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Office: TH 337
Office Hours: TTH 10-12:00
Classroom: LANG 201

Course Description: This course will examine health and dysfunction in the family system and subsystems, including marital, parent-child and sibling interaction processes. Emphasis will be on family development in the context of normative transitions and non-normative stressors. Implications of these factors for couple/family counseling and parent training will be considered.

Course Objectives: Students will understand and be able to discuss...

1. systems theory in relation to family psychology.
2. normative family development and potential stressors across the life cycle.
3. functional and dysfunctional family interaction patterns, both within and across generations.
4. development/impact of physical/mental illness and domestic violence on the family.
5. diversity issues in the conceptualization of families.

Textbooks:

Bray, J.H., & Stanton, M. (Eds.) (2013). *Handbook of family psychology*. Malden, MA: Wiley-Blackwell. (BS)

Walsh, F. (2012). *Normal family processes: Growing diversity and complexity*, 4th Edition. NY: Guilford. (W)

Selected readings. **Bolded** = must read; non-bold = very useful, strongly recommended; **Pick 1/2** = must read 1/2 articles chosen from the italicized options.

Course Requirements:

1. **Attendance and participation** is expected and appreciated. Class lecture and discussion and will be standard format.
2. **Five Principles Papers:** From the readings assigned each class period, five “principles papers” for theory building, research, or practice must be completed. These integrative commentaries and/or in-depth questions must consider **2** different constructs or ideas from **2 or more** assigned articles/chapters and should be explicitly linked to implications for theory, research or practice. Do NOT summarize the readings – I am looking for evidence of your critical and creative thinking skills, so just start thinking and typing! The papers should be 1 page ONLY, typed (12 pt. font, single-spaced, 1” margins) and handed in at the beginning of the class that covers those readings. *Papers violating format (font, pg limit) will NOT be accepted, nor will late papers so keep up!* A total of 5 principles papers should be turned in over the course; you may replace 1 low score with a 6th paper.
3. **Genogram:** Construct a genogram reflecting a minimum of 3 generations of your family (grandparents, parents, you as child). Use appropriate symbolic representation to map family structure and relationship history (e.g., births, deaths, marriages, divorces, household composition in your childhood, substance abuse, mental illness, relationship quality). Provide a minimum of 3 descriptive terms for each “key” family member. In a brief 1-2-page, single-spaced paper, identify any intergenerational patterns you observe. Following all instructions, as well as aesthetic presentation of genogram will be taken into account in grading. *Due 6/20.*
4. **Term Project – Families in Context:** Review the relevant *normative and clinical* issues for families at a specific developmental level, facing a specific developmental stressor, or from a specific

sociocultural context. The topic should be narrowed sufficiently to allow comprehensive coverage of one area. The goal is for you to become an expert in this area of family psychology and share your expertise with the class. Sample topics include but are not limited to: couple formation & marital functioning, transition to parenthood, parenting or parent training, sibling relationships, families of people with disabilities, family in early/mid/late life, chronic/terminal illness in the family, bereavement, mental disorder or substance abuse in the family, IPV or child abuse (not both), families in the digital age (i.e., impact of modern technology on family), structural diversity (e.g., single parent, divorce/ remarriage, multigenerational, grandparent-led), other family diversity (ethnicity, culture, SES, religion, sexual orientation, military). A 100-word abstract of your proposed topic is due June 8th; rank two alternative topics at bottom of the abstract because no duplication will be allowed. Indicate your choice of the following two formats:

- a. **Research paper:** 12- to 15-page paper on approved topic, grounded in both family theory and research. Do NOT exceed 15 pages.
 - i. Paper should be double-spaced, 12-pt font, using APA style.
 - ii. References, abstract and title page are required but excluded from page count.
 - iii. The paper should demonstrate an effective writing style and be written in appropriate APA format, using a minimum of eight references, five of which should be refereed journal articles.
 - iv. Grading will consider content/relevance, APA style and basic writing standards (e.g., introductory paragraph with thesis sentence, organizational clarity, grammatical correctness, conclusion/summary that integrates the main points of the paper, etc.).
 - v. Paper is due June 29.
 - b. **Workshop presentation:** Prepare a 45- to 60-minute workshop on approved topic, such as one you might see presented at a professional conference for CE credits. You may pair with one other student as a co-presenter if you wish.
 - i. The final topic and date of workshop will be determined by the instructor (no duplication; date of workshop will follow course agenda beginning 6/13, excluding day of guest lecture and final exam).
 - ii. Please include audio-visual aids and/or class activity (e.g., case study, role plays, skit, game, video with follow-up Q&A, etc.). Consult with professor re: permissible length of video, which will vary depending on other class needs; however, all presentations should include a minimum 30-minutes of active oral presentation.
 - iii. A complete outline or ppt of the presentation should be emailed to the instructor on the class day BEFORE the actual workshop date.
5. The **final exam** will be an in-class essay examination. Exam questions will be distributed on *July 6* and the written exam will be *July 7*. No notes or computers will be allowed during the essay exam. Bring a blue book and pen/pencil on the day of the exam.
6. **Grading:** Class participation/attendance = 10%; Principles Papers = 15%, Genogram = 20%, Class Project = 25%, Final Exam = 30%.

The Department of Psychology cooperates with the Office of Disability Accommodations (ODA) to make reasonable accommodations for *qualified* students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). If you have not registered with ODA, we encourage you to do so. Please present your written Accommodation Request to your instructor on or before the 12th class day (4th class day during summer terms). If you experience any problems in getting reasonable accommodations, please contact the Psychology Department Liaison or the ODA. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda> or contact them by phone at 940.565.4323. Also, the Department complies with the University's policies concerning discrimination and sexual harassment. If you have any complaints, please contact the departmental chairperson or UNT's Equal Opportunity Office.

Incompletes: If you take an "I" (incomplete) in any course, you must complete the work and have the "I" removed within one year or you must reenroll in the course again.

Academic Honesty: All of the work you do in this course is expected to be your own. Cheating and plagiarism will not be tolerated. Cheating includes copying another person's work or allowing your work to be copied. Plagiarism is the use of another person's words or ideas without giving credit to the other person. Any cases of cheating or plagiarism will result in a "0" for that assignment/exam and will be reported to the university committee on academic misconduct and handled according to university policy as defined in the Code of Student Conduct.

PSYC 5590 Psychological Aspects of Marital and Family Interaction
TENTATIVE CLASS SCHEDULE

6/6	Introduction to Course; Developmental & Systems Theories; Timelines	BS 1
6/8	Family Health/Dysfunction, Assessment/Interv <i>Abstract Due</i>	W 1, 2, 21; BS 4, 10; Davey et al.
6/13	Family Life Cycle & Transitions; Genograms Family Stress & Resilience	W 16-18, 20; McGoldrick Ch 3; Malia; Patterson; Kaslow et al.
6/15	<i>Michael Gottlieb, Ph.D.: Legal & Ethical Issues; Parenting & Family Relationships</i>	BS 12, 50; W 3; Cummings et al; Mikulincer; Gottlieb et al.; Riggs & Cusimano; Pick 1: McGoldrick Ch 9; Feinberg et al.
6/20	Cultural Diversity <i>Genogram Due</i>	W 11, 14; BS 5; Pick 2: W 8, 12, 13,15; BS 40-42, 48; Riggs & Riggs; White et al.
6/22	Structural Diversity: Two-parent, Blended, Divorced, Single-parent, Multigenerational	W 4-7, 9-10; BS 31-33
6/27	Relational Diagnosis; Family Mental Illness	BS 11, 53; Whisman & Baucom; Cowan & Cowan (pp 546-574); Wamboldt et al.; Pick 2: BS 38, 45, 46; Deault; Goodman et al; Muris & Broeren; Ohye et al.
6/29	Family Trauma, Violence & Abuse <i>Research Paper Due</i>	BS 52; Alvarez et al; Anderson; Williams; Berger & Weiss; Pick 2: Jouriles et al.; Siegel; McIlwaine & O'Sullivan; Krug et al., Ch 3-4 WHO report
7/4	Independence Day – No class	
7/6	Chronic Illness/Disability & Death in the Family <i>Essay questions Distributed</i>	W 19; Reichman et al.; Hudson et al; Shapiro; Bailey; BS 36, 37, 51; Gorman et al.; Woodman
7/7	In-Class Final Examination	

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