

Psychology 550

Development: The Family Life Cycle

Professor: Saadia McLeod, Ph.D.

Private Practice Office:

21660 Copley Drive, Suite 210

Diamond Bar, CA 91765

University Office: Building 5, Room 288

email:saadiamcleod@gmail.com (preferred over cpp email)

Website: drsaadiamcleod.com (for course materials)

Class Times & Location: Wednesdays, 9:30am-1:20pm; Building 9, Room 427

Office Hours: Mondays 12-1:30; Thursdays (by email) 9:30am-11am

Required Texts:

McGoldrick, M., Carter, B., & Garcia-Preto, N. (2011). *The Expanded Family Life Cycle: Individual, Family, and Social Perspectives, 4th Ed.* Boston: Allyn & Bacon. McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and Intervention, 3rd Ed.* New York: Norton.

Other individual articles/readings as listed below

Course Objective/Description:

In this course you will become familiar with the literature regarding major family life cycle stages and related clinical outcomes. The course will cover major stages that families undergo during significant changes in life events as well as horizontal and transgenerational relationship changes. Prerequisites include admission to the clinical MS program and PSY 545.

Communication:

Please note that there will be two major ways in which information may be distributed in this course, through in-class announcements and through e-mail (using your Cal Poly Pomona e-mail addresses). For this reason, it is essential that you check your e-mails frequently and attend classes consistently. In addition, the best way to get in touch with me is through e-mail. I will typically respond to student e-mails within 24 hours (unless over the weekend). If you do not receive a response to your e-mail within 24 hours, I recommend you assume I did not receive your e-mail and contact me again. Do NOT assume I received an e-mail unless you receive confirmation that this is the case.

Attendance: For my part, I will try to make it worthwhile for you to attend each class meeting. Attendance at all class meetings is mandatory. Missed classes may adversely affect your class participation grade (see below). In general, exceptions to the attendance policy will be granted only in cases of *severe, documented* emergencies (e.g., medical emergencies requiring medical care for the student). If such an emergency arises, please contact the instructor immediately.

Late Assignments/Missed Exams:

Missed exams or assignments not turned in by the due date will receive a grade of “0 points” for the exam or assignment. Exceptions to this policy will be granted only in cases of emergencies (e.g., medical emergencies) and at the discretion of the instructor. If such an emergency arises, please contact the instructor as soon as possible to determine whether an exception may be made. In the rare instances in which late work is accepted, late work may also be subject to a point deduction (a “late penalty”) at the instructor’s discretion.

Accommodations for Disabilities:

If accommodations are needed for this course, please speak with the instructor to make arrangements as early as possible in the term. Students with disabilities may contact the Disability Resource Center (DRC) to establish reasonable accommodations. For further information, please see the DRC website at <http://dsa.csupomona.edu/drc/> or call the DRC office at (909) 869-3333 (Voice) or (909) 869-4178 (TTD/TTY).

Academic Honesty:

Trust and honesty are central to both the scientific and clinical applications of psychology. The policies we follow regarding academic honesty have to do with trust. Violation of these policies is an attack on the foundation on which our professional work rests. Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including papers, quizzes, tests, and exams, without assistance. Any student caught cheating on an exam, plagiarizing on a written or oral project, or otherwise committing academic dishonesty may be given a grade of “0” for the exam/project, may receive a grade of “F” for the course, and/or may be referred to Judicial Affairs for further administrative action. For further information about student responsibilities regarding academic honesty, please see the University Catalog.

Evaluations of Student Performance:

Student performance in this course will be evaluated based on performance on the two take-home exams (midterm and final), participation in classes, weekly reaction papers, the genogram assignment, and in-class presentations. All criteria are described below. There are a total of 200 points possible in this course. These points are distributed as follows:

Midterm Exam:	40 points
Final Exam:	50 points
Presentation Proposal:	10points
Presentation:	30 points
“Reaction” Papers:	40 points
Genogram Assignment:	10 points
Participation:	20 points

Exams: There will be two take-home exams in this course: a midterm (40 points) and a final (50 points). The final exam will be cumulative, though the second half of the course will be emphasized. While it is expected that you will consult with your notes and readings, you are not permitted to consult with other students or otherwise seek outside help on the exams. Exams will be distributed one week prior to the due date listed in the course syllabus. Exams are to be handed in to the instructor at the start of the class period.

Reaction Papers: Each week you will write a brief (1-2 page) paper describing your responses to the assigned reading. Rather than summarizing the readings, these papers should demonstrate **your ability to think critically** about and apply the assigned readings. Each weekly reaction paper will be worth 5 points.

Presentations: Each student will complete a 20-30 minute, in-class presentation on a topic of his/her own selection (with approval by the instructor). Presentations are expected to be clearly rooted in scholarly work related to the topic. It is expected that scholarly literature will be clearly cited throughout the presentation. The goal of presentations is twofold: 1) to provide you with an opportunity to explore and share information with your fellow students about the family life cycle that is of particular interest to you and 2) to provide you with an opportunity to practice making scholarly, professional presentations. During the third class session (1/17), you will submit a 500-word maximum summary describing your proposed presentation topic (similar to a conference proposal). This proposal must be approved by the instructor. The proposal will be graded pass/fail and is worth 10 points. Presentations will be graded out of 40 points. Presentations will be scheduled in the first or second class session.

Genogram Assignment: Each student will create a genogram based on either their own family, a fictional family (e.g., a family from literature), or a combination of the two. The purpose of this project is to help you familiarize yourself with the use of the family genogram as a technique to aid in the understanding of the family life cycle. Please note that you are not required to disclose your personal family history and are welcome to alter or add details to your family history to conceal the identity of family members (or just for fun). The genogram project may earn up to 10 points.

Participation: Student participation is an essential part of this course. Classes will be largely discussion-based. For this reason, it is essential that you be present in class and prepared to discuss the topic for the day. Class participation will be graded both on your attendance at class as well as the degree to which you are prepared to discuss the material (i.e., if it is clear you have not done the reading, this will adversely affect your participation grade). Class participation will be graded holistically at the end of the term and will comprise 10% of your final grade (20 points). Participation grades will be assigned on a 0-20 scale with the following anchor points:

20 points: Present, well-prepared, and actively involved in discussion at all class meetings (including marked attentiveness during the presentations of fellow class members)

15 points: Present at all class meetings, but inconsistently prepared/poor participation *or* excellent participation while present, but a small number of absences *or* excellent participation and consistent attendance, but frequently late to class

10 points: Two or more missed classes *or* poor participation/preparation for many class meetings

5 points: Many missed classes (e.g., 3 or more) *or* poor participation/lack of

preparedness at most class meetings 0 points: Failure to attend all or almost all class meetings *or* failure to prepare for class meetings combined with poor attendance/lateness *or* rude/inconsiderate behavior during class especially if during guest lectures or presentations by fellow classmates (e.g., marked inattentiveness, making impolite comments)

Final Course Grades: As mentioned above, there are a total of 200 points possible in this course. To calculate your final grade all of your points will be added. Final point totals will be converted to letter grades as follows:

A = 184 or higher (92% or higher)

A- = 180-183

B+ = 177-179

B = 164-176

B- = 160-163

C+ = 157-159

C = 144-156

C- = 140-143

D+ = 137-139

D = 124-136

D- = 120-123

F = 119 or below

Course Schedule & Reading Assignments:

You are responsible for reading all assignments listed. Reading is to be completed in advance of the day it is listed. Chapters listed are from the McGoldrick, Carter, & Garcia-Preto book unless otherwise noted. Additional readings (where indicated) can be found in full text form through the university library database or at the web address listed.

Please note: guest speakers are currently being scheduled and the course schedule will be updated as these dates become finalized. This syllabus is tentative and open to changes at the discretion of the instructor.

<i>Date Topic</i>	<i>Readings & Other Assignments</i>
<p>1/3 <i>Introduction to Course</i></p> <p><i>Assign Presentation Schedule</i></p>	
<p>1/10 Overview of the Family Life Cycle: Chapter 1 (read all)</p> <p><i>Introduction to Genograms: Genograms: Assessment and Intervention, 3rd Ed (Skim and bring to class</i></p>	

<p>1/17 Adolescence and Launching</p> <p>Presentation Proposals Due</p>	<p>Chapters 1,15 & 16 (all); Ch. 8 (pp. 121-123); Ch. 3 (pp. 54-55); Ch. 4 (pp. 66-67)</p> <p>Weekly Reaction Paper Due</p>
<p>1/24 Having Children</p>	<p>Chapter 14; Chapter 8 (pp. 126-130)</p> <p>Gottman, J. M., & Levenson, R. W. (2000) The Timing of Divorce: Predicting When a Couple Will Divorce Over a 14-Year Period. <i>Journal of Marriage and Family</i>, 62, 737-745.</p> <p>Weekly Reaction Paper Due</p>
<p>1/31 Partnering</p> <p>Genogram Assignment Due</p>	<p>Chapter 13; Ch. 3 (pp. 52); Ch. 4 (pp. 69); Chapters 7; Chapter 8 (pp. 123-126)</p> <p>Weekly Reaction Paper Due</p>
<p>2/7 Un-partnering: Marital Conflict, Divorce, Breakups</p> <p><u>Take-Home Midterms Distributed</u></p>	<p>Grych, J. H. (2005). Interparental conflict as risk factor for child maladjustment: Implications for the development of prevention programs. <i>Family Court Review</i>, 43 (1), 97–108. doi:10.1111/j.1744 1617.2005.00010.x</p> <p>Weekly Reaction Paper Due</p> <p>Student Presentation 1: _____ Chris _____</p> <p>Student Presentation 2: _____ Lauren _____</p> <p>Student Presentation 3: _____ Cassandra _____</p>
<p>2/14 Siblings; Step & Blended Families</p> <p>Take-Home Midterms Due</p>	<p>Chapters 10 & 21</p> <p>Schmeeckle, M. (2007). Gender dynamics in stepfamilies: Adult stepchildren’s views. <i>Journal of Marriage and Family</i>, 69,174–189 doi:10.1111/j.1741-3737.2006.00352.x</p> <p>Daly, M., & Wilson, M. I. (1996). Violence against stepchildren. <i>Current Directions in Psychological Science</i>, 5 (3), 77 –80. doi: 10.1111/1467-8721.ep10772793</p> <p>Weekly Reaction Paper Due</p>

<p>2/21 Social Class & Migration</p>	<p>Chapters 5 & 22 Weekly Reaction Paper Due Student Presentation 1: _____Adam_____ Student Presentation 2: _____Nancy_____ Student Presentation 3: _____Nick_____</p>
<p>2/28 Illness & Death</p>	<p>Chapters 18 & 23 Weekly Reaction Paper Due Student Presentation 1: _____Don_____ Student Presentation 2: _____Alexis_____ Student Presentation 3: _____Tatiana_____</p>
<p>3/7 Single Adults & Single-Parent</p>	<p>Chapter 20 Lahad, K. (2013). 'Am I asking for too much?' The selective single woman as a new social problem. <i>Women's Studies International Forum</i>, 4023-32. doi: 10.1016/ j.wsif.2013.04.009</p> <p><u>Take-Home Final Exams Distributed</u></p> <p>Weekly Reaction Paper Due Student Presentation 1: _____Blair_____ Student Presentation 2: _____Jimmy_____ Student Presentation 3: _____Erika_____</p>
<p>3/14 Wednesday Final Exam 9:30-1:20am</p>	<p>Take-Home Final Exams Due Student Presentation 1: _____Amy_____ Student Presentation 2: _____Aneeka_____ Student Presentation 3: _____Mary_____ Student Presentation 4: _____</p>

Note: The above schedule and procedures in this course are subject to change.