

Psychology 380
Family Development and Family Therapies
Spring 2016 Syllabus

Instructor:	John T. Wu, Ed.D.
Office:	Culbertson Hall 207
Contact info:	(619) 849-2464 • johnwu@pointloma.edu
Meeting Times:	Monday, Wednesday, Friday • 8:30-9:25 AM
Final Exam:	Friday May 6th, 2016 • 7:30AM -10 AM

Could This Class Really Matter?

It is not your love that sustains your marriage, but from now on, your marriage that sustains your love.
Told to a couple on their wedding day by Dietrich Bonhoeffer in 1943.

The family you come from isn't as important as the family you're going to have.
Ring Lardner

To maintain a joyful family requires much from both the parents and the children. Each member of the family has to become, in a special way, the servant of the others.
Pope John Paul II quotes

To us, family means putting your arms around each other and being there.
Barbara Bush quotes

You don't really understand human nature unless you know why a child on a merry-go-round will wave at his parents every time around - and why his parents will always wave back.
William D. Tammeus quotes

One thing most people agree on is that the family is important. No matter how much money, fame, status, or power we acquire, it is our families that we treasure most at life's end.

This class is designed to explore how healthy families operate, and how unhealthy families can get better. This class will show you the common mistakes people make that undermine their odds of having great families. This class will matter to you because it can give you a map to becoming better partners, spouses, and parents.

Course Objectives:

- Expose students to theological ways of thinking about the family.
- Expose students to the importance of the family and impacts of divorce.
- Introduce the common theoretical orientations in family therapy.
- Introduce special topics such as substance abuse and child abuse.
- Expose students to community consultation models such as marriage education and pre-marital couple's preparation.
- Increase students' understanding of their own family dynamics.

Student Learning Outcomes:

By the end of this course you will be able to...

- Describe seven family theories and their core concepts and techniques.
- Critique the impact of marriage, divorce, and cohabitation.
- Describe families from a theological perspective.
- Summarize marriage education in the areas of mate selection, premarital preparation, and divorce prevention.
- Compare concepts of family therapy to your own family.
- Predict possible impacts to your future family based on your own family analysis.

- These objectives will be achieved through your diligent study of the assigned readings, lectures given, videos shown, group presentations, and key written assignments.

Readings:

Our course will use two books and one recommended book:

- Nichols, M., and Schwartz, R. (2014). Essentials of Family Therapy, 6th Ed. Pearson: Boston.
- Gottman, J. M. and Silver, N. (2000). The Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert.
- Supplemental readings accessed through Canvas.

Recommended book : Yoyo Dad 2: Dating Well in an Up and Down World. (Search Amazon for “Yoyo Dad”).

Grading:

The final grade will be based on a combination of five exams, two papers, one book journal, and one final. Students may drop the lowest of the first five exams but must take the final.

	Points	My Score
Exam 1	80	
Exam 2	80	
Exam 3	80	
Exam 4	80	
Exam 5	80	
Genogram Project	35	
Family Analysis Paper	55	

Gottman Book Journal	40	
Comprehensive Final Exam	120	
Total	570	

PSYCHOLOGY DEPARTMENT NORMAL CURVE GUIDES

Z Score				
A	1.33	0.0918	9.2%	
A-	1	0.1587	6.7%	15.9%
B+	0.67	0.2514	9.3%	
B	0.33	0.3707	11.9%	
B-	0	0.5	12.9%	34.1%
C+	-0.33	0.6293	12.9%	
C	-1	0.8413	21.2%	
C-	-1.33	0.9082	6.7%	40.8%
D+	-1.67	0.9525	4.4%	
D	-2	0.9772	2.5%	
D-	-2.33	0.9901	1.3%	
F	<-2.33	1	1.0%	9.2%

Percentage Score		
A =	93-100%	
A -	90-92%	
B +	88-89%	
B	84-87%	
B -	80-83%	
C +	77-79%	
C	70-76%	
C -	65-69%	
D +	62-64%	
D	55-61%	
D -	50-54%	
F	49%	or below

The student will receive the **higher grade** between Z Score and Percentage Score grade calculations. A minimum of 50% is needed to pass the course.

Grades will be based on the Psychology departmental standards for upper division courses. The professor reserves the right to adjust the scale if needed. Students are expected to participate in discussions. In the event a student's final grade is within three points of the next grade, classroom participation will be considered in assigning the final grade.

All examinations except the final are non-comprehensive and will cover the text, lecture, and video material. The format of the examinations may consist of multiple choice, fill-in,

short answer, and essay questions. The final is comprehensive. No make-up exams will be given without the prior approval of the instructor. If an exam is missed without an authorized excuse, that exam will be the dropped exam.

Assignments:

There are three individual written assignments:

- a. The first written assignment is a **detailed genogram** of your family that extends at least three generations. This is worth 35 points. This project should have **two sections**. One section will show all family members in a **genogram** (and include important features such as marriage, separation, divorce, alcoholism, abuse, mental illness, etc.). On the genogram include a **key** that shows history of alcohol, mental illness, major health concerns, etc. Show this key even if your family does not have these issues so that it is clear you assessed the issues. A second section will show your immediate family and your parents and their parents in a **structural chart** (who is close to whom?). Please break the structural chart into pieces to show the specific relationships – not one large structural chart showing everyone at once.

- b. The second written assignment is the signature assignment of the course: a **family/biography assessment**. Using class lectures and readings, you will write an analysis of either your personal family (at least three generations) or another family you know **extremely** well. You may choose any theoretical orientation (or blend of orientations). 55 points / approximately 10 pages.

Analysis should include the following:

1. A brief overview of the theory used.
2. What is the structure of the family (e.g., is it open, closed, close or distant? How did your parents get along with each other and their parents? How did you get along with them?).
3. Strengths and weaknesses.
4. Family myths.
8. Think about how your family impacted you in good ways and not so good ways. What lessons do you wish to bring into your future family? Based on your family analysis and your previous romantic patterns, what do you need to guard against in your future romantic relationships? Ask someone who knows you well (not a dating partner) what

5. Gender and ethnicity rules.
6. Experiences with death.
7. Restructure your family using your theory. How would it be different?

they recommend you remember when you choose a mate and build a family.

9. When your own child is 25 years old, what do you hope he or she will say are the most important things he or she learned from you? What do you need to do now to help make that happen?

C. The third assignment is a **book journal** on the **Gottman book, The Seven Principles for Making Marriage Work**. Write one page for each chapter summarizing the key ideas, and giving your opinion of the material. You will have 11-12 pages total, but should think of this as a lightly graded journal, not a well-crafted paper. An alternate assignment is that you can make a **video** where you teach Gottman's Seven Principles to a group of engaged couples. This should be creative, and each principle should be clearly described and explained. The length should be 5-10 minutes total, and you will upload the Youtube link on canvas. Either assignment is worth 40 points.

The requirements are as follows:

*Use 8 ½ by 11 paper, typewritten, on one side only.

*Place the title and your name on the top of the first page.

*Use double spacing and one inch margins.

*All late papers lose 10% per week late; no papers will be accepted after the last day of classes.

**Papers will be submitted electronically on Canvas. The genogram assignment will be turned in during class.

Academic Integrity and Behavioral Expectations:

This class will be conducted in accordance with the college student code of conduct and basic standards of academic honesty. It goes without saying that any forms of cheating, plagiarism, or other forms of academic dishonesty are not acceptable and will severely impact your grade and any future letters of recommendation. Is it really worth it? Part of my job is to help create a positive learning community. If you repeatedly have a negative impact on that community, I reserve the right to lower your final grade by one letter grade. Ultimately, everyone has to choose whether they will contribute or break down community, and I invite you to be a contributor.

Attendance is a critical component of this course. Much of the learning comes from class discussion and material not covered in the book. That is why the PLNU attendance policy will be closely followed. Please note that only Provost approved, university-sponsored activities are excused and personal reasons such as illness or family events are not.

Of course we all have personal reasons why missing class might be necessary, and so **each student receives four personal absences**. At the end of the semester, each unused absence will be converted into an extra credit point (yes, you can get four extra credit points simply by attending class each day.) **Each** unexcused absence or tardy **beyond four will be minus three points**. If absences are excessive, the student may be dropped from the class.

I am asking you not to use laptops:

I strongly recommend not using laptops in class. The reasons are three fold:

1. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.

http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html

2. Even if it doesn't impair your learning, it impairs others learning.

<http://www.sciencedirect.com/science/article/pii/S0360131512002254>

3. You write more but learn less. Writing your notes creates synthesis which increases your learning.

<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/?cid=at&utm_source=at&utm_medium=en

So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me and we will make that work.

Academic Accommodations:

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once a student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Office Hours: Make appointments directly with the professor or see posted office hours on the office door.

Tutoring: The PLNU Tutorial Center is available free of charge for all current, **undergraduate** PLNU students. It offers tutoring for most subjects, as well as for general help with paper editing, study skills, etc. The Tutorial Center is located on the south end of Bond Academic Center, next to the Study Abroad offices. Tutoring is available by appointment only, may be arranged in person at the Tutorial Center, over the phone at (619) 849 2593, or via email at TutorialServices@pointloma.edu.

FERPA. In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. For more information on undergraduate policies, please go to <http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>.

Helpful Websites:

The course syllabus and course readings are posted on Canvas:

canvas.pointloma.edu

Log in using your PLNU username and password.

This site shows information on the marriage education movement; there are great articles and a description of their annual conference:

www.smartmarriages.com

Tips for psychology majors (including getting into graduate school):

<http://www.psychwww.com/index.html>

Careers in psychology

<http://careersinpsychology.org/>

Video resources on marriage:

<http://www.marriageuncensored.com/showGlobalE.php>

Catalog Description:

Introduction to the normative stages and crises affecting families over the life span and to the major theories of family and marital psychotherapy. Emphasis on how various models work with relational systems to facilitate development through times of crisis and developmental transition. Also focuses on therapeutic issues of substance abuse and on legal issues involved in child, spousal, and elder abuse. Family developmental theories are applied to community organizations in order to assist students in understanding how system principles are used in community consultation.

The professor reserves the right to change the syllabus at his discretion.

Undergraduate Syllabus Notification Page

ACADEMIC HONESTY Ⓢ

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ACADEMIC ACCOMMODATIONS Ⓢ

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

ATTENDANCE AND PARTICIPATION Ⓢ

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.