

Theories of Aging and Late Adulthood With Film Analysis Method From Virginia Satir's Framework: On Golden Pond

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Abstract

Virginia Satir is one of the leading theorists in the field of family counseling and therapy. In the literature, concepts such as family balance, family communication types, family self-regard are some essential aspects of Virginia Satir's family counseling theory, which is one of the most influential theories that enable applications on the family cases and its dynamics; these concepts are also functional in many areas and bring a different perspective to look at older ages and late adulthood. The aim of this study is to examine the theories of developmental psychology and social psychology in adulthood and later adulthood, together with the basic concepts of Virginia Satir's family therapy. In this respect, the examination of later adulthood will be carried out with the film analysis method by examining the "On Golden Pond" movie.

Keywords: Family, Satir's family therapy, adulthood, later adulthood, film analysis.

Key Practitioners Message

- Late adulthood is a period in which both the individual and society experience mutual separation. Retirement can be considered as a typical example of social rupture in the theory of withdrawal, given the social roles and general behavior patterns.
- The most critical factors of Satir Theory, such as freedom, equality, and individuality, can be used in later adulthood studies.
- The film analysis method can be used in the interpretation of late adulthood and other different developmental ages.

Introduction

There is continuous development throughout human life (Durak, 2019). One experiences this development in many aspects, such as physical, mental, emotional, sexual, and social developments. Physical development processes can be described as infancy, childhood, adolescence, adulthood, and later adulthood. In various developmental periods, there are differences in emotions, thoughts, behaviors, and abilities (Thompson, 1976). As a relative concept, later adulthood is the last stage of human life. Later adulthood is a decrease in the individu-

al's ability to adapt to the changing environment and the potential of the organism to balance the internal and external factors, depending on the time factor. As it is the case in all age groups, people in later adulthood have their own behavioral patterns and psychological structure (Emiroglu, 1995). To this date, many theories and approaches have been proposed in the literature in order to make sense of the psychological structure of people in later adulthood. In the following sections of this study, some of these theories will be discussed in detail.

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Movies can strongly influence many people. The combined effect of images, music, dialogue, sound, and effects in films addresses deep emotions and thoughts. Movies often contain psychological elements in order to describe and influence people accurately. Because of this feature, movies are seen as important sources in which the theories and concepts in the field of psychology are concretized and offer the opportunity to understand and observe human psychology. When the literature is examined, film analysis studies are found according to various theories (Dermer & Hutchings, 2000). The method of film analysis, which is based on the examination of the relationship between specific theories and concepts in the literature of a particular field together with certain scenes of the film, has become a more relevant method of examination in the literature lately.

This is a descriptive study of "On Golden Pond" movie by screenwriter Ernest Thompson and directed by Mark Rydell, which was analyzed in conjunction with the advanced theories of adulthood and adulthood in the literature, particularly by the approach of Virginia Satir. In this context, the theories to be mentioned in the study are given below;

Family Therapy Theory of Virginia Satir

Influenced by the family system approach, in her approach, Virginia Satir evaluates family as a system consisted of parents, siblings, and other family members (Bitter, 1988; Cheung & Chan, 2002). However, in discordance with the system approach, Satir emphasized the role of the members in the system. For example, she focuses on the role of parents as family leaders in the family system on the inclusion of newcomers (Bitter, 1988).

Self-Regard in Family

The value or worth of self is one of the main pillars of Satir's family therapy theory (Satir, 1964). According to Satir, self-regard is the degree of personal value that one assigns to himself/herself, independent of others' views (Satir & Baldwin,

1983). A person whose self-regard is not sufficient tends to select the person as a spouse whose self-regard is low while he or she does not realize it. In this sense, low self-regard can be said to be contagious. Therefore, it is crucial to increase the self-regard of each individual in society. In this context, children with self-regard are the outputs of a low self-regard system formed by two people. In other words, if there is no intervention, the low self-regard is transmitted from parents to children. Satir states that (1964). the mother and father make excessive demands from their children in order to establish their own self-values, and that the child often falls into a dilemma in response to these demands; and together with this, the child needs approval from his/her mother or father (Senol-Durak & Fisiloglu, 2007). In this sense, other individuals in a family system that will be established by someone with low self-regard will inevitably have low self-regard.

Family Communication

One of the crucial concepts for balance in the family system is verbal and non-verbal communication. Verbal and non-verbal messages are compatible with each other in proper communication. After defining the correct communication, Satir has collected invalid communication types into four categories. These are accusatory, pleading-calming, calculated, and over-logical and irrelevant scattered types (Lee, 2002; Satir et al., 1991). Using unhealthy communication methods is an indicator of low self-regard and can be considered as an effort to cover fragility. Making unhealthy communication correct and healthy is one of the main objectives of the theory. To this end, Satir uses the terms "conformity" or "consistency". A person who is appropriate and consistent has high self-regard, has nothing to hide, and is therefore open and honest in all types of communications (Satir & Baldwin, 1983).

Family Homeostasis

The concept of family homeostasis is especially important in families going through change. Family members, whether open or closed, ensure or try to maintain the balance that already exists. When

the homeostasis is broken with the change, it is possible to reconstruct the homeostasis by studying the patterns, rules, and communication styles within the family (Innes, 2002). According to Satir (1964), when an individual changes in the system, the whole family changes (Senol-Durak & Fisiloglu, 2007). Therefore, it is possible to start with an individual in the system in order to initiate the change in the positive direction in the family.

Emotional Experiences Within the Family

Virginia Satir paid attention not only to relationships or the concept of family homeostasis but also to the concept of emotional experiences within the family. Satir emphasized the emotional deficiencies within the family, and stated that these families were staying together and described as a family just out of habit; families that adults and their children did not enjoy being together and that children can not learn self-regard (Senol-Durak & Fisiloglu, 2007, pp.20).

Focused Person Within the Family

Virginia Satir (1964). did not describe the family member with symptoms as “patient” or “different from the others”, but as the person within the family whom the problem was focused, as in the System Approach. This person is the one who is the most affected by adverse family events. Because this person is hugely protected within the family or seen as the cause of these, experts can quickly identify this member of the family (Senol-Durak & Fisiloglu, 2007, pp. 20).

Family Functionality

In Satir’s definition of a functional family, which is influenced by family system theories, communication is correct, and the rules are functional (Satir & Baldwin, 1983). Families with relationships of a functional type pay attention to the problem by making real evaluations and can propose different solutions. In non-functional families, the self-regard of family members is insufficient, and there is distrust towards the other side (Satir, 1964). Satir mentions that as in the System Approach, the functionality of the families consists of two sub-ca-

tegories, open and closed. The main difference between open and closed systems can be seen in the reactions of family members through changes and developments both inside and outside. The open family type has commitment, sensitivity, and open communication. In such families, the positive development of family members is pursued, and change is regarded as a desirable aspect by the family members. In closed type families, communication is incorrect, and individuals’ self-regard is low. When faced with problems and stress, they can not implement appropriate coping strategies. Although the rules are strict, the relationships of family members are not friendly (Satir, 2001).

Social Psychological Theories on Later Adulthood

Activity Theory: Activity theory is stated that it is necessary to be active in order to obtain subjective pleasure in later adulthood. According to the aforementioned theory, his/her former lifestyle, socioeconomic status, and state of health determine the activity status of older adulthood (Kalinkara, 2016). “The person, older adulthood, wants to continue the middle age activities for as long as possible and replaces the ones s(he) is forced to give up” (Onur, 1991). “This theory tries to explain how individuals adapt and cope with the changes that occur in their social lives as they get older” (Morgan & Kunken, 1998, cited in Baran, 2004). According to the activity theory, individuals in later adulthood should give the impression of being vigorous, active, and young by extending their middle age activities to prevent them from being excluded by society. According to this system of thinking, individuals should replace the middle-age activities and behaviors they need to give up with pleasant ones that are appropriate for their ages.

Social Withdrawal Theory: According to the theory of Social Withdrawal, later adulthood experiences physical, psychological, and social detachments. They physically slow down their activities; their energy consumption and struggles are reduced. Psychologically, their relationship with their environment weakens, and they turn to their inner

world. Socially, changes and ruptures are experienced both in the individual's approach to the society and the society's approach to the individual, and the mutual interaction weakens (Isik, 2002). "According to this theory, later adulthood is a period in which both the individual and the society experience mutual separation" (Baran, 2004). "According to this view, a person who is adapted to old age is accepted as an individual who accepts the fact that their social and psychological ties are diminished easily and adapts without reacting to social and personal changes" (Kalinkara, 2016).

Role Theory: "Age norms are the assumption of the capacity and limitations of what an individual can or should do about age" (Akçay, 2011). For example, a widow in later adulthood having an affair with a man who is at least five or ten years younger than herself is not tolerated and criticized by her family members and social community. A social role is one of the basic elements determining the behavior of the individual. "Individuals play various roles in their lives, such as students, parents, sons, spouses, employees, or grandparents. These roles define a person as a social individual and form the basis of his/her self-esteem" (Akçay, 2011).

Symbolic Interactionism Theory: The symbolic interactionist theory acts as the link between activity and social withdrawal theories. It focuses on the interaction of the environment and the person that affects aging (Hooyman & Kiyak, 1991). Symbolic interactionism is a theory that focuses on the interdependence between individuals and society. The ordinary meaning of symbols exists as a result of individuals living together and awareness of each other. This facilitates communication and the development of interpersonal empathy. Thus, it is explained that symbolic meanings are formed by interacting with the social environment and other individuals (Baran, 2004).

Social Exchange Theory: This theory directly links modernization with the status of individuals in later adulthood. It claims that the social status of individuals in later adulthood decreases as they become modern (Hooyman & Kiyak, 1991). According to the aforementioned theory, people establish

social relations in order to obtain some awards. These are love, trust, economic welfare, social status, etc. "In the process of obtaining awards, certain costs are paid (negative experiences, fatigue, effort, spending time, etc.). or they have to give up their positive experiences for the sake of rewarding activity" (Hooyman & Kiyak, 1991).

Theories of Developmental Psychology

Psychosocial Development Theory (Erikson)

Erikson (1968). states that each individual faces a series of crises and milestones throughout his/her life, in which vulnerability increases and his/her potential increases. According to him, when solved correctly, these crises contribute to personality development and psychosocial maturity. Each crisis or stage is based on previous crises or stages that shape the development of the individual and form his or her personality. Erikson explained that individuals complete their psychosocial development in 8 different periods. The main emphasis of these developmental periods is whether one of the two characteristics, one of which is positive and the other negative, is acquired by the individual in each period. These periods are built on each other, starting from the first period of "insecurity against basic trust" and affect the characteristics of the individual throughout his/her life.

Despair Against Self Integrity: This is the eighth and the last stage of Erikson's theory. In the context of this study, it is the most crucial part of this theory and must be mentioned. Self-integrity is the acceptance of whole life as it is with its positive and negative aspects, and not to be met with fear or anxiety of the future. One is not afraid of the future, which will be terminated with death. The person who lacks a sense of self-integrity is afraid of death throughout his life. (S)he has a desperate desire to live forever. If the earlier stages mentioned in theory were healthy and crises have been overcome, the individual sees old age and death as a natural part of life and is at peace.

Flow Theory of Human Life (Buhler)

Another theory explaining adult development was proposed by Buhler (1957). Although it is a biologically based theory, the views on adult development and transition to adulthood are not content-rich. By assessing the differences, behaviors, attitudes, and achievements in the life cycle, the theory determines five life periods regarding the biological life flows of individuals (Buhler 1957). In the third period of growth determination, which is between the ages of 25 and 45, individuals revise their goals and acquire new objectives. According to Buhler's theory, individuals grow biologically, experience a period of stagnation in growth, and then begin to experience losses in development. Although Buhler's theory is biologically based, it has been observed that, from his views on the determination period of growth in the age range of 22-45 years, the emphasis on preparing for life by adopting new aims is the characteristics of the transition period to adulthood.

Life Cycle Theory (Kuhlen)

Buhler and his team proposed five life cycles corresponding to five biological periods, as mentioned above. Buhler's view emphasizes the causality between biological processes such as gaining stability and landing in growth and psychosocial processes such as expansion, promotion, and contraction in activities and achievements. Often the biological curve is further than the psychosocial curve. Kuhlen changed this theory of growth, ascent, and contraction. According to Kuhlen, the motives of growth and expansion (power, success, creativity, and self-realization, etc.) are dominant in the first half of an individual's life. These can vary throughout an individual's life because they are relatively saturated, and the individual has come to a new social status. Therefore, the human life cycle can be seen as an 'expansion and contraction curve. According to Kuhlen's model of explanation, anxiety, and threat can be a more important source of motivation in the second half of life. Kuhlen states that, with advancing age, individuals are less happy, they have a more negative perception towards themselves and lose the-

ir self-regard. This model of adult development argues that the life cycle can be seen in two general trends: growth, expansion, and contraction (Onur, 2004).

Stages of Life (Jung)

According to Jung, personality develops differently in the first and second periods of life.

First period (between youth and 35-40 years): The individual opens up to the outside world, interacts with the outside world, and strives for social rewards. In this way, sexual identity develops. Young individuals can be healthy by turning to the outside world rather than their inner world.

Second period (the 40s and later): The importance of ambitions and goals for the individual decreases and the individual feels stagnant and fatigue. Looking at the past is risky in this period. The individuals should focus on the future and achieve goals for themselves. In order to get rid of the unrest, one should turn to his/her self, focus on the meaning of life, and listen to the unconscious to reveal his/her real dreams.

Findings

"On Golden Pond" (Rydell, 1981). movie, which's plot in the simplest form can be summarized as a turbulent family life, Norman, one of the main characters who is grumpy and stubborn, doesn't like visibly changes and gives great importance to his own rules and imposes them on his daughter, Chelsea who is as stubborn as her father and lived out of the family and away for years because of her persistence. Scenes that might correspond to Virginia Satir's stated concepts are identified and analyzed from the perspectives of adulthood, and then adulthood theories will be briefly evaluated through these scenes.

Self-Regard in the Family

Below, there are evaluations of the effect of schemas on the formation of self-regard in the movie. The individuals who are influential in the process of self-regard that the spouses interacting build the self-value based on each other.

Minutes 25-50: Norman talks to Ethel and says, "I'm back to you. To feel that I am safe and still that I was", and in the following sections, Ethel says to Norman that "You are my white horsed prince", indicates the self-regard which spouses founded in interacting mutually. It also shows the low self-confidence system that one needs for the other to be oneself.

Minutes 45-50: Bill tells Chelsea that she and her son constantly talked about how smart Norman is, shows Norman's importance for self-regard in terms of establishing it. However, the fact that Norman did not receive his approval caused his rejection, as Satir predicted. Of the types of miscommunication, "pleading-calming" types often seek to get approval from others. They may engage in an intense effort to please others.

Considering the symbolic interaction theory of life of individuals being aware of each other, the self-regard of interdependence can be considered to affect the definition of this concept.

Chelsea's lack of support from his father Norman for his self-regard and identity can be considered as a negative factor in Erikson's fifth phase of identity complexity crisis. In this context, the self-regard needed to establish Chelsea's identity can not be achieved, and the crisis may not be overcome.

Emotional Experiences Within the Family

In the movie, some crucial scenes that can be examples of emotional experiences in the family have been identified. For example;

Minutes 27-29: The "hugging scene" following Norman's desperation about his future and boredom is an excellent example of the emotional experiences within the family. Cuddling behavior emerges as a habit and may cover the problems. Another feature of unhealthy family systems is that their problem-solving skills are weak, and they have developed emotional coping methods in general.

First Half of the Movie: The lack of emotional experiences between Norman and Chelsea in the first half of the movie and the absence of positive

emotional exchanges indicate the difficulty of forming emotional experiences in the family.

Minutes 1-35: In Chelsea and Ethel's conversation scene, Ethel says "your father loves you", but Chelsea swears after saying "he can't love anybody" and then Ethel slaps Chelsea, can be considered as one of the typical characteristics of an unhealthy family structure in Satir's theory; with the sharing of the negative feelings between parent and child. According to Satir, such symptoms demonstrate non-functional rules. Individuals can use primitive survival methods such as aggression when faced with intense stress.

In the vast majority of the movie, Norman and his daughter Chelsea's vicious or cynical emotion sharing implies that Erikson's sixth phase of psychosocial development theory, the crisis of isolation against proximity, could not be overcome by Norman and that he established superficial relationships in this direction. The decrease in the psychological connections of Norman with his environment leads problems in his emotional experiences in terms of social withdrawal theory.

Family Communication

As it is mentioned below, in the movie, there are many examples of basic communication types described in Satir's family theory.

Minute 04:20. Norman says to Ethel, "I don't hear anything at all", at 22:25, he says, "Detroit lost the game" in a way that disrupts the flow is an example of an irrelevant/ disorganized type of communication in Satir's theory.

Minute 12:50. Norman says to Ethel, along with a hard hand gesture, "what are you doing?" is an example of accusatory communication.

Minute 16:40. Norman says, "these are strawberries, and they grow in soil" can be interpreted as an extremely logical type of communication.

Minute 17:30. After an aggressive response to massage, Ethel's phrase "with pleasure" is an example of a soothing type of communication.

According to the theory of symbolic interactionism, Norman's weak connection with Ethel su-

ggests that Norman does not understand Ethel, and Ethel's discreet and satirical approach to Norman shows that Ethel understands the existence of common symbols and coexistence.

Likewise, when Erikson's psychosocial development theory is taken into consideration, it is thought that Norman did not overcome the isolation crisis positively and acted in isolation when communication and relations were concerned.

Family Functionality

It is thought that in the context of the following scenes, family functionality, which is one of the essential concepts of Virginia Satir's family therapy theory can be illustrated. In the movie, closed, unhealthy, and dysfunctional family type examples are especially encountered. These scenes are:

Minutes 45-50: The closed family structure in Satir's theory can be observed while Chelsea only talks and asks Ethel about Billy's stay with Ethel and Norman and tells Ethel to ask it to Norman. In Satir's theory, a closed family structure is known as having hidden, indirect, and weak communication.

Last Half of the Movie: Towards the end of the movie, Chelsea's unannounced marriage to her family in Brussels points to the existing secrecy and the failure of her family to sit down and talk about ways to solve the situation. It also demonstrates the trouble with family functionality.

When the social withdrawal theory is taken into consideration, it is a predictor that the family's functionality will adversely affect the perception that the psychological ties of the individuals who adapt to without changing and reacting to the problems are reduced, instead of discussing and solving the existing problems in the family context, the functionality of the family will adversely affect.

Family Homeostasis

As Virginia Satir states, the most important basic concept for the continuity of family dynamics is homeostasis. Below are scenes from the movie that will help us better understand the family homeostasis. For example:

1- Norman and Ethel's stable life patterns changed fundamentally with Norman's retirement, and the family homeostasis had an impact when their daughter, her boyfriend, and their son entered their life years after.

2- Billy's staying with Norman and Ethel alone for a long time necessitated a redefinition of the family homeostasis as it is in Satir's theory. In terms of activity theory, Ethel and Norman successfully tolerated the events affecting the existing homeostasis and adapted to the new situation.

Focused Person Within the Family

The focused person within the family on the problem can be easily determined by Satir's theory since it is far from family life and is easily affected by adverse events and has a fragile or problematic structure. In this context, the following findings give us data regarding who this person is.

In the context of the movie, given the little talk about being away from her family and her harmful emotional sharing with her father Norman, Chelsea resembles the profile of the person in which the problem is focused.

Minutes 40-45: Bill says to his son Billy, "if you do not change your behavior, I will send you to your mother" It is thought that during the "other" family life, (pre-divorce period). this person is Billy.

The movie's interpretation of Chelsea as the focus of the problem evokes that Chelsea is experiencing Erikson's role-confusion crisis against identity. The fact that spouse selection is at this stage supports the interpretation, and it is noteworthy that Chelsea could not get the support she wanted from Norman for her identity and roles.

Acceptance

We can state that the primary source of satisfaction and happiness in both family and individual lives, is the acceptance of adverse events and negative situations in life, and the rejection of events that can be called negative in life is the rejection of the essence and essential part of life. The dissatisfaction with this type of life can be found in the scene of the movie below.

Minute 57: The fact that Chelsea was always disturbed by the past and expressed this around 57 minutes brought to mind the fact that she could not accept all this.

She was constantly disturbed by her past, suggesting that role complexity against identity and the fundamental crisis of phase 5 of Erikson's theory of psychosocial development did not proceed in a healthy way. In individuals who can not solve this stage crisis, dissatisfaction with roles and personal identities as well as suspicion against identity are expected to occur.

Maturation

Maturation is one of the important concepts of Virginia Satir, and scenes which can be an excellent example of it are given below.

Minutes 96-97: The fact that Chelsea says "We should talk" to Norman, and that she makes a positive request regarding their relationship and problems, shows the fact that Chelsea has matured over time, as well as a positive contribution to the family functionality.

Again in the context of the movie, it is appropriate to consider maturation as Billy's becoming a person who can communicate more strongly and attach importance to the feelings and thoughts of the others, in contrast to his former hard and unrelated attitude.

Chelsea's positive approach towards Norman brings to mind the theory of social exchange. According to this theory, people form relationships in order to get some prizes, where Chelsea's award can be thought to be regular and positive emotional experiences within the family, and indirectly, she can be happy following this exchange. Considering Erikson's development theory, it is thought that Chelsea has made positive progress for the isolation phase crisis.

Self-Esteem

It can be stated that individuals with self-esteem, one of Satir's essential concepts, are more functional in the family and happier in their individual lives, more determined and balanced. In this con-

text, in order to be a better example of self-esteem, an analysis of a scene from the movie is given below.

Minute 60: Norman's statement to Bill that "I'm impressive" demonstrates that Norman's level of self-esteem is quite high.

Considering Erikson's psychosocial development theory, it is thought that Norman's high self-esteem is a crucial element in overcoming the crisis of despair against integrity, which is the underlying crisis of Phase 8 of the said theory. When the role theory, which is one of the social psychological theories, is taken into consideration, it can be inferred that the past returns of Norman's roles occupy an essential place on the basis of self-esteem.

Self-Value

The concept of self-value, which is close to the concept of self-esteem, is fundamental in determining the individual position in life and within the family. Below, there is the equivalent of the concept of self-value, which is one of the basic concepts of the Satir family therapy, with a scene from the movie.

Minute 91: Chelsea's discourse, "he would have been a better son than me", points to her perception of her own self-value.

Chelsea's discourse brings to mind the crisis of the fifth phase of Erikson's theory of psychosocial development. It was thought that Chelsea's perception of her own self-value could be related to her identity confusion.

Some Other Evaluations in Terms of Late Adulthood and Adulthood Theories on the Movie

First, according to Kuhlen's development theory, the human life cycle can be seen as an "expansion and contraction curve". When this theory is taken into consideration, it is observed that Norman is in the stage of "contraction" in his life, and anxiety and unhappiness increase accordingly.

Second, according to Jung's life stages, after the age of 40, people should turn to themselves, focus

on the meaning of life, and listen to their unconscious to reveal their dreams. When Jung's developmental theory is taken into consideration, it can be thought that Norman, unconsciously or under the influence of the unconscious, returns to his inner world in this context, causing an indifferent type of communication and problematic in external world relations.

Third, according to the theory of social withdrawal, late adulthood is a period in which both the individual and society experience mutual separation. Norman's retirement can be considered as a typical example of social rupture in the theory of withdrawal, given the social roles and general behavior patterns.

Fourth, Erikson's theory of psychosocial development (phase 8), is related to self-integrity, and self-integrity is the acceptance of the whole life as it is with all positive negative aspects and even the idea of death. In order for this level to be healthy, the 7th phase must be completed in a healthy way. Norman teaches Billy fishing, and it brought to mind the productivity phase of Erikson's developmental theory in its seventh stage, which was thought to be a favorable situation in overcoming the crisis of the same universe. The same situation can be inferred that Norman is the "source of wisdom" considering Jung's developmental theory.

Fifth, in the context of the activity theory, while the active individual is reported to be more satisfactory than the passive individual, Ethel, who is active throughout the movie, has a more satisfying life than the passive Norman.

Finally, when many developmental and later adulthood theories, especially Buhler's theory, are taken into consideration, it is observed that Norman and Ethel have declined in the natural curve.

Conclusion

There are very few studies in our country about Virginia Satir's family therapy theory, which is one of the most important theories in the literature on the approach to the family phenomenon, which includes some of the essential concepts of the modern era, such as freedom, equality, and indi-

viduality. Virginia Satir's family therapy theory can be used not only in the field of family counseling but also in many different areas. In this study, later adulthood phenomenon is examined from the common point of view of the basic concepts of Satir's theory together with other adulthood theories in the literature. In this respect, especially the film analysis method, which has been used more effectively recently, has been preferred as the method of the study, and "On Golden Pond" movie, which deals with later adulthood, was examined as it is related to the subject of the study. In the movie examined, the equivalents of the basic concepts of Virginia Satir's family therapy and many concepts of later adulthood and adulthood theories have been found.

The fact that the primary method of the study is the film analysis method and ultimately the fact that the research object is fiction and not a family consisting of individuals in real later adulthood is considered to be one of the scientific limitations of the study, and it is thought that the study may be an essential source for understanding and sampling the basic concepts of Virginia Satir's family therapy. Likewise, it is thought that this study is significant in terms of understanding of adulthood and later adulthood as it includes many perspectives on these phenomena from many perspectives as an example of both Satir's theory and the basic concepts of late adulthood theories.

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