
Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5800
Course Title Family Psychology
Transcript Abbreviation FAMILY PSYCHOLOGY
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.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites A grade of C- or higher in Psychology 2220 and in Psychology 2300; or graduate standing
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

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

Content Topic List

- Theory and Methods in Family Psychology
- Parent-Child Relationships
- Couple Relationships
- Couple Conflict, Coparenting, and Children
- Divorce and Remarriage
- Sibling Relationships, Grandparenting, and Fathers
- Diversity in Families: LGBTQ families
- Diversity in Families: Culture and Immigration
- Family Transitions and Intergenerational Relations
- Daily Family Life: Routines and rituals, sleep
- Childfree by choice, adoption, infertility, assisted reproductive technology
- Families, Psychopathology, and Substance Use
- Families Interface with other Contexts
- Careers in Family Psychology

Sought Concurrence

Yes

Attachments

- Psych 5800 syllabus Family Psychology 8.2020.docx: syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psychology Major Learning Objectives-August 2020.docx: curriculum map
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Human Sciences concurrence request.pdf: Human Sciences concurrence request
(Concurrence. Owner: Paulsen, Alisa Marie)
- Sociology concurrence request.pdf: Sociology concurrence request
(Concurrence. Owner: Paulsen, Alisa Marie)
- Concurrence for Psychology 5800--from Sociology.pdf: Sociology concurrence
(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- Despite the response above, concurrence requests were sent to the Department of Sociology and the Department of Human Sciences on 8/27/20 with a reply requested by 9/11/20. When I selected "yes" above, and tried to submit, I couldn't without attaching the Concurrence, so I changed my response to "no".

Concurrence request emails attached. *(by Paulsen, Alisa Marie on 08/27/2020 09:20 PM)*

- 08/27/20: Attach copies of the concurrence requests. *(by Haddad, Deborah Moore on 08/27/2020 07:29 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	08/27/2020 07:10 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	08/27/2020 07:11 PM	Unit Approval
Revision Requested	Haddad, Deborah Moore	08/27/2020 07:29 PM	College Approval
Submitted	Paulsen, Alisa Marie	08/27/2020 09:21 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	08/27/2020 09:21 PM	Unit Approval
Approved	Haddad, Deborah Moore	08/28/2020 07:50 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	08/28/2020 07:50 AM	ASCCAO Approval

PSYCHOLOGY 5800 – FAMILY PSYCHOLOGY
SPRING SEMESTER 2021
3 CREDITS

TWO DAYS PER WEEK, 80 MINUTES PER CLASS SESSION
LOCATION TBA

Instructor: Dr. Sarah Schoppe-Sullivan “Dr. Sullivan”
Office: 243 Psychology Building

E-Mail: schoppe-sullivan.1@osu.edu
(PLEASE PUT **PSYCH 5800** IN THE SUBJECT LINE)

Personal Website: <https://u.osu.edu/schoppesullivan/>

Office Hours: TBA, or by appointment

CA: TBA **E-Mail:** TBA



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	<u>4 points</u>
	100 points

Research Paper

Bibliography	30 points
Paper Draft	50 points
Paper Revision	50 points
Response to Comments	<u>30 points</u>
	160 points

In-Class Presentation to Group

Quality of Presentation to Group	20 points
Handout for Group	<u>20 points</u>
	40 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

Smock, P., & Schwartz, C. (2020). The demography of families: A review of patterns and change. *Journal of Marriage and Family, decade in review*.

Minuchin, P. (1985). Families and individual development: Provocations from the field of family therapy. *Child Development, 56*(2), 289-302.

Cox, M. J., & Paley, B. (2003). Understanding families as systems. *Current Directions in Psychological Science, 12*(5), 193-196.

Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review, 1*(4), 198-210.

Hildenbrand, A. K., & Alderfer, M. A. (2019). Survey and interview assessment approaches in research with families. *APA Handbook of Contemporary Family Psychology*.

Lindahl, K. M., Malik, N. M., & Wigderson, S. (2019). Observational methods: Overview. *APA Handbook of Contemporary Family Psychology*.

Week 2: Parent-Child Relationships

Bowlby, J. (1956). The growth of independence in the young child. *Royal Society of Health Journal, 76*, 587-591.

Waters, E., & Cummings, E. M. (2000). A secure base from which to explore close relationships, *Child Development, 71*(1), 164-172.

Grusec, J. E. (2011). Socialization processes in the family: Social and emotional development. *Annual Review of Psychology, 62*, 243-269.

Gershoff, E. T., Goodman, G. S., Miller-Perrin, C. L., Holden, G. W., Jackson, Y., & Kazdin, A. E. (2018). The strength of the causal evidence against physical punishment of children and its implications for parents, psychologists, and policymakers. *American Psychologist, 73*(5), 626-638.

Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). The role of the family context in the development of emotion regulation. *Social Development, 16*(2), 361-388.

Week 3: Couple Relationships

Olmstead, S. (2020). Sex and partnering in adolescence and young adulthood. *Journal of Marriage and Family, decade in review*.

Karney, B. R., & Bradbury, T. N. (1995). The longitudinal course of marital quality and stability: A review of theory, methods, and research. *Psychological Bulletin, 118*(1), 3-34.

Tran, P., Judge, M., & Kashima, Y. (2019). Commitment in relationships: An updated meta-analysis of the Investment Model. *Personal Relationships, 26*(1), 158-180.

Ross, J. M., Karney, B. R., Nguyen, T. P., & Bradbury, T. N. (2018). Communication that is maladaptive for middle-class couples is adaptive for socioeconomically disadvantaged couples. *Journal of Personality and Social Psychology*.

Kamp Dush, C. M., Arocho, R., Mernitz, S. E., & Rhoades, G. K. (2019). Cohabitation and single mothering in the United States: A review and call for psychological research. *APA Handbook of Contemporary Family Psychology*.

Stanley, S. M., Rhoades, G. K., & Whitton, S. W. (2010). Commitment: Functions, formation, and the securing of romantic attachment. *Journal of Family Theory & Review*, 2(4), 243-257.

Week 4: Couple Conflict, Coparenting, and Children

Davies, P. T., & Woitach, M. J. (2008). Children's emotional security in the interparental relationship. *Current Directions in Psychological Science*, 17(4), 269-274.

Zimet, D. M., & Jacob, T. (2001). Influences of marital conflict on child adjustment: Review of theory and research. *Clinical Child and Family Psychology Review*, 4(4), 319-335.

Feinberg, M. E. (2003). The internal structure and ecological context of coparenting: A framework for research and intervention. *Parenting: Science and Practice*, 3(2), 95-131.

McHale, J. P., Kuersten-Hogan, R., Lauretti, A., & Rasmussen, J. L. (2000). Parental reports of coparenting and observed coparenting behavior during the toddler period. *Journal of Family Psychology*, 14(2), 220-236.

Schoppe-Sullivan, S. J., Weldon, A. H., Cook, J. C., Davis, E. F., & Buckley, C. K. (2009). Coparenting behavior moderates longitudinal relations between effortful control and preschool children's externalizing behavior. *Journal of Child Psychology and Psychiatry*, 50, 698-706.

Simpson Rowe, L., & Jouriles, E. N. (2019). Intimate partner violence and the family. *APA Handbook of Contemporary Family Psychology*.

Week 5: Divorce and Remarriage

Poladian, A. R., & Holtzworth-Munroe, A. (2019). Families and the legal system: Approaches to parental divorce and separation. *APA Handbook of Contemporary Family Psychology*.

Sands, A., Thompson, E. J., & Gaysina, D. (2017). Long-term influences of parental divorce on offspring affective disorders: A systematic review and meta-analysis. *Journal of Affective Disorders*, 218, 105-114.

Leopold, T., & Kalmijn, M. (2016). Is divorce more painful when couples have children? Evidence from long-term panel data on multiple domains of well-being. *Demography*, 53(6), 1717-1742.

Ganong, L., & Coleman, M. (2018). Studying stepfamilies: Four eras of family scholarship. *Family Process*, 57(1), 7-24.

DeLongis, A., & Zwicker, A. (2017). Marital satisfaction and divorce in couples in stepfamilies. *Current Opinion in Psychology*, 13, 158-161.

Week 6: Sibling Relationships, Grandparenting, and Fathers

Volling, B. L. (2012). Family transitions following the birth of a sibling: An empirical review of changes in the firstborn's adjustment. *Psychological Bulletin, 138*(3), 497-528.

McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling relationships and influences in childhood and adolescence. *Journal of Marriage and Family, 74*(5), 913-930.

Dunifon, R. (2013). The influence of grandparents on the lives of children and adolescents. *Child Development Perspectives, 7*(1), 55-60.

Cabrera, N. J., Volling, B. L., & Barr, R. (2018). Fathers are parents, too! Widening the lens on parenting for children's development. *Child Development Perspectives, 12*(3), 152-157.

Costigan, C. L., & Cox, M. J. (2001). Fathers' participation in family research: Is there a self-selection bias?. *Journal of Family Psychology, 15*(4), 706-720.

Schoppe-Sullivan, S. J., & Fagan, J. (2020). Evolution of fathering research in the 21st century: Persistent challenges, new directions. *Journal of Marriage and Family, decade in review*.

Week 7: Diversity in Families: LGBTQ families

Reczek, C. (2020). A decade of research on gender and sexual minority families. *Journal of Marriage and Family, decade in review*.

Goldberg, A. E., & Sweeney, K. K. (2019). LGBTQ parent families. *APA Handbook of Contemporary Family Psychology*.

Farr, R. H., & Patterson, C. J. (2013). Coparenting among lesbian, gay, and heterosexual couples: Associations with adopted children's outcomes. *Child Development, 84*(4), 1226-1240.

Sweeney, K. K., Goldberg, A. E., & Garcia, R. L. (2017). Not a "mom thing": Predictors of gatekeeping in same-sex and heterosexual parent families. *Journal of Family Psychology, 31*(5), 521-531.

Carneiro, F. A., Tasker, F., Salinas-Quiroz, F., Leal, I., & Costa, P. A. (2017). Are the fathers alright? A systematic and critical review of studies on gay and bisexual fatherhood. *Frontiers in Psychology*.
<https://doi.org/10.3389/fpsyg.2017.01636>

Week 8: Diversity in Families: Culture and Immigration

Bornstein, M. H., & Lansford, J. E. (2019). Culture and family functioning. *APA Handbook of Contemporary Family Psychology*.

Posada, G., Trumbell, J., Noblega, M., Plata, S., Peña, P., Carbonell, O. A., & Lu, T. (2016). Maternal sensitivity and child secure base use in early childhood: Studies in different cultural contexts. *Child Development, 87*(1), 297-311.

Van Hook, J., & Glick, J. (2020). Spanning borders, cultures, and generations: A decade of research on immigrant families. *Journal of Marriage and Family, decade in review*.

Bornstein, M. H. (2017). Parenting in acculturation: two contemporary research designs and what they tell us. *Current Opinion in Psychology, 15*, 195-200.

Guo, K. (2013). Ideals and realities in Chinese immigrant parenting: Tiger mother versus others. *Journal of Family Studies, 19*(1), 44-52.

Gassman-Pines, A., & Skinner, A. T. (2018). Psychological acculturation and parenting behaviors in Mexican-immigrant families. *Journal of Family Issues, 39*(5), 1139-1164.

Week 9: Family Transitions and Intergenerational Relations

Perry-Jenkins, M., & Schoppe-Sullivan, S. J. (2019). The transition to parenthood. *APA Handbook of Contemporary Family Psychology*.

Schoppe-Sullivan, S. J., Settle, T., Lee, J., & Kamp Dush, C. M. (2016). Supportive coparenting relationships as a haven of psychological safety at the transition to parenthood. *Research in Human Development, 13*, 32-48.

Yan, J., Olsavsky, A., Schoppe-Sullivan, S. J., & Kamp Dush, C. M. (2018). Coparenting in the family of origin and new parents' couple relationship functioning. *Journal of Family Psychology, 32*(2), 206-216.

Fingerman, K., Huo, M., & Birditt, K. S. (2020). The iPhone, recession, migration, same sex marriage: Decade review of intergenerational ties. *Journal of Marriage and Family, decade in review*.

South, S. J., & Lei, L. (2015). Failures-to-launch and boomerang kids: Contemporary determinants of leaving and returning to the parental home. *Social Forces, 94*(2), 863-890.

Bouchard, G., & McNair, J. L. (2016). Dyadic examination of the influence of family relationships on life satisfaction at the empty-nest stage. *Journal of Adult Development, 23*(3), 174-182.

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

Heron, K. E., Miadich, S. A., Everhart, R. S., & Smyth, J. M. (2019). Ecological momentary assessment and related intensive longitudinal designs in family and couples research. *APA Handbook of Contemporary Family Psychology*.

Fiese, B. H., Tomcho, T. J., Douglas, M., Josephs, K., Poltrock, S., & Baker, T. (2002). A review of 50 years of research on naturally occurring family routines and rituals: Cause for celebration? *Journal of Family Psychology, 16*(4), 381-390.

Hammons, A. J., & Fiese, B. H. (2011). Is frequency of shared family meals related to the nutritional health of children and adolescents? *Pediatrics, 127*(6), e1565-e1574.

Teti, D. M. (2017). Infant sleep in a family context. In *Family Contexts of Sleep and Health Across the Life Course* (pp. 3-23). Springer, Cham.

El-Sheikh, M., Kelly, R. J., Koss, K. J., & Rauer, A. J. (2015). Longitudinal relations between constructive and destructive conflict and couples' sleep. *Journal of Family Psychology, 29*(3), 349-359.

Peltz, J. S., Rogge, R. D., & O'Connor, T. G. (2018). Adolescent sleep quality mediates family chaos and adolescent mental health: A daily diary-based study. *Journal of Family Psychology*.

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

Guzzo, K., & Hayford, S. (2020). Pathways to parenthood in social and family context: Decade in review, 2020. *Journal of Marriage and Family, decade in review*.

Nomaguchi, K., & Milkie, M. (2020). Parenthood, childlessness, and well-being research in the 2010s. *Journal of Marriage and Family, decade in review*.

Nelson-Coffey, S. K., Killingsworth, M., Layous, K., Cole, S. W., & Lyubomirsky, S. (2019). Parenthood Is associated with greater well-being for fathers than mothers. *Personality and Social Psychology Bulletin*, 0146167219829174.

Luk, B. H. K., & Loke, A. Y. (2015). The impact of infertility on the psychological well-being, marital relationships, sexual relationships, and quality of life of couples: a systematic review. *Journal of Sex & Marital Therapy*, 41(6), 610-625.

Farr, R. H., & Grotevant, H. D. (2019). Adoption. *APA Handbook of Contemporary Family Psychology*.

Darwiche, J., Favez, N., Simonelli, A., Antonietti, J. P., & Frascarolo, F. (2015). Prenatal coparenting alliance and marital satisfaction when pregnancy occurs after assisted reproductive technologies or spontaneously. *Family Relations*, 64(4), 534-546.

Week 12: Families, Psychopathology, and Substance Use

Whisman, M. A. (2019). Psychopathology and couple and family functioning. *APA Handbook of Contemporary Family Psychology*.

Ranning, A., Laursen, T. M., Thorup, A., Hjorthøj, C., & Nordentoft, M. (2016). Children of parents with serious mental illness: with whom do they grow up? A prospective, population-based study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 55(11), 953-961.

Park, S., & Schepp, K. G. (2015). A systematic review of research on children of alcoholics: Their inherent resilience and vulnerability. *Journal of Child and Family Studies*, 24(5), 1222-1231.

Neger, E. N., & Prinz, R. J. (2015). Interventions to address parenting and parental substance abuse: Conceptual and methodological considerations. *Clinical Psychology Review*, 39, 71-82.

Rudo-Stern, J. S., Mauricio, A. M., & Dishion, T. J. (2019). The family check-up: A strength-based approach to preventing and treating problem behavior in children and adolescents. *APA Handbook of Contemporary Family Psychology*.

Week 13: Families Interface with other Contexts

Hill, E. J., & Kramer Holmes, E. (2019). Families and workplaces. *APA Handbook of Contemporary Family Psychology*.

Carlson, C. I., Maddocks, D. L. S., & Scardamalia, K. M. (2019). Families and schools. *APA Handbook of Contemporary Family Psychology*.

Knobloch, L. K., & Theiss, J. A. (2018). Relational turbulence theory applied to the transition from deployment to reintegration. *Journal of Family Theory & Review*, *10*(3), 535-549.

Berger, L., & Carlson, M. (2020). Family policy and complex contemporary families: A decade in review. *Journal of Marriage and Family*, *decade in review*.

Petts, R. J., & Knoester, C. (2018). Paternity leave-taking and father engagement. *Journal of Marriage and Family*, *80*(5), 1144-1162.

Arditti, J. A. (2016). A family stress-proximal process model for understanding the effects of parental incarceration on children and their families. *Couple and Family Psychology: Research and Practice*, *5*(2), 65-88.

Week 14: Careers in Family Psychology

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

Celano, M. (2019). Competencies in couple and family psychology for health service psychologists. *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/#>, 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>).

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/>).

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](https://dennislearningcenter.osu.edu) to learn more.

↩ Reply ▾ 🗑 Delete 🚫 Junk 🚫 Block ⋮

Re: Concurrence request for Psychology 5800

PA

Paulsen, Alisa

Thu 8/27/2020 9:17 PM

To: Sutherland, Sue


Cc: Vasey, Michael; Cravens-Brown, Lisa; Schoppe-Sullivan, Sarah



Psych 5800 syllabus Family Ps...

94 KB

I realized I neglected to attach the syllabus.

gnature_987250640**Alisa Paulsen, Ph.D.**

Director of Undergraduate Programs

Pronouns: She, Her, Hers

Department of Psychology

15 Psychology Building, 1835 Neil Avenue, Columbus, OH 43210

614-292-5750 Office / 614-292-5136 Fax

paulsen.10@osu.edupsychologymajor.osu.edu

Students may schedule appointments through <https://buckeyes.campus.eab.com/>

From: Paulsen, Alisa**Sent:** Thursday, August 27, 2020 5:40 PM**To:** Sutherland, Sue <sutherland.43@osu.edu>**Cc:** Vasey, Michael <vasey.1@osu.edu>; Cravens-Brown, Lisa <cravens-brown.1@osu.edu>; Schoppe-Sullivan, Sarah <schoppe-sullivan.1@osu.edu>**Subject:** Concurrence request for Psychology 5800

Dear Dr. Sutherland,

The Department of Psychology is creating a new course titled Family Psychology (Psychology 5800). The course would be an elective course for advanced undergraduates and graduate students in the Department of Psychology. Undergraduates are required to have successfully completed Psychology 2220 (Data Analysis) and Psychology 2300 (Research Methods) before enrolling in this course. I have attached the course syllabus.

I am requesting the support of the Department of Human Sciences to include in our submission for course approval. I would appreciate it if you could respond to me via email by September 11th. Please let me know if you have any questions/concerns or would like to further discuss this course.

From: [Haddad, Deborah](#)
To: [Vankeerbergen, Bernadette](#)
Subject: FW: Concurrence request for Psychology 5800
Date: Wednesday, September 2, 2020 9:12:19 AM
Attachments: [image001.png](#)
[image002.png](#)

Bernadette,

The exchange below constitute the Sociology concurrence for Psych 5800.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum; Dept & Student Concerns
Social and Behavioral Sciences
Natural and Mathematical Sciences
[College of Arts and Sciences](#)
114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.247-7991 Office / 614.247.7498 Fax
Haddad.2@osu.edu asc.osu.edu

From: Paulsen, Alisa <paulsen.10@osu.edu>
Sent: Monday, August 31, 2020 12:32 PM
To: King, Ryan D. <king.2065@osu.edu>
Cc: Vasey, Michael <vasey.1@osu.edu>; Cravens-Brown, Lisa <cravens-brown.1@osu.edu>; Schoppe-Sullivan, Sarah <schoppe-sullivan.1@osu.edu>; Haddad, Deborah <haddad.2@osu.edu>
Subject: Re: Concurrence request for Psychology 5800

Hi Ryan,

Thanks so much!

Best,
Alisa



Alisa Paulsen, Ph.D.

Director of Undergraduate Programs
Pronouns: She, Her, Hers
[Department of Psychology](#)
15 Psychology Building, 1835 Neil Avenue, Columbus, OH 43210
614-292-5750 Office / 614-292-5136 Fax
paulsen.10@osu.edu
psychologymajor.osu.edu

Students may schedule appointments through <https://buckeyes.campus.eab.com/>

From: King, Ryan D. <king.2065@osu.edu>

Sent: Monday, August 31, 2020 12:28 PM

To: Paulsen, Alisa <paulsen.10@osu.edu>

Cc: Vasey, Michael <vasey.1@osu.edu>; Cravens-Brown, Lisa <cravens-brown.1@osu.edu>; Schoppe-Sullivan, Sarah <schoppe-sullivan.1@osu.edu>

Subject: RE: Concurrence request for Psychology 5800

Hi Alisa,

Sociology has no objections. Looks like a great course!

Ryan



THE OHIO STATE UNIVERSITY

Ryan D. King

Professor and Chair

Department of Sociology

238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210-1222

614-292-3959 Office

king.2065@osu.edu / sociology.osu.edu

From: Paulsen, Alisa <paulsen.10@osu.edu>

Sent: Thursday, August 27, 2020 5:31 PM

To: King, Ryan D. <king.2065@osu.edu>

Cc: Vasey, Michael <vasey.1@osu.edu>; Cravens-Brown, Lisa <cravens-brown.1@osu.edu>; Schoppe-Sullivan, Sarah <schoppe-sullivan.1@osu.edu>

Subject: Concurrence request for Psychology 5800

Dear Dr. King,

The Department of Psychology is creating a new course titled Family Psychology (Psychology 5800). The course would be an elective course for advanced undergraduates and graduate students in the Department of Psychology. Undergraduates are required to have successfully completed Psychology 2220 (Data Analysis) and Psychology 2300 (Research Methods) before enrolling in this course. I have attached the course syllabus.

I am requesting the support of the Department of Sociology to include in our submission for course

approval. I would appreciate it if you could respond via email to me by September 11th. Please let me know if you have any questions/concerns or would like to further discuss this course.

Thank you,
Alisa



Alisa Paulsen, Ph.D.

Director of Undergraduate Programs

Pronouns: She, Her, Hers

Department of Psychology

15 Psychology Building, 1835 Neil Avenue, Columbus, OH 43210

614-292-5750 Office / 614-292-5136 Fax

paulsen.10@osu.edu

psychologymajor.osu.edu

Students may schedule appointments through <https://buckeyes.campus.eab.com/>

Psychology Major Learning Objectives

Program Objectives

Knowledge Base in Psychology

- K1. Describe key concepts, principles, & overarching themes in psychology
- K2. Develop working knowledge of psychology's content domains
- K3. Describe applications of psychology

Scientific Inquiry & Critical Thinking

- S1. Use scientific reasoning to interpret psychological phenomena
- S2. Demonstrate psychology information literacy
- S3. Engage in innovative & integrative thinking & problem solving
- S4. Interpret, design, & conduct basic psychological research
- S5. Incorporate sociocultural factors in scientific inquiry

Ethical & Social Responsibility in a Diverse World

- E1. Apply ethical standards to evaluate psychological science & practice
- E2. Build & enhance personal relationships
- E3. Adopt values that build community at local, national, & global levels

Communication

- C1. Demonstrate effective writing for different purposes
- C2. Exhibit effective presentation skills for different purposes
- C3. Interact effectively with others

Professional Development

- P1. Apply psychological content & skills to career goals
- P2. Exhibit self-efficacy & self-regulation
- P3. Refine project-management skills
- P4. Enhance teamwork capacity
- P5. Develop meaningful professional direction for life after graduation

Learning Goal Levels

- F – Foundational
- A- Advanced

I. Data Analysis and Research Requirement																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2220(H) Data Analysis		F			F	F	F	F					F			F	F	F		
2300 Research Methods		F	F	F	F	F	F	F	F	F	F		F		F	F	F	F		

II. Core Requirements (1 from each area)																				
A. Brain and Behavior																				
Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
3313 Intro to Behavioral Neuroscience	BN	F	F		F	F				F										
3313H Intro to Behavioral Neuroscience	BN	F	F		F	F	F	F		F	F		F	F	F				F	
3513 Intro to Cognitive Neuroscience	CO	F			F	A		F		F			F							
B. Cognitive Psychology																				
3302 Perception & Language	CO	A	A	A	A	A	F		F											
3310 Sensation & Perception	CO	A	A	F	A	F	F									F				F
3312 Memory & Cognition	CO	A	A	F	A	A	F	F	F	F			F	F	F					F
C. Clinical and Developmental Psychology																				
2367.02 Abnormal Psychology Analysis	CL	F	F	F	F		F						F		F				F	
3331 Abnormal Psychology	CL	F	F	A	A			A	A											
3335 Psychology of Adjustment	CL	F																		
3340 Lifespan Development	D	F	F	F	F	F						F	F							
3530 Theories of Personality	CL	A	A	A	A	F	F	F	A	F	A		F				F			
3550 Psychology of Childhood	D	F	F	F	F	F						F	F							
3551 Psychology of Adolescence	D	F		F	F	F		F						F						F

Years																				
4554 Language Development	D		A		A	A	A	F					A	A						
4555 Adolescent Sexuality	D	F		F	F	F		F					F	F					F	
4571 Psychology of Dev. Disabilities	I	F		F	F	F, A						F	F, A						F	
5601 Comparative Psychology		A	A		A	A														
5608 Introduction to Mathematical Models	Q	F			A			A											F	
5610 Emotion Regulation	CL	A	A	A	A	A	A	F	F	F			A		A	A				
5613H Biological Psychiatry	BN	A	A	A	A	A	A													
5615 Psychology of Language	CO				F	F	F	F	F	F			F							
5618 Computational Cog. Neuroscience	CO	A	A	A	F	F	F						F	A	F	F				
5621 Intro to Event-Related Potentials	CO	A	A	A	A	F	A	A		F	F	F	F	A	F	F				A
5800 Family Psychology	D		A	A	A	A	A		A		A	A	A	A	A	A				
5832 Lifespan Sociomoral Development	D	A	F		F	A							A							
5898 Seminar in Behavioral Neuroscience	BN	A	A	A	A	A	A	A	A					A	A					

IV. Elective Courses

Course	Area	K1	K2	K3	S1	S2	S3	S4	S5	E1	E2	E3	C1	C2	C3	P1	P2	P3	P4	P5
2301 Psychology of Extraordinary Beliefs	Q	F			A				F	F										
2303 Positive Psychology	CL	F		F	F	F	F	F		F	A	A	F		F	F	F			
2311 Psychology of Motivation	CO	A	A	F	F	F	F								F	F	F			
2333 Psychology of Human Sexuality	CL	A	F	F	F	F			F	F	A	A			F	F	F			
2350 Contemp. Developmental Psychology	D	F		F	F		F					F								
2376 Interpersonal Relationships	S	F,A		F,A	F	F		F	F		F				F	F		F	F	
2420 Psychology Applied to Sport		F		F,A	F,A	F			F	F	F				F	F			F	
2462 Psychology of Creativity							F,A				F	F		F	F	F,A				
2500 Applied Psychology		F	F		F			F		F	F		F							
3321(H) Quant. and Statistical Methods		F			A	F	F	F	F											
3371 Language and the Mind	CO	A	F		A	F		F	F		F		F	A	A	A	F	F	F	
3624 Primate Cognition		F	F		F	F				F										
4320 Psychological Science of Addiction		F	F	F			F													
4525 Psychology of Personal Security	S	A		F,A	F,A	F	F,A		F	F,A	F	F, A	F,A		F	F	F	F		
5425 Introduction to fMRI	CO	A		F,A	F,A	F	F,A			F,A	F	F,A	F,A		F	F	F	F		
5603 Stem Cells and the Brain	BN	A	A	A	A	A	A	A	A											
5612 Introduction to Cognitive Science	CO	A	A		F	F	F						F							
5620 Technology, Efficiency, and Happiness	CO	A	F	A	F	F	F	F				F	F	A		F				
5628 Developmental Cognitive Neuroscience	CO	A	A	A	A	A	A	A	A	A		A	A	A	A					

5870 Neuroeconomics and Decision Neuroscience	D	F	F	A	A		F	F	F											
5891 Proseminar in Cognitive Science	CO	A	A	A	A	A	A	A		A			A	A	F					
Experiential Elective Courses																				
3191 Internship in Psychology		F		F		F					A	F, A	F		A	F, A	F, A		A	F, A
3193.01 Individual Studies in Psychology		A				A														
3193.02 Individual Studies: Teaching		A	F,A	F,A	F,A	A	A	F	F	F	A	F, A	A	A	A	F, A	F	F, A	A	A
4998 Undergraduate Research		A			F,A	A	F, A	F,A		F,A					A					
4999.01(H) Thesis Research I			A		A	A	A	A		A	A		A	A		A	A	A		A
4999.02(H) Thesis Research II			A		A	A	A	A		A	A		A	A		A	A	A		A
5700 Science Education Outreach	D		A	A	A	A		A	A			A		A	A	A	A		A	