Attention!

This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
Course Description:

This course serves as an advanced introduction to the field of family psychology, including theories, methods, and key findings. Although many topics will be covered throughout the semester, a primary focus will be on parent-child relationships, couple (romantic) relationships, and how family relationships contribute to children’s social and emotional development in diverse families.

Course Objectives and Learning Outcomes:

- understand both overarching and domain-specific theoretical perspectives that guide family psychology research
- understand recent demographic changes in families
- appreciate family diversity both within and outside of the U.S.
- consider how families interface with other societal systems (e.g., schools, criminal justice system) and implications for functioning
- locate and critically evaluate research in family psychology
- develop specific expertise in a sub-topic within family psychology
- understand opportunities for post-graduate study and careers in family psychology

Required Readings:

Each week you will be expected to read research article(s) on a particular topic. Some of the articles assigned for each week will provide background information about a topic (e.g., a theoretical or a review paper), whereas other articles present actual research studies. All readings will be posted on Carmen.

Beginning in the 2nd week through the 13th week of class, you will also have an additional research article to read and discuss each week as part of your interest groups. This article will be provided by a group member one week prior to the class period in which it will be discussed. You are required to read the article and be prepared to discuss it the following week.

Expectations:

What I expect of students:

- Students are expected to attend class regularly, to be on time for class, and to stay for the whole class period.
- Students are expected to prepare for class. In particular, students should read the assigned readings prior to class and be ready to discuss them.
- Students are expected to minimize distractions during class. Please turn off cell phones during class. Students may use computers during class BUT are expected to limit use to activities relevant to the course. Texting, online shopping, etc., will interfere with your learning and can be distracting to other students as well.
- Students are expected to complete coursework individually.
- Students are expected to submit coursework on time. Points may be deducted for late assignments.
- Students are expected to do their “fair share” when working with a partner or group.
- Students are expected to treat each other with respect and kindness.
What students can expect of me:

- I will come to class prepared and ready to start on time.
- I will respond to your emails within 24 hours.
- I will provide feedback and grades on assignments in a timely fashion.
- I will provide opportunities to meet in person to discuss course content, grades, etc., either during office hours or during a mutually agreeable time.
- I will do my best to create a respectful, engaging, and challenging educational environment.
- I will ask for student feedback at least once during the semester.

Evaluation:

1) You are expected to attend class every week and to complete all required readings prior to class. Because this class is structured like a seminar, class attendance is part of your grade, as are your contributions to group discussion.

Prior to every class, you are expected to post two comments on the course website focusing on the readings for that class. Comments may focus on questions you had about the readings or your reactions to the readings (e.g., What was something new that you learned? Do you "buy" the results of the study?). Each comment should be approximately 100 words in length (a short paragraph).

These weekly comments and your contributions to discussions and activities during class will constitute a significant portion of your grade (please see below for details).

2) The major assignment for this course is the composition of an 8-10 page APA-style research paper. Based in part on your interests, you will be assigned an area of family psychology research to review. You will review 5 - 7 refereed journal articles on your topic that present contrasting perspectives or findings in this research area. The structure/content of the paper will be described further on a supplemental handout.

**NOTE: Students taking this course for graduate credit will compose a longer paper (12-15 pages), and will review a greater number of articles (8-10). Otherwise, course requirements are identical to those for undergraduates.**

3) You will also make a 10-minute oral presentation to your interest group about one of the articles you are reading for your paper. Once you are assigned to your interest group, each group member will be assigned a week for their presentation. You are required to (a) “clear” your article with the professor at least one week prior to the scheduled presentation to make sure the article you have chosen is appropriate, and (b) post the article on Carmen under “groups” so your group members have time to read it before class. You will also create a one-page handout for the other students in your group that summarizes the main points from your article and create three (3) questions for group members to discuss. These presentations will be described further on a supplemental handout.

4) You will also make a very brief, 2-minute summary of your paper topic during the week your interest group’s general topic is covered in class. Essentially, in that week’s class, you will stand up and tell the class: (a) your name, (b) your paper topic, (c) why the topic is important, and (d) why you chose to focus on the topic – how it relates to your career goals, research interests, or personal experience. This is an opportunity for all class members to learn about the different topics everyone is working on, and to get to know each other better.
Course Participation

Class Attendance  28 points (14 wks X 2 pts per week)
Weekly Carmen Comments  48 points (12 wks X 4 pts per week)
Group Discussion Participation  20 points
2-minute summary of paper topic  4 points

Research Paper

Bibliography  30 points
Paper Draft  50 points
Paper Revision  50 points
Response to Comments  30 points

In-Class Presentation to Group

Quality of Presentation to Group  20 points
Handout for Group  20 points

TOTAL POINTS:  300

Final grades will be assigned using the following scale:

A  279 – 300  C+  231 – 239
A-  270 – 278  C  219 – 230
B+  261 – 269  C-  210 – 218
B  249 – 260  D+  201 – 209
B-  240 – 248  D  180 – 200
E  below 180

Week 1: Theory and Methods in Family Psychology


**Week 2: Parent-Child Relationships**


**Week 3: Couple Relationships**


**Week 4: Couple Conflict, Coparenting, and Children**


**Week 5: Divorce and Remarriage**


**Week 6: Sibling Relationships, Grandparenting, and Fathers**


**Week 7: Diversity in Families: LGBTQ families**


**Week 8: Diversity in Families: Culture and Immigration**


**Week 9: Family Transitions and Intergenerational Relations**


**Week 10: Daily Family Life: Routines and rituals, sleep**


**Week 11: childfree by choice, adoption, infertility, assisted reproductive technology**


**Week 12: Families, Psychopathology, and Substance Use**


**Week 13: Families Interface with other Contexts**


**Week 14: Careers in Family Psychology**

Stanton, M., & Harway, M. Graduate education in couple and family psychology. *APA Handbook of Contemporary Family Psychology.*

Review the following resources:
https://www.apa.org/education/grad/applying
https://www.aamft.org/About_AAMFT/About_Marriage_and_Family_Therapists.aspx
Other Policies and Resources

**Extra Credit:** There will be no opportunities for extra credit in this course.

**Make-up Exams:** Make-up exams will only be given under special circumstances (illness, family emergency, etc.), and you must contact me **BEFORE** the exam and provide proof for your excuse. Make-up exams may differ significantly from the original exam in format (i.e., an all-essay exam).

**Course Website:** You can access the course website from: [https://carmen.osu.edu/#](https://carmen.osu.edu/#), and I encourage you to become familiar with using the website. Many important things will be posted on the site including a copy of the syllabus, lecture outlines, readings, grades, etc.

**Writing Guidelines:** The course website is equipped with Turnitin’s Originality Check. This is meant to help students avoid plagiarism, but will be used to identify plagiarism occurring in any assignments. If you feel that you could benefit from assistance with writing, I encourage you to visit OSU’s Writing Center ([https://cstw.osu.edu/writing-center](https://cstw.osu.edu/writing-center)).

**Academic Misconduct:** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/csc/](http://studentaffairs.osu.edu/csc/)).

**Intellectual Property/Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.

**SLDS Statement:** The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services if you have not already done so. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments where you can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time-management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website https://dennislearningcenter.osu.edu to learn more.