

**Course Title:** FMST 210: The Family Context of Human Development

**Lecture Times/Location:**

Section 002: MWF 10:00 to 10:50 – IRC, Lecture 5 (Address: 2194 Health Sciences Mall)  
 Section 003: MWF 11:00 to 11:50 – IRC, Lecture 5 (Address: 2194 Health Sciences Mall)  
 Section 005: MWF 12:00 to 12:50 – IRC, Lecture 4 (Address: 2194 Health Sciences Mall)

**Instructor Name/Email:** Maria Weatherby [Maria.Weatherby@ubc.ca](mailto:Maria.Weatherby@ubc.ca)

**Office Hours:** See me after class or email me to arrange a time

**Course Description**

This course examines aspects of human development that influence and are influenced by family interactions. We will begin with an overview of research methods and research design strategies intended to minimize threats to validity. Then, we will review and compare theoretical concepts from disciplines such as psychology, genetics, epigenetics, neurology and evolutionary theories. Finally, we will review, evaluate, and synthesize theories and research related to the following four topics (i) **attachment** (i.e., what promotes the development of secure infant attachments to caregivers), (ii) **gender development** (i.e., general patterns and individual differences in sex-typed behavior and gender identity in childhood and adolescence), (iii) **discipline methods**, and (iv) patterns and sources of **aggression and bullying** in childhood and adolescence.

**Prerequisites:** None

**Course Evaluation**

Date	Exam Length	Targeted Material	Weight
<b>Exam 1:</b> Jan 19	45 minutes	Lecture Templates: Chapter 1	10%
<b>Exam 2:</b> Feb 6	45 minutes	Lecture Templates: Chapters 2, 3, & 4 Two Required Readings (Epigenetics) IQs: Ch. 1, 2, 3, & 4	35%
<b>Exam 3:</b> March 20	45 minutes	Lecture Templates: Chapters 6 & 8 (1 of 2) Two Required Readings: Gender	15%
<b>Final Exam:</b> TBA (April 14-29)	90 minutes	Lecture Templates: Chapter 8 (2 of 2) & Chapter 10 Two Required Readings: Discipline & Bullying IQs: Ch. 6, 8, 10, & 12	35%
<b>In-Class Activity</b>	N/A	Prepare answers to assigned questions for one research study	5%

**Required Text:** *Boyd, Lifespan Development, Custom Edition for UBC.*

- I require that you purchase a copy of the custom textbook I have created (\$59.95 at the UBC bookstore).
- The custom textbook is available for purchase at the UBC Bookstore and the Discount Bookstore on campus.
- This custom textbook will be used next year so buy-back options should be available.
- The custom textbook consists of 8 chapters from the textbook entitled *Lifespan Development* (5<sup>th</sup> Canadian Edition) by Boyd, Johnson and Bee (2015).

**Lecture Format:**

Using the faculty group email system, I will email everyone a **lecture template** the day before the lecture (~6pm). Please ensure that your email address on the SSC is correct. To prepare for each lecture, it is your responsibility to do the following two things:

1. Read the lecture template before the lecture. This should take approximately 5-10 minutes.
2. Bring the lecture template to class so that you can fill in the gaps in an organized way. For example, in the lectures, I will provide additional notes, elaborations, examples/applications, and answers to questions. None of this is provided in the textbook.

**Note:** It is your responsibility to attend all lectures. It is not acceptable to contact me to obtain missed lecture notes.

**Independent Questions:**

To help you prepare for the first midterm exam and the final exam, I have created **Independent Questions (IQs)** for each chapter of the textbook. You will receive the IQs via the faculty group email system. Rather than reading the entire chapter and preparing your own notes, you should prepare answers to the IQs and then study your answers. Textbook material that is unrelated to the IQs will NOT appear on any of the exams. Consequently, the IQs help you to identify what to study. You are not expected to hand-in your answers to the IQs.

**In-Class Activity:**

You will be assigned to ONE of the four research studies. You will find out which study you are assigned to on March 2. You must prepare typed answers to the questions associated with your research study. You must bring copies of your typed answers to class to share with a small group (3 peers max). I will create the small groups at the beginning of class on the four dates listed below. Research studies and questions will be emailed 10 days in advance. Evaluation criteria will be discussed on March 2.

	<b>Due Date</b>	<b>Topic</b>
<b>Research Study #1</b>	March 13	Gender
<b>Research Study #2</b>	March 16	Gender
<b>Research Study #3</b>	March 27	Discipline
<b>Research Study #4</b>	April 1	Aggression

## Proposed Lecture Schedule

<b>Date(s):</b>	<b>Lecture Topics:</b>	<b>Reminders:</b>
Jan 5	Course Introduction	
Jan 7-16	Research Methods Evaluating Internal and External Validity	
Jan 19	<b>Exam 1 (10%)</b>	Lecture Templates: Ch. 1
Jan 21-28	Learning Theories: Concepts Cognitive Theories: Concepts	
Jan 30	Adaptive Reflexes Neurological Development	Epigenetics readings will be emailed.
Feb 2	*Required Readings (Epigenetics)	
Feb 4	<b>IQ Review:</b> Chapters 1-4	Ideally complete IQs before class. Bring IQs to class.
Feb 6	<b>Exam 2 (35%)</b>	1. Lecture Templates: Ch. 2 & 3/4 2. Two Required Readings (Epigenetics) 3. IQs: Chapters 1, 2, 3, & 4
Feb 9	<b>No Class:</b> Family Day	
Feb 11-13	Attachment Theory and Research	
Feb 16-20	<b>No Class:</b> Reading Break	
Feb 23-27	Attachment Theory and Research	
March 2	Discuss Expectations for in-class activity	
March 4-11	Gender Development	
March 13	<b>Research Study #1</b> (Gender)	Research study will be emailed.
March 16	<b>Research Study #2</b> (Gender)	Research study will be emailed.
March 18	<b>Review:</b> Exam Three	
March 20	<b>Exam 3 (15%)</b>	1. Lecture Templates: Ch. 5 & 6 (1 of 2) 2. Research Study 1 & 2
March 23 – 25	Discipline	
March 27	<b>Research Study #3</b> (Discipline)	Research study will be emailed.
March 30	Friendship Changes, Aggression, Bullying	
April 1	<b>Research Study #4</b> (Aggression)	Research study will be emailed.
April 3 & 6	No Class: Good Friday/Easter Monday	
April 8	Moral Reasoning (table)	
April 10	Self-Concept (table) <b>IQ Review:</b> Chapters 5-8	Ideally complete IQs before class. Bring IQs to class.
April 14-29	<b>Final Exam (35%)</b>	1. Lecture Templates: Ch. 6 (2 of 2), & 7 2. Tables on Moral Reasoning & Self-Concept 2. Research Study 3 & 4 3. IQs: Chapters 5-8

## UBC Course Policies

### Attendance

The calendar states: “Regular attendance is expected of students in all their classes. Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes”.

Note: Regardless of the reason for your absence, you are responsible for obtaining missed lecture notes. Unfortunately, some of the information I present in the lectures is not discussed in the textbook. Additionally, some of the videos shown in class are not available on the Internet. Where lecture material is addressed to some degree in the textbook, I have listed the relevant pages in the table above (p. 3). To do well in the course, be prepared to attend 100% of the lectures.

### Accommodations

The University accommodates students with disabilities. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in the first week of class, if you will require an accommodation on either of these grounds. Students who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated. Please discuss your commitments with me in the first week of class so that you will know whether an accommodation will be awarded.

### Academic Dishonesty

Please review the “Academic Regulations” from the UBC calendar to learn about university policies on cheating, plagiarism, and other forms of academic dishonesty. If you are caught cheating on an exam for this course, you will be asked to leave the classroom and will receive zero on the exam.

### Missed Exams

Make-up exams are a privilege and will be given to students with a bona fide medical note. Only one makeup exam is permitted per student. Because of concerns about fairness, it is not possible for a makeup exam to increase your overall course percent. For example, if you earn 80% on the makeup exam and an average of 70% on the remaining exams, your overall course percent will be 70%.

If you miss an exam, you must:

- (1) Email me no later than **1 day AFTER** the missed exam (ideally the night before or the day of the missed exam)
- (2) Be able to attend the single makeup exam (no excuses)
- (3) Bring your medical note to the make-up exam

If you miss the final exam, you will need to write it during the standing deferred week scheduled in July/August. Speak to an advisor about applying for a standing deferred (SD) if you miss this exam.

### Grading Guidelines

<i>Letter Grade</i>	<i>Points or Percent</i>	<i>Letter Grade</i>	<i>Points or Percent</i>	<i>Letter Grade</i>	<i>Points or Percent</i>
A+	90-100	B	72-75	C-	55-59
A	85-89	B-	68-71	D	50-54
A	80-84	C+	64-67	F	0-49
B+	76-79	C	60-63		

### Early Alert

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit <http://blog.students.ubc.ca/earlyalert/>