A grounded theory approach to sex and relationship education in British families: exploring the role of a multimedia program

Triece Turnbull, Anna van Wersch and Paul van Schaik

Abstract

A modified grounded theory approach was used to explore the potential facilitators and barriers associated with the communication of sexual issues, with the use of a Sex and Relationship Education (SRE) multimedia program, and to assess the impact of this program on the knowledge of sexual issues within families. The data gathered from semi-structured interviews allowed for a systematic and rigorous process to occur explaining the phenomena and for theory to be developed. Although this paper will highlight the findings from the research conducted it will also focus upon the important structures of collecting qualitative/quantitative research when using a modified grounded theory approach. This will be contextualised by firstly introducing the importance of the study, giving the aims and providing a rationale for exploring the communication of sexual issues within British families when using the chosen methodological approach. The paper will conclude by detailing the important role of parents when educating their children about sexual matters based on the findings from the research.

Introduction

Communication about sexual matters within families remains under-explored and under-theorised in the psychological literature. Given the interest in the sexual health of young people being a public health concern, it is important to assess the important role parents can have in educating their children about sexual matters. This is especially so as in the 21st century various research studies have demonstrated increasing concerns about the sexual risk-taking behaviour of adolescents in Britain (Aten, Siegel, Enhaaro, & Auinger, 2002; Blake, Simkin, Ledsky, Perkins, & Calabrese, 2001; Michels, Kropp, Eyre, & Halpern-Felsher, 2005; Royal College of Nursing Sexual Health Forum, 2005; Sales, Spitalnick, Milhausen, Wingood, DiClemente, et al, 2009; Tripp & Viner, 2005). Evidence suggesting that young people are becoming more sexually active and that consequently unintended pregnancies, abortions and sexually transmitted infection (STI) rates (in particular chlamydia and gonorrhoea) are rising (Centers for Disease Control and Prevention, 2000, 2001; Gomez & Santolaya, 2005; Robinson & Rogstad, 2002). To assist in the prevention of these behaviours it has been argued that more sex education is needed (DiCenso, Guyatt, Willan, & Griffith, 2002a; Ejidokun, McNulty, Liannane, &

In the United Kingdom (UK) the Department for Education and Employment (DfEE, 2000), which is now known as the Department of Children, Families and Schools (DCFS), is responsible for developing the most recent guidance and implementing current legislation for sex and relationship education (SRE) within primary and secondary schools (DiCenso, Guyatt, & Willan, 2002b). The SRE guidance indicates how schools in England should deliver effective sex-education programmes, and schools are now strongly encouraged to follow these recommendations (DfEE, 2000). According to the Office for Standards in Education (OfSTED, 2002) the SRE guidance is recognised and regarded as good practice in that it forms the basis for good-quality sex education. Although OfSTED has a comprehensive system of inspection and regulation that corresponds with the British government’s aim to provide better and more effective SRE to young people, they recommend that schools should take a unified approach to teaching SRE with the support of healthcare professionals and, more important, the involvement of parents.

The role of parents in education has been formalised by the DfEE (2000) for the following reasons: parents are seen as the most important people who are not just able to educate their children about issues relating to sex and relationships, but who complement and maintain the culture and ethos of the family. Parents support the emotional and physical aspects of their children’s health and assist in preparing their children for adult life. In order to complement these objectives, the DfEE aimed to strike a balance between schools and the values of each family by encompassing all aspects of sex education. They provided the following definition to this effect: “It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching” (DfEE, 2000).

Although schools are encouraged to involve parents in the SRE they deliver, previous research has suggested that some parents demur from discussing particular topics (e.g. sexuality) with their children (Dilorio, Hockenberry-Eaton, Maibach, Rivero, & Miller, 1996; Gabb, 2004; Jordan, Price & Fitzgerald, 2000; Kahlbaugh, Lefkowitz, Valdez, & Sigman, 1997; Kakavoulis, 2001; King & Lorusso, 1997; Lefkowitz,
Kahlbaugh, Au, & Sigman, 1998; Rosenthal & Feldman, 1999) especially fathers (Feldman & Rosenthal, 2000; Goldman and Bradley, 2004; Kirkman, Rosenthal & Feldman, 2003; Lefkowitz, Roma, Corona, Au & Sigman, 2000a; Lefkowitz, Sigman, & Au, 2000b; Lehr, Demi, Dilorio, & Facteau, 2005; Miller, Dilorio & Dudley, 2002). It has been suggested that parents feel unable to discuss these topics, such as sexuality, as they fear that they are not equipped with both the necessary skills and the knowledge to educate (Werner-Wilson & Fitzharris, 2001).

In the UK many myths, misconceptions and taboo subjects are associated with some sexual topics (Krafchick & Biringen, 2002). These have existed for generations and to a certain extent still exist today. For example, a survey commissioned by the DCSF in 2009 revealed that from 2,000 people aged 16 to 50, 11% thought that a women can not get pregnant when standing up; 19% of women were not aware they could get pregnant whilst on their period; 37% of people never talk about contraception; 27% revealed being too embarrassed to ask questions relating to sexual issues and 25% expressed how they wished that they could talk more openly about sex and relationships. This illustrates that the embarrassment and ignorance of British people is still apparent. This is especially so compared to other countries such a Germany, France and the Netherlands who are more liberal and whose citizens talk about sexual topics openly (Lewis & Knijn, 2001).

Although research indicates that children learn SRE topics by attending school and talking to their parents (mainly the mother), recent research (Masters, 2005; Strasburger, 2005) has shown that young people (both boys and girls) are increasingly using media sources to learn about sex and sexual matters. Consequently, these are often in the form of pornography-related websites and pornographic magazines (Rosen & Petty, 1995; Flowers-Coulson, Kushner, & Bankowski, 2000; Barak & Fisher, 2001). This steers away from providing good-quality sex education, which emphasises the importance of romantic relationships in which two people interact based on personal relations involving responsibility and commitment. Although some Internet sources do not instil the appropriate messages needed to educate adolescents about sexual matters, it is not surprising that young people are now using computers to educate themselves. An important reason is that computers play a large role in young people’s lives in relation to what and how they learn at school as well as the computer games they play in their leisure time (Cherney, 2008; Greenfield, 2009; Griffiths, 2004; Kinzie, 2008; van Schaik, Turnbull, van Wersch & Drummond, 2004). This opens up opportunities for sex education provided by means of computers.
In that case it will be useful that parents and educating adults feel comfortable and skilled enough to communicate sex and relationships with their children. Open communication in countries such as the Netherlands where sexual matters are discussed have revealed the benefits in low numbers of teenage pregnancies, abortions and STIs (Van Loon, 2003). Parent programmes have been found to improve open communication in families in other countries. For example, in the USA specific programs have been designed to educate parents about sexual topics so they can teach their own children (Klein, 2000; Santelli, Otta, & Lyon, 2006). These have shown to be successful in increasing parent-child communication about sexual matters (Santelli, Otta, & Lyon, 2006). If these were to be used in the UK, initiatives would need to be put in place to support parents, as they will be taught in an era which is different from how they were taught themselves (Santellces-Cuevas & Astroza, 2002; Sawyer, Marrese, Scicchitano, Lehman, & Bhuyan, 2003; Turnbull, van Wersch & van Schaik, 2008).

The current study

An exploratory research study was developed to enquire into how parents and their children discussed sexual matters within the family context and to assess the impact of a multimedia SRE program entitled: Sense, Sex and Relationship. The content of the multimedia program mirrored expectations described in the SRE guidance developed by the DfEE in 2000 based on the SRE that should be taught. The resource was accompanied by teacher and parent-manuals to (a) assist schools in delivering effective SRE when using the resource and (b) provide parents with up-to-date knowledge and useful suggestions on how to discuss sexual matters with their children. More information on the multimedia program can be found at www.sensecds.com. The aims of the research study were therefore to:

- identify the potential facilitators of and barriers to communication related to SRE within families;
- develop a communication model of SRE in families.

Method and procedures

A mixed-mode methodology was employed for the present study. Triangulation of data was achieved by combining both qualitative (semi-structured interview) and quantitative methods (sexual-knowledge questionnaire). The data collected from the sexual-knowledge questionnaire was used to assess both parents’ and children’s knowledge. The data collected regarding how families discussed sexual matters was derived from the
semi-structured interviews, which were analysed using a modified version of the grounded theory method.

Since grounded theory “*spearheaded into the qualitative revolution of Social Sciences*” (Weiss, 1995) different variations have emerged, challenging the original qualitative version of Glaser and Strauss (1967). Perhaps the most influential adaptation is from Strauss and Corbin (1990) who proposed a four-stage model of grounded theory, incorporating a rigorous and complex process of systematic coding. The choosing of this method allowed for the constant-comparative interweaving of data to generate theory. Furthermore, this particular version was employed as it ensured all aspects of the phenomenon of communication related to SRE within a family were encapsulated into the findings when developing, theory using both quantitative and qualitative research methods (Strauss & Corbin, 1990).

As a means of exploring how families discuss sexual matters, a series of open-ended questions were designed to elicit the views of parents and their children. These questions focused upon the SRE they had received and the factors concerning the potential facilitators of and barriers to communication about sexual matters within families. Initially families were interviewed before being asked to complete a pre-intervention sexual-knowledge questionnaire. Following this they were asked to explore the multimedia program as a family before completing a post-intervention sexual-knowledge questionnaire. The multimedia program was then left with families for a period of a week before they were asked to complete a follow-up sexual-knowledge questionnaire and asked questions on the usability, content and effectiveness of the program for improving conversations of sexual matters. Data were successfully analysed from pairs of families. After each analysis open-ended questions were added, if appropriate to further explore the phenomenon in subsequent interviews. In total, twenty families participated in the research before saturation had been reached and no new findings emerged. The findings from this research will now be discussed, giving an account of the model that represents the *phenomenon of communications related to sexual matters within families*.

**Results**

The grounded theory model presented in Figure 1 demonstrates the 18 components that were dimensionalised into the 6 categories. These five categories reflect the main aims of the study and were labelled as (a) sex education parents received, (b) SRE given to children, (c) facilitators for sexual communications within families, (d) the barriers of
SRE in families, (e) communication of SRE in families and (f) factors from outside the family that affected how families communicated sexual matters.

*Figure 1.*

The Phenomenon of Communication about Sexual Matters within Families.

The model in Figure 1 highlights the main categories and how they are linked to one another. The model shows that parents’ experience of their own SRE was that it was seen as a taboo subject. They were mostly dissatisfied and they felt the constraining impact of religion on the SRE given. Therefore, they desired better SRE for their own children. As a consequence, they aimed to provide better communication and SRE to their children.

Various facilitators of SRE in families of a formal and informal nature were identified. Informal facilitators were spontaneous and not planned. These included
respect and trust between parents and their children, seeing parents as a role model, children seeing their parents as knowledgeable, parents and their children spending time together, the occurrence of SRE topics in the media. Formal facilitators were deliberate and planned. In the current study, these include SRE given at school and the multimedia program. These facilitators were found to influence communication and education from parents to their children. Barriers to SRE in families included parents’ embarrassment when discussing sexual matters with their children, the invasion of privacy by parents asking personal questions of their children, parents’ authoritarian communication style and presence of younger siblings who were found to disrupt communication regarding sexual matters. These barriers were found to contribute to a lack of communication and education in families. When there was a lack of communication, children used other sources of information to educate themselves about sexual matters. These sources included friends, conversations that were overheard, and pornographic material.

A three-way Analysis of Variance (ANOVA) was employed to assess knowledge, and confidence in knowledge when using the multimedia program. It was found from the twenty mothers who participated in the research that the increase in mothers’ knowledge was significant from the pre-intervention to the post-intervention stage (mean difference = 2.14, \( p = 0.037 \)), and from the pre-intervention to the follow-up stage (mean difference = 2.86, \( p = 0.025 \)). The increase in confidence in own knowledge was also significant from the pre-intervention to the post-intervention stage (mean difference = 3.88, \( p = 0.03 \)), and from the pre-intervention to the follow-up stage (mean difference = 4.47, \( p = 0.01 \)).

Children’s knowledge and confidence in knowledge was also assessed with the additional variable of gender. From the 15 boys and 10 girls who participated in the research study it was found that there was a significant increase in knowledge from the pre-intervention and post-intervention stage (mean difference = 10.83, \( p = 0.03 \)), from the pre-intervention to the follow-up stage (mean difference = 15.78, \( p = 0.004 \)), and from the post-intervention to the follow-up stage (mean difference = 4.95, \( p = 0.005 \)). The increase in children’s confidence in their own knowledge was also significant for children from the pre-intervention to the follow-up stage (mean difference = 12.50, \( p < 0.001 \)), from the pre-intervention to the follow-up stage (mean difference = 17.86, \( p < 0.001 \)) and from the follow-up to the post-intervention stage (mean difference = 15.78, \( p < 0.014 \)). However, gender was not found to have a significant effect on the knowledge and confidence in knowledge of children. These findings suggest that the multimedia program
was beneficial, if not a facilitator, for providing good-quality sex education within families. When assessing parents it was not viable to conduct any form of analysis on the findings from fathers as too few participated, even though the descriptive statistics showed an increase in knowledge and confidence in knowledge at the different stages of data collection.

**Discussion and conclusions**

One of the most important findings reported in this thesis is that the multimedia program was associated with an increase in the discussion of SRE topics within families. This was even so in families who had previously discussed sexual matters, as the contents of the multimedia program generated further conversations, adding to SRE topics that had already been discussed. This finding emphasises that parents can and do discuss sexual matters openly with their children and vice versa. However, these conversations were more likely to occur if (a) if parents shared hobbies and interests with their children such as, playing sports and watching television and (b) if children perceived their parents to have the knowledge about SRE topics to teach them. However, the multimedia program had dual benefits in that it did not only contribute towards family discussions, but it educated parents and their children about SRE topics. It was found that over the three different phases when knowledge was measured the sexual knowledge of parents and their children increased. Although the multimedia program was shown to be a beneficial resource when educating family members, negative influences within families were found to affect sexual communication.

The SRE communication model was developed to illustrate the positive and negative aspects that can affect conversations about SRE topics within families. Although aspects of this model have already been discussed, a description is here provided to incorporate literature to support the findings, whilst also highlighting the contribution of this research in relation to developing a communication model about sexual matters within families.

The communication model about sexual matters shows that parents who talk to their children from a young age can allow for a closer and more trusting relationship to develop between them and their children. In addition, a close and trusting relationship allows for parents to influence their children’s attitudes by forming beliefs and values concerning personal identity, relationships and intimacy (Novilla et al. 2006). This supports previous research which emphasises the valuable role that parents can have in helping their children develop, grow and remain healthy (QCA, 2000; Novilla et al. 2006;
However, the findings that parents talk to their children about sexual matters confirms that parents can be the main sex educators regarding their children (Goldman & Bradley, 2004; Krafchick & Biringen, 2002). Although this research supports previous literature to suggest that mothers are the main parent who discuss sexual matters with their children (Feldman & Rosenthal, 2000; Heisler, 2005; Lefkowitz et al. 2003; Lefkowitz et al. 2002; Lefkowitz et al. 2000; Lefkowitz, Sigman & Au, 2000; Miller, Dilorio & Dudley, 2002), there were different reasons for these conversations occurring.

The present study found that mothers were the main care-givers who were responsible for supervising their children at mealtimes and after school. This was either because fathers were working or separated from the family. Although conversations about sexuality between mothers and their children were increased when mothers are the main care-giver (Kirkman, Rosenthal & Feldman, 2001) and when they provide more supervision to their children when fathers were working (DeVore & Ginsberg, 2005), the present research contradicts previous findings in the literature to suggest fewer parent-child conversations occur in single-parent families (Whitbeck, Simons & Kao, 1994). However, it was found that in some families where there were two parents, discussions did occur. This type of good-quality parenting has been reported to be effective because it allows parents to facilitate what their children learn at the different stages of their lives where they are able to provide their children with the knowledge and skills to meet their full potential on the transition to adulthood (Berger, 1987; Bradley & Matsukis, 2000; Fine & Lee, 2001). However, it was found that dialogues between same-sex parents and children can be enhanced when they share an activity or when spending time together. This has been supported in previous literature, in the sense of the importance of offering a secure environment for sexual matters to be discussed (Jewell, Tacchi & Donavan, 2000; McCulloch, 2000). The study found that authoritarian parents did not have this type of relationship with their children. The majority of interactions between parents and their children allowed for friendships to develop, which were based on intimacy, trust, mutual understanding and concern for each other (Hartup, 1996). The present research supported these findings especially between mothers and daughters, and fathers and sons. Other findings which were supported were that mothers talk to their daughters more than their sons (Dilorio, Kelley & Hockenberry-Eaton, 1999; Halstead & Waite, 2002; King & Lorusso, 1997; Parera & Joan-Carles, 2004; Pluhar & Kuriloff, 2004) and that fathers talk to their sons more than with their daughters (Cardwell, Wright, Zimmerman, Walsemann,
Williams et al, 2004; Dilorio, McCarty & Denzmore, 2006; Halstead & Waite, 2002; Lehr, Demi, Dilorio & Facteau, 2005).

Religion affected how some families discussed sexual matters. This was mainly in parents who did not have the knowledge and were consequently embarrassed to discuss sexual matters with their children based on how they were taught when they were younger. This finding supports previous research to suggest that embarrassment can be a factor when not talking openly (Burgess, Dziegielewski, Evan-Greens, 2005; Dilorio, Hockenberry-Etaon, Maibach, Rivero et al. 1996; Feldman & Rosenthal, 2000; Kahlbaugh, Lefkowitz, Au & Sigman, 1997; King & Lorusso, 1997; Lefkowitz, Kahlbaugh, Au & Sigman, 1998; Rosenthal & Feldman, 1999; Jordan, Price & Fitzgerald, 2000; Kakavoulis, 2001; Walker, 2001). It also reinforces the findings that abstinence-only education is ineffective and discriminatory because it does not provide people with the essential sex education needed for developmental aspects of life (Santelli et al. 2006). However, since religion has been found to be on the decline in the younger generation (ONS, 2004), parents claimed that it was more important that their children were given the correct information regardless of religion. Hence, the influence of religion appears to be weaker than when parents were younger. However, some parents would still send their children to Catholic schools because of the belief that their norms and values would be reinforced.

Parents reported to be dissatisfied with their own sex education when they were younger. However, they were determined to change how their children were taught about SRE topics by talking to them about sexual issues. A variety of factors contributed towards communication about sexual matters, the main one being the media.

It is widely acknowledged that people learn from the media, this research in particular found that both boys and girls learnt about sexual matters through watching television. In addition, girls would learn about sexual matters through reading magazines, and boys would mainly learn by using computers, via accessing the Internet. However, the question remains what children are learning from these sources, especially considering previous literature that suggests magazines promote sexual images that shape young people’s attitudes (Baker, 2005; Boynton, 2003; Chow, 2004; Gysels, Pool & Nyanzi, 2005; Kaplan & Cole, 2003; Kim & Ward, 2004; Welles, 2005) and that the Internet shows sexually explicit material (Haggstrom-Nordin, Sandberg & Hanson, 2005).
Although the Internet has been found to be engulfed with pornographic material and seductive images (Richardson, 2009), computers have been shown to be purposeful in educating young people about sexual matters (Alemi, Cherry & Meffert, 1989; Bay-Cheng, 2001; Fong, Zanna & Elton-Marshall, 2006; Gilbert, Temby & Rogers, 2005; Goold et al. 2006; Gray, Klein, Noyce, Sesselberg & Cantrill, 2005; Keller & La Belle, 2005; Paperny & Starn, 1989; Starn & Paperny, 1990; Yom & Lee, 2005). In the present investigation a multimedia program was used which, unlike the Internet, provides children with sexual facts and sexual information needed to make informed choices over their sexual relationships and sexual behaviour. The multimedia program was found to enhance and influence SRE conversations between parents and their children, but it also showed to increase knowledge.

Older siblings were identified to influence young people’s sexual behaviour based on their increased knowledge and experience. This finding supports the results of previous research (Kim, McHale, Crouter & Osgood, 2007; McHale, Whiteman, Kim & Crouter, 2007; Shortt, Capaldi, Dishion, Bank & Owen, 2003; Tucker, McHale & Crouter, 2008). This is especially so regarding what younger siblings learn from older brothers and sisters who have a close friendship (Kramer & Kowal, 2005). However, in this study it was reported that younger siblings could be a distraction. In order to overcome these problems, parents and children claimed to find an appropriate time at a later date when they could be alone. Although this was found to be the case in a few families, it emphasises how adaptive family members can be when helping and supporting each other. However, it has implications in that communication is still affected and has consequences for resuming conversations.

The findings from this study show that developments have occurred over the decades regarding how families communicate regarding sexual matters. However, according to some parents, a multimedia program would not affect how they discussed these. Although this was found in only a few families, this claim contradicts the actual demonstrated effects of the multimedia program on what they learnt, especially as knowledge and confidence of parents and children increased by participating.

Although this investigation has raised important issues that are related to SRE in British families, limitations exist relating to the findings. A first limitation relates to the use of different research methods within the research. Both qualitative and quantitative research methods were employed, providing a triangulation method to collect the data. Triangulation occurred by using the qualitative method of grounded theory to conduct in-
depth interviews, in addition to other methods. This allowed for a model to be developed to illustrate the barriers to and facilitators of communication about sexual matters within families whilst using an SRE multimedia program. The quantitative aspect of this research then used questionnaires to assess increase in knowledge when using the multimedia program and the effectiveness of communicating in removing barriers for SRE communication within families. Although the triangulation method has been supported for strengthening and complementing research findings because it serves the purpose of confirmation (Denzin, 1970; Guba, 1981; Lincoln and Guba, 1985; Schwandt & Halpern (1988) and completeness (Jick, 1983) of data, it has been criticised by other social researchers. This is mainly because it does not reduce bias and improve validity (Fielding & Fielding, 1986), nor does it imply there is only one true social reality (Silverman, 1985; Guba & Lincoln, 1989). It has therefore been suggested that researchers need to select one appropriate method to measure and describe data (Guba & Lincoln, 1989) and avoid using opposing epistemological and ontological assumptions to explain theories and methods (Blaikie, 1991). Although there are criticisms associated with most, if not all, research designs, the triangulation method used in the present investigation was beneficial. This was particularly so in that it provided an innovative way to understanding the phenomena of communications about sexual matters within families, and revealed unique findings in the under-researched field of SRE in British families, especially in relation to how they communicate sexual matters.

A further limitation of the present study relates to how its findings can be extended to the wider population. This is firstly due to the research being conducted and confined to a small area of the northeast of England. Secondly, the qualitative data of the research were not subject to statistical analysis and therefore conclusions qualified with a particular level of probability are not possible as with quantitative analyses. However, due to employing a triangulation method to describe the quantitative and qualitative analyses this has provided a multidimensional perspective of the phenomenon of how sexual matters are discussed within families, which is ladened with rich data that can be interpreted with a degree of confidence.

**Future research**

Future research may consider investigating communication in relation to discussion in families concerning sexual matters that incorporate some type of outcome measures that can be generalised. For example, there are many definitions of communication, but there is still much discussion as to what actually constitutes
communication when understanding the process by which people interact and assign meaning (Littlejohn and Foss, 2008). This is exemplified by the work of the Greek philosophers Socrates, Plato and Aristotle who were the first to address language and communication several hundreds of years ago. However, because communication has deep roots associated with human behaviour and structures within society, disciplines such as psychology, sociology and philosophy need to be considered to arrive at a paradigm that can explain the true nature of communication from one overall perspective. This could be achieved by developing a communication framework that is embedded in theory by using ontological and epistemological approaches. Organising and developing theory in this way would incorporate the true nature of reality from a realist, normanalist and social viewpoint, whereby phenomena can be studied to systematically examine causal relationships. Although social psychologists such as Robert Bales (1950, p.33) have made attempts to develop a communication model that considers small-group decisions, more recent researchers have given consideration to how individuals in groups propose solutions to problems (Scheidel & Crowell, 1964; Hoffman, 1979). This is in line with other research that has looked at the inclusion of augmentation theory in group decisions (Hirokawa, 1985; Meyers & Brashers, 1998), the autokinetic effect and conformity in relation to social influence within groups (Sherif, 1935; Sherif & Sherif, 1956), group polarisation and social comparison theory in group decisions (Wallach, Kegan & Bem, 1962; Baron, Dion, Baron & Miller, 1962), and persuasive arguments theory in group decisions (Vinokur & Burnstein, 1974; Strasser & Titus, 1985). This variety of research mainly demonstrates the ambiguity of trying to develop a communication model that can explain how people interact and how people assign meaning across a range of situations and contexts. Previous research is also mainly concerned with group decisions, which exclude family dynamics in communication, therefore reinforcing the need to develop a communication model that is informed by relevant disciplines and situations that can explain all phenomena.

References


