

DEPARTMENT OF FAMILY RELATIONS  
AND APPLIED NUTRITION  
University of Guelph  
FRHD 4020  
FAMILY THEORY  
Winter 2018

COURSE OUTLINE

**Instructor:** Erin Watson, PhD (C)

**Office:** #117 MINS **Office Hours:** By Appointment Only

**e-mail:** ewatso03@uoguelph.ca

**Response within 48 hours. Do not expect a response on weekends.**

**E-mail Communication** As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

**CLASSES:** Tuesdays/Thursdays 2:30 – 3:50 pm, CRSC 117

**Calendar Description**

This course highlights the importance of integrating theory in practice and analyses theoretical approaches and concepts in the study of the family.

**Course Objectives**

By the completion of this course, the successful student will be able to:

1. Articulate, verbally and in writing, an understanding of what theory is and how it can be used to analyze family experience.
2. Articulate, verbally and in writing, a broad understanding of the theoretical frameworks currently used to understand families.
3. Demonstrate, verbally and in writing, a critical perspective toward family theories in order to identify weaknesses, biases and limitations.
4. Apply, in discussion and for presentation, theoretical frameworks and concepts to substantive family issues, considering family therapy, research, and policy implications.
5. Demonstrate, in discussion, an awareness of one's own conceptual biases and theoretical assumptions.

**\*\*\*\*\*IMPORTANT NOTES\*\*\*\*\***

**1. WHEN YOU CANNOT MEET A COURSE REQUIREMENT:** When you are unable to meet an in-course requirement due to illness or compassionate reasons, you must advise the course instructor in writing (e-mail or submitted in class) with your name, ID # and e-mail address. Where possible, this should be done in advance (at least one week is ideal) of the missed work or event, but otherwise, as soon as possible after the due date. Note: if the course instructor requires documentation, she will request it from you.

**2. LATE POLICY:** Late submission of assignments will be subject to grade deductions. Unless otherwise agreed upon by the instructor, late assignments will not be accepted

**beyond one week post-due date. Extensions will not be granted on the basis of heavy workload - plan ahead.**

**4. ACCESSIBILITY: Please see**

[https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/sec\\_d0e4954.shtml](https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/sec_d0e4954.shtml)

**5. ACADEMIC CONSIDERATION: See the undergraduate calendar for information on regulations and procedures for Academic Consideration:**

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

**Required Readings**

There is one textbook required for this course. The textbook is available at the bookstore and on reserve at the McLaughlin Library. Any additional readings will be available through the library course reserve system and courselink website.

Textbook: Smith, S.R., & Hamon, R.R. (2017). Exploring Family Theories (4th edition). New York: Oxford University Press.

*PLEASE NOTE: Given the very recent change/upgrade to the textbook in 2017 by the publishers, I will accept, with some exceptions, the 3<sup>rd</sup> edition of the textbook (Smith, S.R., & Hamon, R.R. (2012). Exploring Family Theories (3rd edition). New York: Oxford University Press) for this semester only. This version, however, will only be available used through alternative retail sources, and will not be on reserve at the library.*

**Class Format**

During each class there will be both lecture and an emphasis on in-class discussion, theory application, and group work, which enhances learning opportunities. You are expected to come to class prepared to discuss the assigned readings, to ask questions to extend your own learning and to build on your classmates' ideas.

**OUTLINE OF CLASSES**

*[Readings are from text unless otherwise indicated]*

**WEEK 1: Introduction to COURSE: Learning Environment, Family Theory**

**January 9:** Course Structure and Assignment Overview

The Importance of UNSAFE learning – Mini-lecture

*No Readings*

**January 11:** Family Theory Overview - Importance for practice, policy, and research

Guest Expert Elise Brown – Policy and Practice Application

*Introduction (pp.1-9)*

**WEEK 2: Family Systems Theory and Application**

**January 16: Lecture Pt.1**

*Chapter 5: Family Systems Theory*

**January 18: Lecture Pt.2 and Application**

*Chapter 5: Family Systems Theory*

*1<sup>st</sup> – In class activity*

**WEEK 3: Family Development Theory and Application**

**January 23: Lecture Pt.1**

*Chapter 3: Family Development Theory*

**January 25: Lecture Pt.2 and Application**

*Chapter 3: Family Development Theory*

*2<sup>nd</sup> – In class activity*

**WEEK 4: Family Stress Theory and Application**

**January 30: Lecture Pt.1**

*Chapter 4: Family Stress Theory*

**February 1: Lecture Pt.2 and Application**

*Chapter 4: Family Stress Theory*

*3<sup>d</sup> – In class activity*

**WEEK 5: Social Exchange Theory and Application**

**February 6: Lecture Pt.1**

*Chapter 8: Social Exchange Theory*

**February 8: Lecture Pt.2 and Application**

*Chapter 8: Social Exchange Theory*

*4<sup>th</sup> – In class activity*

**WEEK 6: MIDTERM**

**February 13: STUDY FOR MIDTERM**

**February 15: Midterm – IN CLASS – Multiple Choice 30% of Final Grade**

-----READING WEEK - NO CLASSES February 20 or 22-----

**WEEK 7 Symbolic Interactionism Theory and Application**

**February 27: Lecture Pt.1 – GUEST LECTURE TBA**

*Chapter 1: Symbolic Interactionism Theory*

**March 1: Lecture Pt.2 and Application**

*Chapter 1: Symbolic Interactionism Theory*  
*5<sup>th</sup> – In class activity*

### **WEEK 8 Conflict Theory and Application**

#### **March 6: Lecture Pt.1**

*Chapter 7: Conflict Theory*

#### **March 8: Lecture Pt.2 and Application**

*Chapter 7: Conflict Theory*

*6<sup>th</sup> – In class activity*

-----**40<sup>th</sup> day of classes March 9<sup>th</sup> 2017 – LAST DAY TO DROP COURSES**-----

[For regulations and procedures see the Undergraduate Calendar:  
<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>]

### **WEEK 9: Feminist Family Theory and Critical Multicultural Approaches**

#### **March 13: Feminist Family Theory/ Critical Multicultural Approaches**

*Chapter 9: Feminist Family Theory*

#### **March 15: Feminist Family Theory/ Critical Multicultural Approaches**

*Chapter 9: Feminist Family Theory*

*7<sup>th</sup> – In class activity*

### **WEEK 10: In Class Presentations**

**March 20: Prep for Presentations (Opportunity for Exam Review)**

**March 22: Prep for Presentations (Opportunity for Exam Review)**

### **WEEK 11 – In Class Presentations**

**March 27: Group Presentation**

**March 29: Group Presentation**

### **WEEK 12 – In Class Presentations**

**April 3: Group Presentation**

**April 5: Group Presentation**

**\*\*\*\* Final Exam – DURING FINAL EXAM PERIOD – Multiple Choice 25% of Final Grade\*\*\*\***  
**SCHEDULED FOR: April 19<sup>th</sup>, 2018 at 11:30 am to 1:30 pm ROOM TBA**

#### **Course Evaluation:**

- I. **Mid-Term** will constitute **30% of final grade**. This exam will be multiple choice and will take place in class. Mid-term will evaluate knowledge and understanding of content from the textbook and from class lectures/discussions, including ability to appropriately apply theory to case studies.

- II. **Final Exam** will constitute **25% of final grade**. This exam will be multiple choice and will take place during the final exam period. The final exam will evaluate knowledge and understanding of content from the textbook and from class lectures/discussions, including ability to appropriately apply theory to case studies.
- III. **In Class Activities** will constitute **5% of final grade**. These activities will be solo and group work. Depending on the theory and activity, the work will be a mixture of critical thinking, personal reflection, practical application, and in-class presentation. Please note, the presentation activities **WILL NOT BE SCHEDULED**. They are **IMPROVISED** with strong guidance and support from the instructor and classmates as an important learning opportunity.
- IV. **Group Presentation Project** will constitute **40% of final grade**. This project will demonstrate teamwork, creativity, critical perspective and application of at least two of the theoretical frameworks discussed in class to a family therapy, research, or family policy context. **Projects will be presented during class.**
  - Assessment will be based on the following (all team members will receive same grade):
    - i. In class presentation (*20% of project grade*)
    - ii. Critical perspective evident in content (see class materials on critical perspective-taking) (*15% of project grade*)
    - iii. Family theories (2) accurately presented and described (*30% of project grade*)
    - iv. Clarity and organization, APA format (*5% of project grade*) **\*\*Written materials prepared as part of your presentation must use APA style of referencing (6<sup>th</sup> ed.) See APA Style handout available through: [http://www.lib.uoguelph.ca/assistance/writing\\_services/resources/handouts.cfm](http://www.lib.uoguelph.ca/assistance/writing_services/resources/handouts.cfm)**
    - v. Family therapy, policy, or research application consistent with theory and designated clinical/research area (*30% of project grade*)

## Grades

2013/14 Undergraduate Degree Regulations and Procedures

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-grds-proc.shtml>

**80 - 100 (A) Excellent.** An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

**70 - 79 (B) Good.** A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

**60 - 69 (C) Acceptable.** An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

**50 - 59 (D) Minimally Acceptable.** A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

**0 - 49 (F) Fail.** An inadequate performance.

**Copies of out-of-class assignments** Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

**Accessibility** The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <https://www.uoguelph.ca/csd/>

**Academic Misconduct** The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

**Recording of Materials** Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources** The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:

<http://www.uoguelph.ca/registrar/calendars/index.cfm?index>