

FYC 6230
THEORIES OF FAMILY DEVELOPMENT, SYSTEMS, AND CHANGE
COURSE INFORMATION

Instructor:

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Office Hours: by appointment

REQUIRED TEXT & READINGS

White, J.M., Martin, T.F., & Adamsons, K. (2019). *Family theories: An introduction* (5th Ed.). Los Angeles, CA: Sage Publications.

Additional readings assigned in each module.

SUPPLEMENTAL TEXT & READINGS

Fine, M. & Fincham, F. (2012). *Handbook of Family theories: A content-based approach*. New York: Routledge. **This is an e-Book that can be accessed through the UF Library.**

Access to an *APA style manual* (7th edition). Students should have this for their graduate work if they do not already have it.

ADDITIONAL RESOURCES

This is a list of supplemental material you can use throughout the semester to complete assignments.

- Adamsons, K., Few-Demo, A.L., Proulx, C., & Roy, K. (2022). *Sourcebook of family theories and methodologies: A dynamic approach*. Springer.
- Allen, K. (2007). *The social lens*. SAGE: Thousand Oaks, CA.
- Lloyd, S.A., Few, A.L., & Allen K.R. (2009). *Handbook of Feminist Family Studies*. SAGE Publications, Inc.

Relevant Family Journals:

- *Journal of Family Theory and Review*
- *Journal of Marriage and Family*
- *Family Relations: Interdisciplinary Journal of Applied Family Science*
- *Journal of Family Psychology*
- *Journal of Family Issues*

COURSE DESCRIPTION

An examination of the major theoretical perspectives on families, including family development, family systems, and family relationships, and emerging theories relevant to diverse and changing families in the social context. Special attention is given to the application of these perspectives for research, practice, and policy.

COURSE GOALS AND OBJECTIVES

COURSE GOALS

In this course, you will learn the “lens” of each family theory and explore how families look through that perspective. Specifically, the goals of the course are to provide the experiences students need:

1. To understand the major theoretical perspectives on families and how they affect what we see and study in families.
2. To use family theories to guide research and practice.
3. To critically examine each theory in the context of today’s diverse families.

COURSE OBJECTIVES

Through the experiences provided, you will be able to:

1. Explain each of the major theoretical frameworks for the study of families (what is important, assumptions, and key concepts).
2. Analyze the strengths and limitations of each theory in explaining aspects of family life.

3. Evaluate family theories to better understand and explain the diversity of modern family life.
4. Analyze examples of research, policy, and practice through the theoretical perspectives covered in the course.
5. Identify a theoretical perspective that is relevant to your own research or practice.

INSTRUCTIONAL METHODS

A variety of activities and interactions are planned to engage students in exchanges around your insights about the theories and families, critical thinking, and application of the material. Most modules include: readings, short lecture, the application of concepts to video case examples, worksheets, case analysis, presentation, short papers, and discussions.

GUIDELINES FOR WRITTEN WORK

All written work for the course must comply with APA (7th Ed.) guidelines. That is, it must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 12pt (Times New Roman or similar). All papers should be proofread before they are turned in with special attention to correcting all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. If you quote, paraphrase, or summarize the work of others, you must cite your source. Plagiarism will not be tolerated and can result in failure.

ASSIGNMENTS

The following assignments are required of all students. You must complete all assignments to pass the course. All written assignments, except for online discussions, must be submitted electronically through Canvas which uses the TurnItIn originality tool (an online service that checks for plagiarism). All assignments must be uploaded in Word (.doc, .docx) format.

DISCUSSIONS

INTRODUCTORY POST

This will be an introductory post that you will upload to Canvas on a discussion board so that we can all get to know one another. The grade on this post will not be on personal information, but rather that you have put some thought into this.

LIVE DISCUSSION

Over the course of the semester, we will have the opportunity to participate in biweekly live discussions. Please see the course calendar for dates. If you are unable to join us, the sessions

will be recorded. You are expected to watch the recording, and to demonstrate that you watched the recording, you must submit a one-page, double-spaced response to the recorded discussion where you can reflect on the questions discussed during the online meeting.

THEORY APPLICATION DISCUSSIONS

Theory Application Discussions should be at least two solid paragraphs wherein you show you have given thought to your material. Links to any materials you reference (e.g., journal articles, YouTube videos, news articles) should be included. The purpose of the theory application assignment is to help you recognize theories as they appear in day-to-day life. Be sure to clearly tie-in your discussion post to course material. Explain whether and how the theory changes or enlightens your view of the world, or how it limits your thinking.

COMMENTS

Comments may be one short paragraph of 4-6 lines. Comments on others' posts need to be objective and constructive. You may want to raise additional questions or respond with your own examples of the others' points. You are free to comment on any student's post.

WORKSHEETS

Worksheets are designed to help you better understand the “lens”, concepts, and applications of the theory. Worksheet activities include application of concepts to video case examples, reactions to readings, and other assignments. At times worksheets are completed with another class member, as assigned.

EXAMS

There will be two exams this semester, one at the mid-point of the semester and the other at the end of the semester. Each is worth 100 points. It will cover the course material up to that point in the semester. Questions will prompt you to demonstrate higher-order (more complex) thinking by interpreting family issues and problems using the theories, applying the theories to case examples, and analyzing strengths and weaknesses of the theories. The exam is open book and open note. Organize your notes and readings and review before you begin the exam. There will not be a study guide, but we will review the exam in one of the live discussions.

Exam Policies

Students who miss the exams may take the exam only if they have written, professional documentation of a serious illness (i.e., not physically able to complete the exam or other work); or other unanticipated circumstances warranting a written excuse (e.g., death in the family). Written, professional, and verifiable documentation (with a phone number and email) is required.

This course policy follows UF make-up policy. Exams missed for any other reason will receive a grade of ZERO.

FINAL PROJECT

This written assignment will acquaint you with theories that may be suitable for your research and practice on a particular topic. Unlike the broad conceptual frameworks covered in class, you will be able to select a more focused family science theory or foundational family therapy theory that can be applied specifically to a topic of interest to you.

GRADING

Assignment	Points
Discussions (11 @ 15 points)*	165
Exams (2 @ 100 points)	200
Worksheets (13 @ 10-30 points)	245
Final Project*	50
TOTAL	660

*Rubric provided

GRADING SCALE

Letter Grade	Percent	Points
A	93	A
A-	90-92.9	A-
B+	87-89.9	B+
B	83-86.9	B
B-	80-82.9	B-
C+	77-79.9	C+
C	73-76.9	C
C-	70-72.9	C-
D	67-69.9	D+
E	63-66.9	D

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to [Get Started with the DRC - Disability \(ufl.edu\)](https://ufl.edu/drc). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY POLICY ON ACADEMIC HONESTY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click this link to read the [Student Conduct Code | SCCR \(ufl.edu\)](https://ufl.edu/sccl). If you have any questions or concerns, please consult with the instructor or TAs in this class.

UNIVERSITY POLICY ON IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action

instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UNIVERSITY POLICY ON ATTENDANCE AND MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [Attendance Policies < University of Florida \(ufl.edu\)](#)

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SOFTWARE USE

All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

STUDENT PRIVACY

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: [FERPA and Confidentiality of Student Records < University of Florida \(ufl.edu\)](#).

HELPING RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter We Care - umatter.ufl.edu](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Homepage - UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center » College of Medicine » University of Florida \(ufl.edu\)](#).

University Police Department: Visit the [UF Police Department \(ufl.edu\)](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Shands Emergency Room / Trauma Center | UF Health, University of Florida Health](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit [gatorwell.ufsa.ufl.edu | GatorWell Health Promotion Services](#) or call 352-273-4450.

Academic Resources

E-learning technical support: Contact the [Computing Help Desk » University of Florida \(ufl.edu\)](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connection Center Main - career.ufl.edu](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Ask-A-Librarian » George A. Smathers Libraries » UF Libraries » University of Florida](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center – College of Liberal Arts & Sciences \(ufl.edu\)](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio – University Writing Program \(ufl.edu\)](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](#).

On-Line Students Complaints: [Student Complaint Process - Distance Learning - University of Florida \(ufl.edu\)](#).

OTHER COURSE POLICIES

BASIC RULES FOR CLASS DISCUSSIONS

RESPECT OTHERS. This course covers a variety of sensitive issues, and students in the class come from a variety of backgrounds. We expect a class atmosphere of tolerance and respect for

every individual and her/his opinion. If anyone feels she/he has been harmed or misrepresented--by the instructors or any individual in the class—I urge you to speak with one of us so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

EXPECTATIONS OF CONFIDENTIALITY. Respect for confidentiality of personal information shared by your classmates is an absolute must. Do not talk to others about personal information your classmates share in discussions. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

OTHER CONSIDERATIONS

RELIGIOUS OBSERVANCE: Please check your calendars against the course schedule. Any student having a conflict in the class schedule due to religious observances should contact the instructor as soon as possible so that they can make necessary arrangements.

Note that the instructor reserves the right to adjust the syllabus as needed.