whose financial assets, student body and faculty resources would be approximately the same. The publications used to identify the population were The Guide to Schools and Departments of Religion and Seminaries in the United States and Canada (1987) and The Lep: 1991 Higher Education Directory, (1991).

Sample

Five colleges were selected by simple random sampling without replacement.

Instruments

The adult section of the Framework for Life-Span Family Life Education (Arcus, 1987) served as the basis for the instruments used to collect the data (see Appendix A). The seven categories of the Framework - Human development and sexuality, Interpersonal relationships, Family interaction, Family resource management, Education about parenthood, Family and society, and Ethics were used in the content analysis related to research question 1. These seven categories were also used when analyzing the course syllabi for the variable of interpersonal skills development in research question 3.

The key concepts in the seven categories of the framework were used as the variables to analyze selected

syllabi for research question 2. A sample data recording form may be found in Appendix C.

Data Collection Procedures

The data collection for research question 1 used the most recent copy of the undergraduate catalog from the selected colleges as the unit of analysis. The catalogs were coded as coming from college A, B, C, D, or E and each catalog was reviewed separately. If a course title or description mentioned at least one of the family issues under one of the seven categories of the Framework for Life-Span Family Life Education, that course was selected to be included in the data analysis for research question 2. The selected course was listed under the appropriate category.

The data collection procedure for research question 2 used the selected course syllabi as the unit of analysis. The academic dean of each institution was contacted by telephone and permission to collect the syllabi of the selected courses was granted. The appropriate individuals/offices were contacted, and each syllabus was requested.

Each syllabus received was labeled as coming from college A, B, C, D, or E to maintain anonymity; the category under which the course would fit - category 1, 2, 3, 4, 5, 6, or 7; and the date when the syllabus was analyzed.

Each syllabus received was reviewed and analyzed using the variables for that category.

The codeform was used for each category and listed the family life span concepts as key concept variables in the horizontal rows, and the colleges A, B, C, D, and E as the vertical columns. If the syllabus being analyzed contained a key word or phrase found in one of the key concept variables, a "1" was placed in the row representing that variable under the appropriate college. Every key concept variable was recorded only once.

The data collection procedure for research question 3 used the selected course syllabi as the unit of analysis. The presence of interpersonal skills development was recorded using a codeform that listed the seven categories of the Framework for Life-Span Family Life Education as the horizontal rows, and each of the five colleges as the vertical columns. Each course syllabus was reviewed for required exercises that could be used for interpersonal skills development. If the syllabus being analyzed stated that a personal journal, role play activity, class project, interviews, class presentation, or practice of elements related to the communication processes of listening and talking, was a required exercise for that course, it was counted and placed in the row of the category to which that course belonged, and under the appropriate college (Forsythe, 1983; Di Silvo, 1980).

Data Analysis

The data collected from the catalogue of each college was the total number of courses per category. The distribution of courses over the seven categories of the Framework was then compared between the five colleges using the total number of classes per category.

The dichotomous nominal scale used in coding the contents of the syllabi in question 2 provides the basis for a comparison of family life span concepts covered by each college. The results from all five colleges are presented on eight separate tables, each representing a separate category of the Framework for Life-Span Family Life Education, and interpersonal skills development.

Chapter IV

Results

Introduction

The results of the analysis of the data collected will be presented in this chapter. These results will be reported by answering the three research questions outlined in the preceding chapter.

Question 1: To what extent do religion and pre-seminary curricula include courses containing family life span concepts?

The seven categories of the adult section of the Framework for Life-Span Family Life Education (Arcus, 1987) - 1) Human development and sexuality, 2) Interpersonal relationships, 3) Family interaction, 4) Family resource management, 5) Education about parenthood, 6) Family and society, and 7) Ethics were used to identify courses containing family life concepts listed in the undergraduate catalogues of five selected colleges.

The categories of the Framework were ranked as follows according to the total number of courses from all the colleges:

- Human development and sexuality26 courses
- Ethics.....18 courses

- Interpersonal relationships..... 9 courses
- Family interaction..... 5 courses
- Family resource management..... 3 courses
- Family and society..... 2 courses
- Education about parenthood..... 0 courses

Table 1 (page 35) shows these totals along with the total of courses that each college had in each category.

College A had a total of eight courses in three of the seven categories in the Framework: Three courses in human development and sexuality; two courses in interpersonal relationships; no courses in family interaction; no courses in family resource management; no courses in education about parenthood; no courses in family and society; and three courses in ethics.

College B catalogue included seven courses that represented four of the seven categories of the Framework: One course in human development and sexuality; two courses in interpersonal relationships; two courses in family interaction; no courses in family resource management; no courses in education about parenthood; one course in family and society; and four courses in ethics.

College C catalogue had a total of sixteen courses that represented family life span concepts in four of the seven categories of the Framework for Life-Span Family Life Education: Five courses in human development and sexuality; two courses in interpersonal relationships; one course in

Table 1

Total Number of Courses by Category

Category	College					Total
	A	B	C	D	E	
1. Human Development and Sexuality	3	1	5	8	9	26
2. Interpersonal Relationships	2	2	2	3	0	9
3. Family Interaction	0	2	1	1	1	5
4. Family Resource Management	0	0	0	1	2	3
5. Education About Parenthood	0	0	0	0	0	0
6. Family and Society	0	1	0	1	0	2
7. Ethics	3	4	7	2	2	18
Total	8	10	15	16	14	63

family interaction; no courses were found in family resource management; no courses were found in education about parenthood; no courses were found in family and society; and two courses in ethics.

College D catalogue had a total of 16 courses that represented six of the seven categories of the Framework: Eight courses that in human development and sexuality; three courses in interpersonal relationships; one course in family interaction; one class in family resource management; no courses in education about parenthood; one course in family and society; and two courses in ethics.

College E catalogue had 14 classes that represented four of the seven categories of the Framework: Nine courses contained variables in human development and sexuality; no courses in interpersonal relationships; one course in family interaction; two courses in family resource management; no courses in education about parenthood; no courses in family and society; and two courses in ethics.

Question 2: To what extent do the syllabi of the identified courses cover specific family life span concepts?

The key concept variables of the seven categories of the adult section of the Framework for Life-Span Family Life Education were used to analyze the syllabi of all courses identified in Question 1.

Category one - Human development and sexuality

The key concept variables that comprise this category are dimensions of development, patterns of development, interaction of dimensions (of development), differences in development, promoting differences, adulthood and aging, dealing with disabilities, social and environmental conditions, personal and family health, communicating about sexuality, sexual feelings, sexual response, contraception, sexual behavior, sexual abuse, and beliefs about sexuality.

The syllabi from college A included nine of the sixteen key concept variables of category one, human development and sexuality. The syllabi from college B included three of the sixteen key concept variables. The syllabi from college C included eleven of the sixteen key concept variables. The syllabi from college D included nine of the sixteen key concept variables. The syllabi from college E included ten of the sixteen key concept variables (Table 2, page 38).

The nine key concept variables that were in the college A syllabi were: dimensions of development, differences in development, social and environmental conditions, personal and family health, communication about sexuality, sexual feelings, sexual response, contraception, and beliefs about sexuality.

College B syllabi included the following three key concept variables: dimensions of development, patterns of development, and differences in development.

Table 2

Category One - Human Development and Sexuality

Key Concept Variable	College				
	A	B	C	D	E
1. Dimensions of development	1	1	1	1	1
2. Pattern of development	0	1	1	1	1
3. Interaction of dimensions	0	0	1	1	1
4. Differences in development	1	1	1	1	1
5. Promoting differences	0	0	1	1	0
6. Adulthood and aging	0	0	1	1	1
7. Dealing with disabilities	0	0	0	1	1
8. Social and environmental conditions	1	0	1	1	1
9. Personal and family health	1	0	1	1	1
10. Communicating about sexuality	1	0	1	0	0
11. Sexual feelings	1	0	0	0	1
12. Sexual response	1	0	0	0	0
13. Contraception	1	0	0	0	1
14. Sexual behavior	0	0	1	0	0

(table continues)

Table 2 (cont'd.).

Key Concept Variable	College				
	A	B	C	D	E
15. Sexual abuse	0	0	0	0	0
16. Beliefs about sexuality	1	0	1	0	0
Total variables represented	9	3	11	9	10
Percentage of variables represented	56	19	69	56	63

Note. A complete description of the variables may be found in the codebook, Appendix C

The eleven key concept variables that were found in the syllabi from college C were: dimensions of development, patterns of development, interaction of dimensions, differences in development, promoting differences, adulthood and aging, dealing with disabilities, social and environmental conditions, personal and family health, sexual behavior, and beliefs about sexuality. The syllabi from college D included the following nine key concept variables: dimensions of development, patterns of development, interaction of dimensions, differences in development, promoting differences, adulthood and aging, dealing with disabilities, social and environmental conditions, personal and family health, sexual feelings, and contraception.

The syllabi from college E included the following ten key concept variables of category one: dimensions of development, patterns of development, interaction of dimensions, differences in development, adulthood and aging, dealing with disabilities, social and environmental conditions, personal and family health, sexual feelings, and contraception.

Category two - Interpersonal relationships

The key concept variables that comprise category two are: building self-esteem, personal autonomy, personal change, communication, emotions, crises, intimate relationships, exercising initiative, developing and ending

relationships, effects of self-perception, influences on roles, quality relationships, responsibility and commitment, alternatives marital relationship, consideration, and creating own family.

The syllabi from college A included six of the seventeen key concept variables. College B syllabi included ten of the seventeen concepts. College C included eight of the seventeen key concepts. College D syllabi had six key concept variables represented, and the syllabi from college E did not include any of the key concept variables in this category (Table 3, page 42).

The key concept variables that were included in the syllabi from college A were: communication, exercising initiative, developing and ending relationships, influences on roles, responsibility and commitment, and marital relationship.

The concepts that were included in the syllabi from college B were: building self-esteem, personal autonomy, personal change, communication, emotions, intimate relationships, effects of self-perception, influences on roles, quality relationships, and creating own family.

The following eight key concept variables were included in the syllabi from college C: building self-esteem, personal autonomy, communication, crises, effects of self-perception, influences on roles, responsibility and commitment, and consideration.

Table 3

Category Two - Interpersonal Relationships

Key Concept Variable	College				
	A	B	C	D	E
1. Building self-esteem	0	1	1	1	0
2. Personal autonomy	0	1	1	0	0
3. Personal change	0	1	0	1	0
4. Communication	1	1	1	1	0
5. Emotions	0	1	0	0	0
6. Crises	0	0	1	0	0
7. Intimate relationships	0	1	0	0	0
8. Exercising initiative	1	0	0	0	0
9. Developing and ending relationships	1	0	0	1	0
10. Effects of self-perception	0	1	1	0	0
11. Influences on roles	1	1	1	0	0
12. Quality relationships	0	1	0	1	0
13. Responsibility and commitment	1	0	1	0	0
14. Alternatives	0	0	0	0	0

(table continues)

Table 3 (cont'd.).

Key Concept Variable	College				
	A	B	C	D	E
15. Marital relationship	1	0	0	0	0
16. Consideration	0	0	1	0	0
17. Creating own family	0	1	0	1	0
Total variables represented	6	10	8	6	0
Percentage of variables represented	35	59	47	35	0

Note. A complete description of the variables can be found in the codebook, Appendix C

College D syllabi included six of the seventeen key concept variables in category two. They were: building self-esteem, personal change, communication, developing and ending relationships, quality relationships, and creating own family.

The syllabi from college E did not include any of the key concept variables in this category.

Category three - Family interaction

This category is comprised of nineteen key concept variables. These are: protection and support, anger and violence, differences in families, changing needs, rights and responsibilities, family transitions roles, development in families, intimacy, family and self-concept, factors affecting family relationships, affection, power and authority, rules, stress, intergenerational dynamics, lifestyle choices, family history, and interactional patterns.

College A syllabi had no key concept variables in this category. College B syllabi included eleven of the nineteen key concept variables in this category. College C included eight of the key concept variables. The syllabi from college D included fifteen of the nineteen key concept variables. The syllabi from college E included eight of the key concept variables (Table 4, page 45).

Table 4

Category Three - Family Interaction

Key Concept Variable	College				
	A	B	C	D	E
1. Protection and support	0	1	0	1	1
2. Anger and violence	0	1	0	1	1
3. Differences in families	0	1	0	1	0
4. Changing needs	0	1	0	1	0
5. Rights and responsibilities	0	0	0	0	0
6. Family transitions	0	0	1	1	1
7. Roles	0	1	1	1	1
8. Development in families	0	0	1	1	1
9. Intimacy	0	1	1	1	1
10. Family and self-concept	0	0	0	0	0
11. Factors affecting family relationships	0	1	0	1	0
12. Affection	0	1	0	1	0
13. Power and authority	0	0	1	1	0
14. Rules	0	0	0	0	0
15. Stress	0	1	0	1	0

(table continues)

Table 4 (cont'd.).

Key Concept Variable	College				
	A	B	C	D	E
16. Intergenerational dynamics	0	0	1	1	0
17. Lifestyle choices	0	1	1	1	0
18. Family history	0	0	0	0	1
19. Interactional patterns	0	1	1	1	1
Total variables represented	0	11	8	15	8
Percentage of variables represented	0	58	42	79	42

Note. A complete description of the variables may be found in the codebook, Appendix C

The eleven key concept variables represented in the syllabi from college B were: protection and support, anger and violence, differences in families, changing needs, roles, intimacy, factors affecting family relationships, affection, stress, lifestyles choices, and interactional patterns.

The syllabi from college C included the following eight key concept variables: family transitions, roles, development in families, intimacy, power and authority, intergenerational dynamics, lifestyle choices, and interactional patterns.

The fifteen key concept variables that were included in the syllabi from college D were: protection and support, anger and violence, differences in families, changing needs, family transitions, roles, development in families, intimacy, factors affecting family relationships, affection, power and authority, stress, intergenerational dynamics, lifestyle choices, and interactional patterns.

The syllabi from college E included the following eight key concept variables: protection and support, anger and violence, family transitions, roles, development in families, intimacy, family history, and interactional patterns.

Category four - Family resource management

This category is comprised of fourteen key concept variables. These key concept variables are: developing resources, consumption and conservation, basic needs, human energy, balancing roles, leisure, privacy and independence, financial planning, values and choices, establishing goals, differing views, career choices, consumer decisions, and retirement planning.

The syllabi from colleges A, B, and C did not include any of the key concept variables in this category.

College D syllabi included six of the fourteen key concept variables in this category, which is 43 percent of the total key concept variables. College E syllabi included ten of the fourteen of the key concept variables, or 71 percent (Table five, page 49).

The six key concept variables which were represented in the syllabi from college D were: developing resources, consumption and conservation, basic needs, financial planning, establishing goals, and retirement planning.

College E syllabi included the following ten key concept variables: developing resources, consumption and conservation, balancing roles, leisure, privacy and independence, financial planning, establishing goals, differing views, career choices, and retirement planning.

Table 5

Category Four - Family Resource Management

Key Concept Variable	College				
	A	B	C	D	E
1. Developing resources	0	0	0	1	1
2. Consumption and conservation	0	0	0	1	1
3. Basic needs	0	0	0	1	0
4. Human energy	0	0	0	0	0
5. Balancing roles	0	0	0	0	1
6. Leisure	0	0	0	0	1
7. Privacy and independence	0	0	0	0	1
8. Financial planning	0	0	0	1	1
9. Values and choices	0	0	0	0	0
10. Establishing goals	0	0	0	1	1
11. Differing views	0	0	0	0	1
12. Career choices	0	0	0	0	1
13. Consumer decisions	0	0	0	0	0

(table continues)

Table 5 (cont'd.).

Key Concept Variable	College				
	A	B	C	D	E
14. Retirement planning	0	0	0	1	1
Total variables represented	0	0	0	6	10
Percentage of variables represented	0	0	0	43	71

Note. A complete description of the variables may be found in the codebook, Appendix C

Category five - Education about parenthood

This category is comprised of fifteen key concept variables. They are: parental responsibilities, parent-child relationships, preparation for birth and parenthood, demands and rewards, child-rearing practices, parental communication, parent-child communication, family conflict and conflict resolution, safety, teaching life skills, family violence, parenting situations, sources of help, if and when to become parents, and parenting styles. None of the key concept variables in this category were included in the syllabi from colleges A, B, C, D, and E (Table 6, page 52).

Category six - Family and society

There are sixteen key concept variables that comprise this category. They are: understanding laws and policies, transmitting values, civil rights, legal protection, religion and families, community services, support networks, family in society, responsibility in community, educational system, family and education of children, education throughout the life-span, technology and families, economics and families, family/ work, & society, and population issues.

None of the key concept variables in this category were included in the syllabi from colleges A, C, and E. The syllabi from both college B and D included three of the

Table 6

Category Five - Education About Parenthood

Key Concept Variable	College				
	A	B	C	D	E
1. Parental responsibilities	0	0	0	0	0
2. Parent-child relationships	0	0	0	0	0
3. Preparation for birth and parenthood	0	0	0	0	0
4. Demands and rewards	0	0	0	0	0
5. Child-rearing practices	0	0	0	0	0
6. Parental communication	0	0	0	0	0
7. Parent-child communication	0	0	0	0	0
8. Family conflict and conflict resolution	0	0	0	0	0
9. Safety	0	0	0	0	0
10. Teaching life skills	0	0	0	0	0
11. Family violence	0	0	0	0	0
12. Parenting situations	0	0	0	0	0
13. Sources of help	0	0	0	0	0
14. If and when to become parents	0	0	0	0	0

(table continues)

Table 6 (cont'd.).

Key Concept Variable	College				
	A	B	C	D	E
15. Parenting styles	0	0	0	0	0
Total variables represented	0	0	0	0	0
Percentage of variables represented	0	0	0	0	0

Note. A complete description of the variables may be found in the codebook, Appendix C

sixteen key concept variables in this category (Table 7, page 55).

College B contained the following three key concept variables in its syllabi: transmitting values, civil rights, and family in society.

The syllabi from college D contained the following three key concept variables: community services, support networks, and family in society.

Category seven - Ethics

This category is comprised of nine key concept variables which are: ethics as values, values as a guide in conduct, consideration of others, rights and responsibilities, autonomy, and social responsibility, philosophy of life, difficulty of ethical choices, implications of social and technological change, and formation of ethical concepts.

The syllabi from college A included eight of the nine key concept variables in this category. College B had all nine key concept variables included in its syllabi. The syllabi from college C included six of the nine key concept variables.

College D had all nine key concept variables in its syllabi. College E had five of the key concept variables included in its syllabi (Table 8, page 57).

The syllabi from college A contained the following

Table 7

Category Six - Family and Society

Key Concept Variable	College				
	A	B	C	D	E
1. Understanding laws and policies	0	0	0	0	0
2. Transmitting values	0	1	0	0	0
3. Civil rights	0	1	0	0	0
4. Legal protection	0	0	0	0	0
5. Religion and families	0	0	0	0	0
6. Community services	0	0	0	1	0
7. Support networks	0	0	0	1	0
8. Family in society	0	1	0	1	0
9. Responsibility in community	0	0	0	0	0
10. Educational system	0	0	0	0	0
11. Family and education of children	0	0	0	0	0
12. Education through-out the life-span	0	0	0	0	0
13. Technology and families	0	0	0	0	0
14. Economics and families	0	0	0	0	0

(table continues)

Table 7 (cont'd.).

Key Concept Variable	College				
	A	B	C	D	E
15. Family, work, and society	0	0	0	0	0
16. Population issues	0	0	0	0	0
Total variables represented	0	3	0	3	0
Percentage of variables represented	0	19	0	19	0

Note. A complete description of the variables may be found in the codebook, Appendix C

Table 8

Category Seven - Ethics

Key Concept Variable	College				
	A	B	C	D	E
1. Ethics as values	1	1	0	1	1
2. Values as a guide in conduct	1	1	1	1	1
3. Consideration of others	1	1	1	1	0
4. Rights and responsibilities	1	1	0	1	0
5. Autonomy and social responsibility	1	1	1	1	0
6. Philosophy of life	1	1	1	1	1
7. Difficulty of ethical choices	1	1	1	1	1
8. Implications of social and technological change	1	1	0	1	1
9. Formation of ethical concepts	0	1	1	1	0
Total variables represented	8	9	6	9	5
Percentage of variables represented	89	100	67	100	56

Note. A complete description of the variables may be found in the codebook, Appendix C

eight concepts in category seven: ethics as values, values as a guide in conduct, consideration for others, rights and responsibilities, autonomy and social responsibility, philosophy of life, difficulty of ethical choices, and implications of social and technological change.

Colleges B and D had all nine key concept variables represented in their syllabi. These concepts are: ethics as values, values as a guide in conduct, consideration of others, rights and responsibilities, autonomy and social responsibility, philosophy of life, difficulty of ethical choices, implications of social and technological change, and formation of ethical concepts.

The syllabi from college C included six of the nine key concept variables: values as a guide in conduct, consideration of others, autonomy and social responsibility, philosophy of life, difficulty of ethical choices, and formation of ethical concepts. College E included the following five key concept variables in its syllabi: ethics as values, values as a guide in conduct, philosophy of life, difficulty of ethical choices, and implications of social and technological change.

Question three: To what extent do the syllabi of the identified courses contain elements related to interpersonal skills development?

The syllabi from the five colleges were reviewed to find required course exercises such as personal journals, role play activities, class projects, interviews, class presentations, or the practice of elements related to the communication process. These exercises can be used in developing the skills that must be present for initiating, developing, and maintaining effective relationships (Johnson, 1972; Tolhuizen, 1981; Vissar, 1983).

The syllabi from college A contained three exercises in the category of human development and sexuality, and one exercise in interpersonal relationships that could be used to development interpersonal skills (Table 9, page 60).

The syllabi from college B had three exercises in human development and sexuality, and four exercises in interpersonal relationships that could be used to develop interpersonal skills for a total of seven.

College C had syllabi that used exercises that could develop interpersonal skills in three categories. Human development and sexuality had three exercises, interpersonal relationships and four exercises, family resource development had two exercises, and ethics had two exercises for a total of nine.

College D had syllabi in three categories that required exercises that could develop interpersonal skills. Human development had ten exercises, interpersonal relationships had three exercises, and family resource management had two

Table Nine

Presence of Interpersonal Skills Development by Category

Variable	College				
	A	B	C	D	E
1. Human Development and Sexuality	3	3	3	10	17
2. Interpersonal Relationships	1	4	4	3	0
3. Family Interaction	0	1	0	0	3
4. Family Resource Management	0	0	0	2	2
5. Education About Parenthood	0	0	0	0	0
6. Family and Society	0	0	0	0	0
7. Ethics	0	0	2	0	3
Total number of exercises developing interpersonal skills	4	7	9	15	25

exercises for a total of fifteen.

College E had syllabi in four categories that required exercises that could develop interpersonal skills. Human development and sexuality had seventeen exercises, family interaction had three exercises, family resource management had two exercises, and ethics had three exercises in it for a total of 25.

Chapter V

Discussion

Research has shown that clergy and laypersons perceive the role of the minister to be more involved with the world of people than the world of ideas (Blizzard, 1958; Aleshire, 1980). Being involved with people in relationships marked with caring and empathy allows the minister to influence families either directly, as in family counselling, or indirectly through contact with individuals who will in turn be an influence on their families.

The analysis of the data was conducted to answer the following three research questions: 1) To what extent do religion and pre-seminary curricula include courses containing family life span concepts, 2) To what extent do the syllabi of the identified courses cover specific family life span concepts, and 3) To what extent do the identified courses contain elements related to interpersonal skills development?

Curriculum and Family Life Courses

Table 1 (page 35) reveals a definite pattern of representation among the seven categories of the Framework for Life-Span Family Life Education. There are a total of 26 courses from the five selected colleges in the category of human development and a total of 16 courses in the

category of ethics. These two categories alone accounted for 70 percent of all the courses analyzed in the research study. Four of the remaining five categories, interpersonal relationships, family interaction, family resource management, and family and society comprised the remaining 30 percent of the analyzed courses. The category of education about parenthood was not included by any of the five colleges.

The colleges, therefore, cover key family life concepts at the global level of human development and ethics (categories 1, & 7), but less attention is given to concepts that relate specifically to family life itself (categories 3, 4, & 6). Education about parenthood for example, which deals with concepts that are a part of most individual's experience in a family, received no attention at all. As the category topics moved farther away from the family, they received more attention by the college courses. The only exception to this trend was family and society which had only one course that dealt with some of its key concept variables.

The findings indicate that the challenges of providing a family orientation in education, as pointed out by Duvall (1958), may still exist. The lack of courses in family resource management, education about parenthood, and family and society when compared to the abundance of courses in human development and sexuality, and ethics may be

indicative of the overcrowding of curricula that leaves little room for the concepts of family life education.

Course Content and Family Life Span Concepts

The courses that addressed the key concept variables in category one, human development and sexuality, were concerned with the patterns and dimensions of human development. These dimensions included the cognitive, emotional, physical, affective, moral, social, and sexual aspects of development over the life-span. Variable six, myths and realities of adulthood and aging, was included in the syllabi of three of the five colleges. Retirement planning, variable 14 of category four, is a key concept variable important in the adult stages of family life was included by only two of the five colleges. Few of the colleges had course syllabi that dealt with the key concept variables specific to the developmental tasks of adults and the aging.

It is interesting to note that the key concept variables in category one that dealt with sexuality received much less attention than did the concepts of human development. Concepts such as communicating about sexuality, sexual feelings, contraception and beliefs about sexuality were included in the syllabi of only two of the five colleges. These concepts had the highest representation. Concepts of sexual response, sexual

behavior, and sexual abuse were included in the syllabus of only one college.

None of the five colleges had courses in their curriculum that addressed the key concept variables of category five, education about parenthood, and yet the key concept variables included in this category affect the developing individual in the environment that he/she is the closest to - the family. The variables in category five involve such concerns as the demands and rewards of parenting, changing parent-child relationships over the life-span, family conflict and conflict resolution, teaching life skills to children, problems of family violence, abuse, and neglect, and sources of help for parents.

Course Content and Interpersonal Skills Development

The findings reveal that the presence of interpersonal skills development was found in the syllabi of category one, Human development and sexuality, with a total of 36 exercises required, category two, Interpersonal relationships, with 12 required exercises, category three, Family interaction, with four, and category four, Family resource management, with four required exercises. Category five, Education about parenthood, and category six, Family and society, did not have any exercises for the development of interpersonal skills. Category seven, Ethics, was somewhat higher in interpersonal skills development with a

total of five required exercises in all five colleges.

The syllabi from college A had exercises that developed interpersonal skills in two of the seven categories, Human development and sexuality, and Ethics. College B had interpersonal skills development in three of the seven categories, Human development and sexuality, Interpersonal relationships, and Family interaction. Colleges C and D had interpersonal skills development in Human development and sexuality, Interpersonal relationships, and Ethics. College E had exercises that develop interpersonal skills in four of the seven categories.

Summary

The results from the data indicated that family-life issues in the categories of human development and ethics were the most represented issues in the course offerings at the selected colleges. The data also revealed that family-life issues in the category of education about parenthood were not included in the syllabi of any of the five institutions.

The key concept variables most often represented in the category of human development included dimensions of development, differences in development, and the social and environmental conditions that effect development. The key concept variables in the category of ethics that were most often represented included values as guides in conduct, the

difficulty of some ethical choices, and implications of social and technological change. Category five, education about parenthood, was not included in the syllabi of any of the five colleges but included such important key concept variables as preparation for birth and parenthood, family violence, parental responsibilities, parent-child relationships, child-rearing practices, family conflict and conflict resolution, and parenting styles.

Exercises that develop interpersonal skills were most numerous in the syllabi of category one, human development and sexuality. Syllabi that included variables from category six, family and society, had no exercises for interpersonal skills development in the syllabi from any of the colleges.

Conclusions

It was discovered in the data that the key concept variables in category one that dealt with sexuality received less attention than did the key concept variables of human development. The impact of this may be recognized in light of a comment made by Lillian Rubin (Rubin, 1989);

...statistics which tell us what people do without attention to how they feel about what they do is to miss a profoundly important dimension of human experience - that is, the meaning that people attribute to their behavior. Nowhere is the disjunction between

behavior and attitude seen more sharply than in the area of sexual behavior (p. 204).

The fact that people feel the disjunction between their behavior and attitudes may impel them to seek relief from that disjunction from those sources that are available, and that may include their minister. To overlook such family-life issues as communicating about sexuality, sexual feelings, sexual response, and beliefs about sexuality could put a minister at a decided disadvantage when called upon to help a couple through marital struggles that are manifested in the area of sexuality, or helping a community design a sex education curriculum.

The realm of pre-marital counselling is another area in which a more complete understanding of human sexuality can be of major benefit to the minister. If a minister does not feel comfortable with his/her understanding of sexuality, he/she may avoid the issue when counseling with a couple that is to be married. The continuation of this cycle would perpetuate the misgivings and misunderstandings of sexuality that continue to plague many couples (Rubin, p. 212).

Although the colleges that did address family resource management did so quite thoroughly (College D covered 47 percent of the variables and College E covered 73 percent of the variables) the other colleges missed a unique opportunity to study the family issues that are included in this category. Of the variables covered, most dealt with

the family resources of money and careers. These are certainly essential points for college students to discover, but another unique opportunity to educate students in family-life issues would be neglected if the other areas of family resources were not covered. The study of a family's use of the resources of space, time, and energy to achieve family goals (Kantor, & Lehr, 1975) could increase the future minister's comprehension of the total ecology within which families function and serve to illuminate the reasons why a family may be operating the way it does.

To overlook the family-life issues included in education about parenthood (category five) in the educational experience of clergy would be a serious oversight and an opportunity lost for strengthening families.

According to Brazelton:

...symptoms of family distress - such as adolescent suicide, drug use, failure in school - all point to a rapidly rising need for a reevaluation of American society. Research in the past decade indicates that children of divorced parents may suffer for as long as 10-15 years after the divorce. Every sign indicates that it is essential that we reconsider our opportunities for strengthening the family at certain critical points. (Brazelton, 1990, p. 150)

To begin including them as a regular part of a future

minister's education would be a step toward the "reevaluation" of which Brazelton speaks.

The key concept variables in the Framework are representative of the unique situations in family life. These situations do not stand alone or happen one at a time in the course of family life. The interaction between the key concept variables is a phenomenon of which the minister should be aware in order to fully grasp the ecological nature of family interactions. Attention to these family-life issues could be crucial to a minister's efficacy in ministry to families in the church (Aleshire, 1980; Blizzard, 1958; Vissar, 1983).

Some of the syllabi reviewed indicated the use of personal journals, role plays, interviews, class projects, and class presentations as requirements for the course. These requirements were an indication of interpersonal skills development as outlined by Johnson (1972). Although there was no specific indication in the syllabi that the required exercises were for interpersonal skills development, it would be an outcome for the students that Forsythe (1983) states is a desirable by-product of every group experience. The findings also indicate an acknowledgment of Di Silvo's (1980) view of the college classroom as a natural opportunity to teach interpersonal skills. The required exercises found in the syllabi of the five colleges can be understood as the development of

writing, listening, informational interviewing, oral reporting, and problem solving skills that the students will utilize in the marketplace (Di Silvo, 1980).

Suggestions for Future Research

The small sample size of five colleges and the geographic boundaries of colleges in Michigan are limitations on the generalizability of the findings of this research study. The selected institutions were liberal-arts colleges with an enrollment of less than 3000 students. This limits the generalizability of the findings.

It may be possible for one of the selected colleges to cover one of the key concept variables without it being recorded in the analysis. If a syllabi was placed in a category but included a key concept variable from another category, that key concept variable was not included in the analysis for reasons of consistency throughout the study. This weakness could be corrected as techniques in content analysis were refined.

The research study did not address the issue of which courses ministry or pre-seminary majors are required to take in order to earn their degrees. It could be possible to earn a degree in religion or pre-seminary from one of the selected colleges without having to take any of the courses that were evaluated. Further study could control for this limitation. Furthermore, the data is based on what the

course syllabi indicated as being addressed during the semester. Whether or not these concepts were in fact covered is difficult to determine.

The results of this research imply that a minister's educational training in family-life issues revolves around the micro level of the developing individual and the broad level of society and ethics at the macro level. The family-life issues addressed at these levels serves an important role in education, but to overlook the family-life issues that take place in between the macro and micro levels is to miss a singular opportunity in understanding families. Future research may confirm these findings by interviewing a sample of clergy to discover if they perceive themselves as having studied these concepts during their preparation for the ministry. Surveying a sample of clergy could also be valuable in helping to determine what clergy actually do when ministering to families. What forms does ministry to families take in their church? How often are families counselled together? Does the minister perceive his/her influence on families as a direct or indirect one? These are just a few of the possible questions that could be the focus of future research.

Discovering the strong and weak areas in clergy education of family life concepts can direct future curriculum development to enable clergy to minister to families that come to them for help. The Family Life Cycle

and/or related frameworks can serve as the foundation for a comprehensive and organized system of teaching family-issues to clergy students. Such a planned curricula could be used to develop strategies that ministers could use to help families with their specific problems now, and to anticipate the needs of families five and ten years from now. A pastoral ministry major with a family studies emphasis as a regular, and much used, option in clergy education can be possible.

It is suggested that further research apply the Framework for Life-Span Family Life Education on a sample of seminaries. Family life span concepts may not be represented in curricula at the undergraduate level, but these concepts may be presented during the more specialized education of clergy at seminaries.

APPENDICES

Appendix A

Appendix A

A FRAMEWORK FOR LIFE-SPAN FAMILY LIFE EDUCATION: ADULT SECTION

Category one : Human Development and Sexuality

- dimensions of development; physical, cognitive, affective, moral, personality, social, and sexual
- Patterns of development over the life span (conception to death)
- Interaction among dimensions of development (e.g., social and sexual development)
- Factors influencing individual differences in development
- Promoting development in self and others
- Myths and realities of adulthood and aging
- Dealing with disabilities
- Social and environmental conditions affecting growth and development
- Responsibility for personal and family health
- Communicating about sexuality (personal values, beliefs, shared decision-making)
- Normality of sexual feelings
- Human sexual response
- Contraception, infertility, and genetics
- responsible sexual behavior (choices, consequences, shared decision-making)
- Prevention of sexual abuse
- Varying societal beliefs about sexuality

(Arcus, 1987)

Category two: Interpersonal Relationships

- Building self-esteem and self- confidence in self and others
- Establishing personal autonomy
- Achieving constructive personal change
- Communicating effectively
- Dealing with emotions
- Dealing with crises
- Types of intimate relationships
- Exercising initiative in relationships
- Developing, maintaining, and ending relationships
- Understanding the effects of self-perception of relationships
- Varying influences on roles and relationships (ethnic, racial, and social)
- Recognizing factors associated with quality relationships
- Taking responsibility and making commitments in relationships
- Evaluating choices and alternatives in relationships
- Changes in the marital relationship over time
- Acting in accordance with personal beliefs with consideration for others' best interests
- Creating and maintaining a family of one's own

Category three: Family Interaction

- Families as sources of protection, guidance, affection, and support
- Families as possible sources of anger and violence
- Differences in families (membership, economic level, role performance, values)
- Changing needs and expectations of all family members
- Rights, responsibilities, and interdependence of family members
- Family transitions (marriages, birth, divorce, remarriage, death)
- Individual and family roles
- Individual development in the family
- Intimate relationships in the family
- Effects of family on self-concepts of its members
- Factors affecting marital and family relationships
- Giving and receiving affection
- Power and authority in the family
- Family rules - overt and covert
- Sources of stress and coping with stress
- Intergenerational dynamics throughout the life span
- Lifestyle choices
- Family history, traditions, and celebrations
- Varying influences on family interaction patterns (ethnic, racial, social)

Category four: Family Resource Management

- Developing personal resources
- Resource consumption and conservation - material and non-material
- Using resources to meet basic needs of family (food, clothing, shelter)
- Expendability of human energy
- Balancing family and work roles
- Developing leisure interests
- Varying needs of family members for privacy and independence
- Financial planning
- Values as bases for choices
- Establishing long and short-term goals
- Differing views about uses of family resources
- Development of personal resources through career choices
- Influences on consumer decisions (personal values, costs, media, peers)
- Retirement planning

Category five: Education About Parenthood

- Changing parental responsibilities as children become independent
- Changing parent-child relationships over the life span
- Preparation for birth and parenthood
- Demands and rewards of parenthood
- Child-rearing practices, guidance and parenting strategies
- Importance of parental communication regarding childrearing practices
- Parent-child communication
- Family conflict and conflict resolution
- Providing a safe environment for children
- Teaching life skills to children (self-sufficiency, decision-making)
- Problems of family violence, abuse, and neglect
- Varied parenting situations (single parenting, step-parenting, adoption)
- Sources of help for parents (family, neighborhood, community)
- Factors to consider in deciding if and when to become a parent
- Influences on parenting styles (ethnic, racial, social)

Category six: Family and Society

- Understanding and affecting laws and policies
- Transmitting values regarding education, justice and the law
- Protecting the civil rights of all people
- Family conflict and legal protection of family members
- The influence of religion on families
- Understanding and obtaining community support services
- Supportive networks (family, friends, religious institutions)
- Role of family in society
- Individual and family responsibility in the community
- Utilizing the educational system
- Family participation in the education of children
- Education throughout the life span
- Reciprocal influences of technology and families
- Economic fluctuations and their impact on families
- Interrelationship of families, work, and society
- Population issues and resource allocation

Category seven: Ethics

- Ethical principles as one kind of values
- Ethical values as guides to human social conduct
- Acting in accordance with personal beliefs with consideration for others
- Interrelationship of rights and responsibilities
- Personal autonomy and social responsibility
- Establishing an ethical philosophy of life
- Complexity and difficulty of ethical choices and decisions
- Ethical implications of social and technological changes
- Assisting in the formation of ethical concepts and behavior in others

Appendix B

Appendix B

Sample Codeform

Category Seven - Ethics

Key Concept Variable	College				
	A	B	C	D	E
1. Ethics as values					
2. Values as a guide in conduct					
3. Consideration of others					
4. Rights and responsibilities					
5. Autonomy and social responsibility					
6. Philosophy of life					
7. Difficulty of ethical choices					
8. Implications of social and technological change					
9. Formation of ethical concepts					
Total variables represented					
Percentage of variables represented					

Appendix C

Appendix C: Codebook for Research Question 1
Unit of Analysis: Undergraduate Catalogues of Selected Colleges

<u>Row</u>	<u>Variable</u>	<u>Value</u>
1	Human Development and Sexuality	Frequency of courses found
2	Interpersonal Relationships	Frequency of courses found
3	Family Interaction	Frequency of courses found
4	Family Resource Management	Frequency of courses found
5	Education About Parenthood	Frequency of courses found
6	Family and Society	Frequency of courses found
7	Ethics	Frequency of courses found

Appendix C: Codebook for Research Question 2
Unit of Analysis: Syllabi of Courses at Selected Colleges

Category one: Human Development and Sexuality

<u>Column</u>	<u>Variable</u>	<u>Value</u>
1	Dimensions of development: physical, cognitive, affective, moral, personality, social, and sexual	0= Variable not represented in syllabus 1= Variable is represented in syllabus
2	Patterns of development over the life span (conception to death)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Interaction among dimensions of development (e.g., social and sexual development)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Factors influencing individual differences in development	0= Variable not represented in syllabus 1= Variable is represented in syllabus
5	Promoting development in self and others	0= Variable not represented in syllabus 1= Variable is represented in syllabus
6	Myths and realities of adulthood and aging	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Dealing with disabilities	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Social and environmental conditions affecting growth and development	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Responsibility for personal and family health	0= Variable not represented in syllabus 1= Variable is represented in syllabus
10	Communicating about sexuality (personal values, beliefs, shared decision-making)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
11	Normality of sexual feelings	0= Variable not represented in syllabus

12	Human sexual response	1= Variable is represented in syllabus 0= Variable not represented in syllabus 1= Variable is represented in syllabus
13	Contraception, infertility, and genetics	0= Variable not represented in syllabus 1= Variable is represented in syllabus
14	Responsible sexual behavior (choices, consequences, shared decision-making)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
15	Prevention of sexual abuse	0= Variable not represented in syllabus 1= Variable is represented in syllabus
16	Varying societal beliefs about sexuality	0= Variable not represented in syllabus 1= Variable is represented in syllabus
17	Process development: role play, class project, class presentation	0= Variable not represented in syllabus 1= Variable is represented in syllabus

Category two: Interpersonal Relationships

<u>Column</u>	<u>Variable</u>	<u>Values</u>
1	Building self-esteem and self-confidence in self and others	0= Variable not represented in syllabus 1= Variable is represented in syllabus
2	Establishing personal autonomy	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Achieving constructive personal change	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Communicating effectively	0= Variable not represented in syllabus 1= Variable is represented in syllabus
5	Dealing with emotions	0= Variable not represented in syllabus 1= Variable is represented in syllabus

6	Dealing with crises	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Types of intimate relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Exercising initiative in relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Developing, maintaining, and ending relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
10	Understanding the effects of self-perception of relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
11	Varying influences on roles and relationships (ethnic, racial, social)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
12	Recognizing factors associated with quality relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
13	Taking responsibility and making commitments in relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
14	Evaluating choices and alternatives in relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
15	Changes in the marital relationship over time	0= Variable not represented in syllabus 1= Variable is represented in syllabus
16	Acting in accordance with personal beliefs with consideration for others' best interests	0= Variable not represented in syllabus 1= Variable is represented in syllabus
17	Creating and maintaining a family of one's own	0= Variable not represented in syllabus 1= Variable is represented in syllabus

18	Process development: role play, class projects, class presentations	0= Variable not represented in syllabus 1= Variable is represented in syllabus
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Category three: Family Interaction

<u>Column</u>	<u>Variable</u>	<u>Values</u>
1	Families as sources of protection, guidance, affection, and support	0= Variable not represented in syllabus 1= Variable is represented in syllabus
2	Families as possible sources of anger and violence	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Differences in families (membership, economic level, role performance, values)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Changing needs and expectations of all family members	0= Variable not represented in syllabus 1= Variable is represented in syllabus
5	Rights, responsibilities, and interdependence of family members	0= Variable not represented in syllabus 1= Variable is represented in syllabus
6	Family transitions (marriages, birth, divorce, remarriage, death)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Individual and family roles	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Individual development in the family	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Intimate relationships in the family	0= Variable not represented in syllabus 1= Variable is represented in syllabus
10	Effects of family on self-concepts of its members	0= Variable not represented in syllabus 1= Variable is represented in syllabus

11	Factors affecting marital and family relationships	0= Variable not represented in syllabus 1= Variable is represented in syllabus
12	Giving and receiving affection	0= Variable not represented in syllabus 1= Variable is represented in syllabus
13	Power and authority in the family	0= Variable not represented in syllabus 1= Variable is represented in syllabus
14	Family rules - overt and covert	0= Variable not represented in syllabus 1= Variable is represented in syllabus
15	Sources of stress and coping with stress	0= Variable not represented in syllabus 1= Variable is represented in syllabus
16	Intergenerational dynamics throughout the life span	0= Variable not represented in syllabus 1= Variable is represented in syllabus
17	Lifestyle choices	0= Variable not represented in syllabus 1= Variable is represented in syllabus
18	Family history, traditions, and celebrations	0= Variable not represented in syllabus 1= Variable is represented in syllabus
19	Varying influences on family interaction patterns (ethnic, racial, social)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
20	Process development: role plays, class projects, class presentations	0= Variable not represented in syllabus 1= Variable is represented in syllabus

Category four: Family Resource Management

<u>Column</u>	<u>Variable</u>	<u>Values</u>
1	Developing personal resources	0= Variable not represented in syllabus 1= Variable is represented in syllabus

2	Resource consumption and conservation - material and non-material	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Using resources to meet basic needs of family (food, clothing, shelter)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Expendability of human energy	0= Variable not represented in syllabus 1= Variable is represented in syllabus
5	Balancing family and work roles	0= Variable not represented in syllabus 1= Variable is represented in syllabus
6	Developing leisure interests	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Varying needs of family members for privacy and independence	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Financial planning	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Values as bases for choices	0= Variable not represented in syllabus 1= Variable is represented in syllabus
10	Establishing long and short-term goals	0= Variable not represented in syllabus 1= Variable is represented in syllabus
11	Differing views about uses of family resources	0= Variable not represented in syllabus 1= Variable is represented in syllabus
12	Development of personal resources through career choices	0= Variable not represented in syllabus 1= Variable is represented in syllabus
13	Influences on consumer decisions (personal values, costs, media, peers)	0= Variable not represented in syllabus 1= Variable is represented in syllabus

14	Retirement planning	0= Variable not represented in syllabus 1= Variable is represented in syllabus
15	Process development: role plays, class projects, class presentations	0= Variable not represented in syllabus 1= Variable is represented in syllabus

Category five: Education About Parenthood

<u>Column</u>	<u>Variable</u>	<u>Values</u>
1	Changing parental responsibilities as children become independent	0= Variable not represented in syllabus 1= Variable is represented in syllabus
2	Changing parent-child relationships over the life span	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Preparation for birth and parenthood	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Demands and rewards of parenthood	0= Variable not represented in syllabus 1= Variable is represented in syllabus
5	Child-rearing practices, guidance and parenting strategies	0= Variable not represented in syllabus 1= Variable is represented in syllabus
6	Importance of parental communication regarding childrearing practices	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Parent-child communication	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Family conflict and conflict resolution	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Providing a safe environment for children	0= Variable not represented in syllabus 1= Variable is represented in syllabus

10	Teaching life skills to children (self-sufficiency, decision-making)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
11	Problems of family violence, abuse, and neglect	0= Variable not represented in syllabus 1= Variable is represented in syllabus
12	Varied parenting situations (single parenting, step-parenting, adoption)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
13	Sources of help for parents (family, neighborhood, community)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
14	Factors to consider in deciding if and when to become a parent	0= Variable not represented in syllabus 1= Variable is represented in syllabus
15	Influences on parenting styles (ethnic, racial, social)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
16	Process development: role play, class projects, class presentations	0= Variable not represented in syllabus 1= Variable is represented in syllabus

Category six: Family and Society

<u>Column</u>	<u>Variable</u>	<u>Values</u>
1	Understanding and affecting laws and policies	0= Variable not represented in syllabus 1= Variable is represented in syllabus
2	Transmitting values regarding education, justice, and the law	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Protecting the civil rights of all people	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Family conflict and legal protection of family members	0= Variable not represented in syllabus 1= Variable is represented in syllabus

5	The influence of religion on families	0= Variable not represented in syllabus 1= Variable is represented in syllabus
6	Understanding and obtaining community support services	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Supportive networks (family, friends, religious institutions)	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Role of family in society	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Individual and family responsibility in the community	0= Variable not represented in syllabus 1= Variable is represented in syllabus
10	Utilizing the educational system	0= Variable not represented in syllabus 1= Variable is represented in syllabus
11	Family participation in the education of children	0= Variable not represented in syllabus 1= Variable is represented in syllabus
12	Education throughout the life span	0= Variable not represented in syllabus 1= Variable is represented in syllabus
13	Reciprocal influences of technology and families	0= Variable not represented in syllabus 1= Variable is represented in syllabus
14	Economic fluctuations and their impact on families	0= Variable not represented in syllabus 1= Variable is represented in syllabus
15	Interrelationship of families, work, and society	0= Variable not represented in syllabus 1= Variable is represented in syllabus
16	Population issues and resource allocation	0= Variable not represented in syllabus 1= Variable is represented in syllabus

- | | | |
|----|---|---|
| 17 | Process development: role
play, class projects, class
presentations | 0= Variable not represented in
syllabus
1= Variable is represented in
syllabus |
|----|---|---|

Category seven: Ethics

<u>Column</u>	<u>Variable</u>	<u>Values</u>
1	Ethical principles as one kind of values	0= Variable not represented in syllabus 1= Variable is represented in syllabus
2	Ethical values as guides to human social conduct	0= Variable not represented in syllabus 1= Variable is represented in syllabus
3	Acting in accordance with personal beliefs with consideration for others	0= Variable not represented in syllabus 1= Variable is represented in syllabus
4	Interrelationship of rights and responsibilities	0= Variable not represented in syllabus 1= Variable is represented in syllabus
5	Personal autonomy and social responsibility	0= Variable not represented in syllabus 1= Variable is represented in syllabus
6	Establishing an ethical philosophy of life	0= Variable not represented in syllabus 1= Variable is represented in syllabus
7	Complexity and difficulty of ethical choices and decisions	0= Variable not represented in syllabus 1= Variable is represented in syllabus
8	Ethical implications of social and technological changes	0= Variable not represented in syllabus 1= Variable is represented in syllabus
9	Assisting in the formation of ethical concepts and behavior in others	0= Variable not represented in syllabus 1= Variable is represented in syllabus
10	Process development: role play, class projects, class presentations	0= Variable not represented in syllabus 1= Variable is represented in syllabus

Appendix C: Codebook for Research Question 3
Unit of Analysis: Syllabi of Selected Courses

<u>Column</u>	<u>Variable</u>	<u>Value</u>
1	Human Development and Sexuality	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements
2	Interpersonal Relationships	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements
3	Family Interaction	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements
4	Family Resource Management	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements
5	Education About Parenthood	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements
6	Family and Society	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements
7	Ethics	Frequency of personal journals, role plays, class projects interviews, class presentations, or related elements

LIST OF REFERENCES

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