

<b>Subject Details</b>	Subject Title, code and credit hours	CPSY 740, Family Psychology, 6 ECTS	
	Department	Psychology	
	Program (bachelor's and master's degree)	Master degree	
	Associated Term	Fall 2024	
	Instructor	Sevinj Maharramova	
	E-mail:	sevinjmaharramova.telimchi@gmail.com	
	Phone	-	
	Lecture room/Schedule	Neftchilar campus	
	Consultations	Make an appointment in a mail	
<b>Teaching language</b>	English		
<b>Subject type (mandatory/elective)</b>	Mandatory		
<b>Readings</b>	<p>Required Textbook</p> <ol style="list-style-type: none"> <li>D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000.</li> <li>K. Farrington and E. Chertok, Social conflict theories of the family, Klagenfurt University, Chapter 15</li> </ol> <p><a href="https://me.aau.at/~uisop/wordpress/wp-content/social-conflict-theories-of-family.pdf">https://me.aau.at/~uisop/wordpress/wp-content/social-conflict-theories-of-family.pdf</a></p>		
<b>Teaching methods</b>	Lecture	+	
	Group discussions	+	
	Activities	+	
	Analysis of activities	+	
	Other	+	
<b>Assessment and Grading</b>	Components	Deadlines	Percentage (%)
	Midterm exam	Week 8	30
	Being active member of learning community	During semester	5
	Attendance	During semester	5
	Presentation/Group discussion	Each lecture has its group discussion and ppt	20
	Final exam		40
<b>Course outline</b>	<p>Family Psychology sets out to provide the students to be aware of the challenges &amp; possibilities of family life. This subject is a specialized field within psychology that focuses on understanding the dynamics, interactions, and functioning of families. It explores how family relationships and structures influence individual behavior, mental health, and overall well-being. This course provides a comprehensive overview of learning theories and their practical applications.</p>		
<b>Course aims</b>	<p>Family Psychology aims to provide insights and tools for improving family relationships, supporting individual mental health, and fostering a healthy family environment. It combines theoretical knowledge with practical applications to address a wide range of family-related issues.</p>		
<b>Learning Outcomes</b>	<p>At the end of the course students will be able to acquire the following:</p> <ul style="list-style-type: none"> <li>Develop the ability to assess and understand patient problems through the lens of marriage and family theories.</li> <li>Gain a comprehensive understanding of key theories related to marriage and family dynamics.</li> <li>Enhance the ability to apply findings from global studies to practical issues in marriage and family psychology.</li> <li>Articulate the importance of family health and identify evidence-based</li> </ul>		

	strategies for maintaining and improving it.	
<b>Marking Criteria</b>	<p>I. Activity</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to express a personal approach during question-and-answer sessions, which measures comprehension of the lesson in each discussion.</li> </ul> <p>II. Group Presentation / Group Discussion</p> <ul style="list-style-type: none"> <li>• Effectively divide duties to achieve the group's common goal and fulfill individual responsibilities.</li> <li>• Apply active listening and empathy skills when disagreements arise during discussions.</li> <li>• Use positive communication methods to advance one's ideas during the discussion.</li> <li>• Adapt to team dynamics and contribute to achieving a successful outcome.</li> <li>• Avoid monotonous speech during the presentation.</li> <li>• Exhibit team spirit throughout the presentation.</li> <li>• Introduces an "energizer" to stimulate participants</li> <li>• Engage the audience using role-playing, practical demonstrations, equipment, video, and citation from international scientific studies.</li> </ul>	
<b>Rules (educational policy and behavior)</b>	<p>Attendance Policy and Criteria for Being Late for a Lesson:</p> <ul style="list-style-type: none"> <li>• A student who arrives late to class will be permitted to enter the auditorium, but their tardiness will be noted. They are expected to sit quietly, listen to the lesson, and join in discussions without causing any disruption.</li> <li>• It is important for students to attend all classes. If a student is unable to attend due to a valid reason (such as illness or family issues), they must report the matter to the faculty dean. Students who miss more than 25% of the total subject matter hours will not be allowed to take the exam.</li> <li>• Attends every lesson; 1 point is deducted for every 2 lessons missed.</li> </ul> <p>Criteria for Practical Work:</p> <ul style="list-style-type: none"> <li>• Students must identify projects for individual presentation and present them to the group, focusing on innovation and topic-based research.</li> <li>• Students will be actively involved in questionnaire and questioning methodologies to self-assess and gain insights into new teaching and learning skills for each subject.</li> </ul> <p>Criteria for Assessing Activity:</p> <ul style="list-style-type: none"> <li>• Disruptive behavior in the classroom, use of unethical language, inappropriate and unauthorized discussions, use of cell phones, hearing aids, radios, and engagement in activities unrelated to the course (such as reading, writing, taking pictures, etc.) are considered factors affecting activity.</li> <li>• Active participation in discussions is required.</li> </ul>	
Week	Topics	Referance

1.	<p>Getting to know students, ice breaking and discussing the syllabus and rule of the course given.</p> <p>Introduction to family psychology:</p> <ul style="list-style-type: none"> <li>• Family Psychology and its aim.</li> <li>• Theories about family definitions</li> <li>• Multiple scientific approach to family by various field of sciences, such as sociology, archaeology, humanistic psychology, social psychology due to their investigation data due to their investigation data.</li> <li>• Religious Perspectives on Family Morality</li> <li>• Examining how various religious traditions define and approach moral issues related to family life.</li> <li>• Group work</li> </ul>	<p>S. Maharramova, Increased Awareness About “A Definition Of Family“, 2nd Ispc «Scientific Goals And Purposes In Xxi Century» (January 19-20, 2022; Seattle, Usa). Psychology And Psychiatry, (p. 318-325)</p> <p>Handouts will be provided by the instructor.</p>
2.	<p>Understanding marriage and family dynamics</p> <ul style="list-style-type: none"> <li>• Fundamental Concepts of Marriage and Family Dynamics</li> <li>• Theories of Marriage and Family Dynamics</li> <li>• The family systems theory</li> <li>• Understanding the family as a complex system with interrelated parts where changes in one area affect the whole system.</li> </ul>	<p>D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 4 (p. 80-92)</p> <p>Handouts will be provided by the instructor.</p>
3.	<p>Qualities of strong families</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Positive communication</li> <li>• Spiritual well-being</li> <li>• Time together</li> <li>• Ability to cope with stress</li> </ul>	<p>D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 4 (p. 92-96)</p> <p>Handouts will be provided by the instructor.</p>
4.	<p>Family development framework</p> <ul style="list-style-type: none"> <li>• Social Conflict Theory</li> <li>• Power and Inequality</li> <li>• Resource Distribution</li> <li>• Role of Social Class</li> <li>• Conflict and Change</li> <li>• Gender and Power</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 4 (p. 96-111)</p> <p>2.K. Farrington and E. Chertok, Social conflict theories of the family, Klagenfurt University, Chapter 15, s. 357-377</p> <p>Handouts will be provided by the instructor.</p>
5.	<p>Theories of mate selection .</p> <ul style="list-style-type: none"> <li>• Criteria for choosing a mate</li> <li>• The Filter theory</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 4 (p. 153-192)</p>

	<ul style="list-style-type: none"> <li>• The stimulus-value-role theory</li> <li>• Conflict and violence in dating</li> </ul>	Handouts will be provided by the instructor.
6.	<p>Couple strengths and issues in sexual relationships</p> <ul style="list-style-type: none"> <li>• Sex education program</li> <li>• Sex education and parents</li> <li>• Premarital sexual behaviour</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 7 (p. 211-230)</p> <p>Handouts will be provided by the instructor.</p>
7.	<p>Gender roles and power in the family</p> <ul style="list-style-type: none"> <li>• Couple strengths and issues in gender roles</li> <li>• Theories about gender role development</li> <li>• Types of power patterns</li> <li>• Communication and power dynamics</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 8 (p. 235-265)</p> <p>Handouts will be provided by the instructor.</p>
8.	<b>Midterm exam</b>	
9.	<p>Communication and intimacy</p> <ul style="list-style-type: none"> <li>• Perspectives on communication</li> <li>• Couple strengths and issues in communication</li> <li>• Perspectives on communication</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 9 (p. 267-282)</p> <p>Handouts will be provided by the instructor.</p>
10.	<p>Developing communication skills</p> <ul style="list-style-type: none"> <li>• Using communication to maintain intimacy</li> <li>• Listening skills</li> <li>• Styles of communication</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 9 (p. 282-294)</p> <p>Handouts will be provided by the instructor.</p>
11.	<p>Conflict resolution</p> <ul style="list-style-type: none"> <li>• Couple strengths and issues in conflict resolution</li> <li>• Sources of conflict in couples</li> <li>• Approaches to conflict resolution</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 10 (p. 298-323)</p> <p>Handouts will be provided by the instructor.</p>

12.	<p>Marriage</p> <ul style="list-style-type: none"> <li>• Reasons for marrying</li> <li>• Premarital programs</li> <li>• Goals for the relationship</li> </ul> <p>Types of marriage</p>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 12 (p. 361-390)</p> <p>Handouts will be provided by the instructor.</p>
13.	<p>Parenthood</p> <ul style="list-style-type: none"> <li>• The challenge of parenthood</li> <li>• Styles of parenthood</li> <li>• Theoretical approaches to childbearing</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 16 (p. 485-529)</p> <p>Handouts will be provided by the instructor.</p>
14.	<p>Divorce and family problems</p> <ul style="list-style-type: none"> <li>• Understanding divorce</li> <li>• Family problems and family systems theory</li> <li>• Children during and after divorce</li> <li>•</li> </ul>	<p>1.D. H. Olson, J. Defrain. Marriage and the family diversity and strengths. Third edition. 2000. Chapter 16 (p. 394-425)</p> <p>Handouts will be provided by the instructor.</p>
15.	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	
<b>Final exam</b>		