



International Undergraduate Program
Faculty of Psychology
Universitas Gadjah Mada

COURSE OUTLINE
PSYCHOLOGY OF MARRIAGE AND FAMILY

Course Code	: PSY 3208
Period	: Odd Semester 2022/2023
Credit	: 2 SKS
Class	: IUP
Course Instructor(s)	: Diana Setiyawati
E-mail	: diana@ugm.ac.id
Teaching Assistant	: TBA
E-mail	: TBA
Location and Time	: TBA
Duration	: 14 weeks
Frequency of Meetings	: Weekly

Course Description

This course focuses on the explanation of Marriage and Family Psychology. The definition of family from multi perspectives and theories will be discussed. Then, the focus of discussion will be about important factors in sustenance of marriage and families. The main objective is mastering skill in conduct research on family issues and build a program for promotion and prevention to build strong families from micro and macro perspectives.

Course Objectives/Learning Outcomes

At the end of the course, students should be able to:

1. Able to identify and explain theories and approach in psychology for studying marriage and family
2. Able to explain important factors in sustenance of marriage and families
3. Able to explain about strong family and its challenges (including violence and vulnerable families)
4. Able to explain about ecological dan psychological factors of building strong family (macro and micro factors)

Required Readings

1. Bray, J. H., & Stanton, M.(2015). *Family Psychology*. West Sussex, UK: Wiley-Blackwell.
2. DeFrain,J. & Asay, S.M. 2007.Strong Families Around the World: Strengths-Based Research and Perspective.Marriage & Family Review, 41(1,2,3,4).

3. Hertlein, K.M & Twist, M.L.2019.The Internet Family.Technology in Couple and Family Relationship.New York: Routledge.
4. Howe,T. R. 2012.Marriages & Families in The 21ST Century.A Bioecological Approach.West Sussex,UK: John Wiley & Sons Ltd.
5. Olson, D.H., DeFrain,J.,& Skogrand, L. 2019.Marriages & Families.Intimacy, Diversity, and Strengths.Ninth Edition.New York: McGraw-Hill Education.
6. White, J.M., Klein, D.M.,& Martin, T.2015. Family Theories.An Introduction.Fourth Edition.Los Angeles: SAGE.

Methods of Instruction:

- Lectures: 30 %
- Discussion: 30 %
- Presentations: 10%
- Group work/independent study: 30%

Course Assessment

The final grade of the course will be compiled proportionally from the components below:

1. Examination (90%)
 - a. Mid-term exam
 - b. Final exam
 - c. Assignments
 2. Class Participations (10%)
- Total: 100%

Course Requirements/Methods of Evaluation:

1. Examination (90%)

a. Mid-term exam (25 %)

Mid-term exam supports the achievement of course objective #1. #2, #3, and #4. Mid-term exam will take the form of an application of family assessment and family theories that have been covered in week 1-7. Each student is required to interview any family from their cultural background (online) and analyze the interview with one of the family theories.

b. Final exam (20%)

Final exam supports the achievement of course objectives #1. #2, #3, and #4. Final exam takes the form of an in-class exam, and will cover the topic of week 8 – week 14.

c. Group presentation (family life education) (30 %)

Group assignment: Design a family life education for communities, based on need analysis and family theories.

Presentation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2

Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	10

d. Jigsaw 1 (Marriage Issues) (5%)

Jigsaw grading indicators

Grading Indicators	Max Score
Informative, attractiveness, creativity	2
Correspond to the theme assigned	2
Originality (copy-paste is not allowed)	2
Method of delivery	2
Comprehensiveness	2
TOTAL	10

f. Group presentation (Family Issues) (10%)

Presentation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2
Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	10

*) Same score apply to all group members. However, peer rating will be available for consideration of the final score.

2. Class Participations (worth 10%)

(Example)

Students are expected to attend class, having required assignments prior to class time, and to actively contribute to the discussion with thoughtful responses, reflections, and questions about the readings. To help create meaningful class discussions, students are encouraged to review the suggested course readings attached to this course outline. My criteria assessing full 20% class participation include the following behaviors and characteristics:

- Regular class attendance (75%)
- Attentive, focused involvement in class discussion (as expressed verbally and non-verbally)
- Contributing thoughtful, reflective comments, questions, or observations about the theories discussed in class
- Listening to others with respect
- Asking questions for clarification
- Allowing yourself to be open-minded, curious, to make mistakes, and to recognize that there will be times when you simply won't be able to make sense of the material we cover. Please ask questions! Please come see me!

Grading:

- 10 Points = 100% attendance, consistent active participation, asks questions, provides insights, raises issues
- 7 - 9 Points = 90% attendance, frequent active participation, asks questions
- 4 – 6 Points = 80% attendance, infrequent active participation, answers questions when asked
- 1 – 3 Points Point = 75% attendance, passive participation, answers questions when asked
- 0 Points = Less than 75% attendance, no participation.

Course Policies

- Excused absences are described in Undergraduate Student Manual/Attendance Policy. Students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course Three or more absences (excused or unexcused) will necessitate a special advisement meeting with the course instructor and possibly the primary advise or to discuss the student's continuation in the course.
- Late papers will result in a two-point deduction from the paper grade itself for each day late.
- In the event of a cancelled class, the instructor reserves the right to schedule a make-up class during exam week.

Academic Integrity

Academic integrity is an ethical policy of academia in which students joining this course is not exempted from. Among the ethical behaviors highlighted in this course, but not limited to, are: (i) learning commitment, reflected as the students meet the attendance requirements, and (ii) honest behavior, demonstrated as the students adhere to the non-plagiarism conduct. A breach of academic integrity can result in A FAILURE OF AN ENTIRE COURSE.

Attendance Policy

Attending to lectures demonstrates students learning commitments. As compliance to the Faculty Academic Regulation, students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course.

Plagiarism Policy

Students should be fully aware that plagiarism is unethical behavior which breaches the academic integrity and therefore may cause serious sanctions, from an unsatisfactory grade to a failure of the entire course. Overall, plagiarism is simply defined as presenting someone else's thoughts or work as your own. This action can vary from having inappropriate academic referencing to deliberate cheating. Below are the types of plagiarism, students should be aware of:

1. **Copying:** using the identical or very similar words to the original text or idea without acknowledging the source. Although most of the time, this action is subject to absentmindedness, it can be perceived as a deliberate action to present someone else's work as our own.
2. **Inappropriate paraphrasing:** changing a few words and phrases while still retaining the original structure and content without giving credits to the original sources.
3. **Collusion:** denying the contribution of others and claiming the work as a person's individual work. Collusion also includes making your work available to another student for them to copy it, stealing or obtaining another person's work to copy it, taking full responsibility of another person's academic work either voluntarily or with financial gain.

For more information about plagiarism, visit: <http://www.plagiarism.org/>

Changes to Syllabus:

As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to you in writing.

Appropriate Use of Electronic Devices in the Classroom

The use of cell phones or other electronic devices during lectures and lab sessions for texting, talking or any other purpose is disruptive to the other students and, therefore, such use of electronic devices is prohibited. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly during class. The use of laptop computers and tablets during lectures and lab sessions must be limited to course activity only. Accessing any social media site (Facebook, Twitter, Instagram, etc.) or personal e-mail accounts during lectures and lab sessions is a violation of classroom policy. Students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be turned off completely and properly stored away.

Grading System: The table below shows grade totals and corresponding letter grades for the course. Course grade totals ending in 95 or higher are rounded up to the next whole number.

A+	98-100
A	92-97
A-	89-91
A/B	86-88
B+	80-85
B	77-79
B-	74-76
B/C	70-73
C+	67-69
C	64-66

C-	60-63
C/D	57-59
D+	54-56
D	50-53
E (T)	< 50

Course Calendar:

Meeting	Day & Date	Topics	Learning & Teaching Methods	Assessment
1		Introduction to theories of marriage and family psychologies	Lecture, discussion and disclosure	
2		Family System Theory and Strong Family	Lecture, discussion and self-reflection	
3		Neurobiology of Family	Lecture & discussion	
4		Family Development Theory	Lecture, case study & discussion	
5		Ecological theory of families	Case study, lecture & discussion	
6		Putting it together: Family wellbeing & strong family	Guest Lecture & discussion	
7		Family Assessment	Self-reflection, and lecture	
MID TERM EXAM				
8		Family policy and Macro level approach	Lecture, discussion and case study	
9		Family life Education and Family Therapy	Lecture, discussion and video analysis	

10		Mariage issues: love & sexual intimacy (cross cultural perspectives)	jigsaw	
11		Mariage issues: commitment & communication (cross cultural perspectives)	Jigsaw	
12		Family issues: Parenting and children wellbeing (cross cultural perspectives)	Jigsaw	
13		Family Issues: violence, divorce, and vulnerable family (cross cultural perspective)	Discussion	
14		Wrap up and Group Presentation Family issues: family strength (cross cultural perspectives)	Presentation	
Final Exam Break				
FINAL EXAM				