**Title of the course:** Special Features of Socialization in the Family

**Course code:** PSYM21-DC-106

**Head of the course:** Szabó Laura

**Academic degree:** PhD

**Position:** Habil. associate professor

**MAB Status:** A (T)

**Lecture part**

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| **Az oktatás célja angolul** |

**Aim of the course:**

The aim of the course is to review the current literature on socialization in the family from different aspects, providing an integrated account of the issue. The course will cover topics such as historical and the latest perspectives on family socialization, methodology and outcomes of the research on the field, the impacts of social, ecological and cultural changes on family socializations, the ways of prevention and intervention.

**Learning outcome, competences**

knowledge:

* Integrated knowledge of the main approaches to socialization in the family and relevant research methodology.

attitude:

* Applying family systems approach; complex view of the multi-determined nature of socialization in the family

autonomy, responsibility:

* Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

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| **Az oktatás tartalma angolul** |

**Main topics of the course**

* Socialization process: Theoretical approaches to socialization, historical and contemporary perspectives
* The aims and agents of socialization
* Socialization practices and outcomes
* Socialization in the family
* Family systems approach to socialization
* Determinants of family socialization strategies
* Influences of the macrosystem on family socialization
* The impact of social and ecological changes on family socialization
* Prevention and intervention
* Methodological issues in family socialization
* Latest trends in the research on family socialization

**Learning activities, teaching methods**

Interactive lectures

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation, criteria of evaluation:**

requirements

mode of evaluation: a five-point grading scale

criteria of evaluation:

* Active participation during classes, in-depth understanding of the required literature
* Grading of the exam quiz will reflect how successful students are in applying their knowledge of developmental psychology

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

Hadjar, A., Baier, D., Boehnke, K. (2008) The socialization of hierarchic self-interest: Value socialization in the family. *Young*, 16(3), 279–301

McDowell, D.J., & Parke, R.D. (2005) Parental control and affect as predictors of children’s display rule use and social competence with peers. *Social Development*, 14, 440–457

Parke, R.D. (2004) Development in the family. Annual Review of Psychology, 55, 365-399

Thomas, K.A., Tessler, R.C. (2007) Bicultural socialization among adoptive families: Where there is a will, there is a way. *Journal of Family Issues*, 28(9), 1189-1219

Tsushima, T., Gecas, V. (2001) Role taking and socialization in single-parent families. *Journal of Family Issues*, 22, 267-288

**Recommended reading list**

Fuwa, M. (2013) Work-Family Conflict and Attitudes Toward Marriage *Journal of Family Issues,* 35(6):731-754

Henderson, A. D., Sayger, T. V., Horne, A. M. (2003) Mothers and Sons: A Look at the

Relationship Between Child Behavior Problems, Marital Satisfaction, Maternal Depression, and Family Cohesion, *The Family JournaL: Counseling and Therapy for Couples and Families*, 11(1), 33-41

Huber, C. H., et al. (2010) Family Resilience and Midlife Marital Satisfaction, *The Family Journal: Counseling and Therapy for Couples and Families*, 18(2) 136-145

Shulman, J. L., Gotta, G., Green, R. (2012) Will Marriage Matter? Effects of Marriage Anticipated by Same-Sex Couples, *Journal of Family Issues*, 33(2) 158–181

**Practical class / Seminar?**

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| **Az oktatás célja** |

**Aim of the course:**

One part of the course –Family risk factors and protective mechanisms – provides an in-depth knowledge of applied developmental psychology.

It focuses on family risk factors and protective mechanisms based on current empirical research results, helping students to gain profound knowledge of the atypical, dysfunctional environmental conditions, the mechanisms of action of environmental factors and the diversity of development outcomes.

During the course, it is essential to acquire skills to apply developmental psychological concepts in understanding individual cases of families, children and developmental pathways. During the term, a better understanding of risk factors and protective mechanisms is gained through analyzing case examples and discussing practical issues.

**Learning outcome, competences**

knowledge:

* the nature and effects of risk factors within families
* understanding family dynamics; knowledge of typical reactions and roles of children living in high risk environments
* knowledge of atypical parental behaviours, issues and solutions in parenting, the role of loss and trauma in child development, influence of family structure,
* understanding of the psychological aspects of adoption
* knowledge of child abuse issues

attitude:

* Applying family systems approach; complex view of the multi-determined nature of development
* To be able to understand the complexity of risk and protective factors
* To be able to recognise strengths and coping potentials in individuals and families
* aspiration for reading current articles in the field of developmental psychology and applied developmental science

skills:

* capacity to apply developmental psychological knowledge during case analyses
* capacity to take into account children’s age when analysing environmental influence
* capacity to notice and understand the role of risk and protective factors and how those influence a child’s developmental history

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| **Az oktatás tartalma angolul** |

**Main topics of the course**

* Parenting and parent-child interactions
* Parenting issues in families
* Family structure and dynamics
* Parents with alcohol and drug-dependencies
* Child maltreatment
* Parental mental illness and child development
* Losses and grief in families, overcoming trauma in childhood
* Children with special needs
* Chronic illness and families
* Refugee children
* Prevention and intervention possibilities
* Forensic developmental psychology

**Learning activities, teaching methods**

* Group discussion of the main topics and themes
* Presentations of the chosen topic (group work)
* Reading articles

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation, criteria of evaluation:**

requirements

* active participation in the classes
* 3 types of assignments are required for completing the seminar:
  1. **‘mini assignments’** – asynchron activities on Canvas (e.g. answering questions after watching a video) – **6 mini assignments** should be completed during the semester (more than 6 options will be available, but 6 is the minimum that students must hand in)
  2. **presentation** – preparing a presentation; each student will work on a different topic (topics and presentation dates will be selected on Canvas)
  3. **paper** – students should choose another topic for writing a paper – this is not a review, rather a collection of practical information regarding practical issues in that topic – sign-up for the topics will be available on Canvas

mode of evaluation: a five-point grading scale

criteria of evaluation:

* Active participation during classes, an in-depth understanding of the required literature
* Grading of the assignment will reflect how successful students are in applying their knowledge of developmental psychology (e.g. how they can apply a theoretical framework at practical case presentations, how well they understand developmental pathways, etc.)

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

Alink, L. A., Cicchetti, D., Kim, J., & Rogosch, F. A. (2012). Longitudinal associations among child maltreatment, social functioning, and cortisol regulation. Developmental Psychology, 48(1), 224-236. doi:10.1037/a0024892

Berg-Nielsen, T. S., Vikan, A., Dahl, A., A. (2002): Parenting related to child and parental psychopathology: A descriptive review of the literature. *Clinical Child Psychology and Psychiatry,* 7; 529-552

Bruck, M., & Ceci, S. (2004). Forensic developmental psychology: Unveiling four common misconceptions. *Current Directions in Psychological Science*, 13(6), 229-232. doi:10.1111/j.0963-7214.2004.00314.x

Christensen, E. (1997): Aspects of a Preventive Approach to Support Children of Alcoholics. Child Abuse Review, Vol 6., 24-34.

Isa, Siti Nor Ismalina & Ishak, Ismarul & Rahman, Azriani & Saat, Nur & Normah, Che Din & Lubis, Syarif & Mohd Ismail, Muhammad. (2016). Health and quality of life among the caregivers of children with disabilities: A review of literature. Asian Journal of Psychiatry. 23.

Jones, M., Pietilä, I., Joronen, K., Simpson, W., Gray, S., & Kaunonen, M. (2016). Parents with mental illness – a qualitative study of identities and experiences with support services. *Journal of Psychiatric and Mental Health Nursing*, doi:10.1111/jpm.12321

Macfie, J., Brumariu, L. E., Lyons-Ruth, K. (2015): Parent–child role-confusion: A critical review of an emerging concept. Developmental Review. 34-57.

Saywitz, K. J., Larson, R. P., Hobbs, S. D., & Wells, C. R. (2015). Developing rapport with children in forensic interviews: Systematic review of experimental research. *Behavioral Sciences & The Law*, 33(4), 372-389. doi:10.1002/bsl.2186

Zumbach, J., & Koglin, U. (2015). Psychological evaluations in family law proceedings: A systematic review of the contemporary literature. *Professional Psychology: Research and Practice*, 46(4), 221-234. doi:10.1037/a0039329