

**Department/Program:** Department of Sociology  
**Year:** Winter 2012 Term 1, Sept.-December, 2012  
**Course Title:** FMST 238 Family Resource Management  
**Course Schedule:** Tue Thu 9:30 – 11:00  
**Location(s):** Woodward IRC 4

**Instructor:** Dr. Phyllis J. Johnson

**Office location:**

Anthropology & Sociology Building, Room 2122,  
6303 N.W. Marine Drive

**Office phone:** 604-822-4300

**Office hours:** Tue Thu 3:30 - 4:30 or by appointment

**E-mail address:** [phyllis.johnson@ubc.ca](mailto:phyllis.johnson@ubc.ca)

**TA:** Bryn Lander

Centre for Health Services Research,  
School of Population and Public Health  
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**Course Description (from calendar):**

Conceptual models of resource management as related to families.

**Prerequisites and/or Course Restrictions (from calendar):** None

**Format of the course:** Lecture, group discussions

**Required and Recommended Reading:**

Required Text: Goldsmith, Elizabeth (2010). *Resource management for individuals and families*.  
Pearson Education, Inc. (4<sup>th</sup> Edition).

**Course Assignments, Due dates and Grading:**

Midterm Exam	35%	Thursday, October 11, 2012
Final Exam	50%	TBA by Registrar's Office
Discussion activities	6%	See Course Schedule for dates
Individual Activities	9%	Due: Oct. 18, Oct. 25, Nov. 15

**Make-up Exams:** Call my office or e-mail me if you are not able to be at the exam due to illness. Make-up exams will not be given without a signed medical excuse.

**Course Policies:**

**Attendance:** The calendar says: Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). 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.

**Specific Accommodations:** The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. **Please**

**let your instructor know in advance**, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

**Academic Dishonesty:** Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

**Group Discussions:** There are 6 discussions scheduled on selected Thursdays (see dates on page 4). Each is worth 1%. You will be working in self-selected groups of 4 to 6 students. Please try to work with that group for the entire term. One member of the group acts as a discussion leader ensuring each one has the chance to participate, another person records the discussion, and all are expected to contribute to the discussion (leader and recorder can rotate among the group).

Discussion questions will be given at the beginning of the scheduled discussion session; hard copy and/or projected on screen. The questions will be based on the textbook and lectures for that week. You may refer to those sources in answering the questions. Usually there are 2 or 3 questions for marking. It is not acceptable for the questions to be split between members of the group and discussed—all questions are to involve each person in the group.

Participants add their full name (but not student number) to the final copy of the discussion. To avoid “missed names” reported later, I will scan the copy with the names on it and that is the final record of participation. The recorder then hands in the discussion to the TA or me at the end of the class session. If you use a computer, e-mail your group’s response immediately to [bryn.lander@ubc.ca](mailto:bryn.lander@ubc.ca). Add everyone’s e-mail in the cc line.

Discussions will be marked and returned at the next scheduled discussion. Above average discussions will receive an A (87%); average, a B+ (77%); and below average, a C (67%). If the discussion is in-between these categories, an A-, B, or C+ may be given. In some instances an A+ may be given for truly exceptional work, or a C-, if it is well below average.

**Individual Activities:** For Discussions 3, 4, and 6, you will be asked to complete an individual activity to hand in at the beginning of the session. (*Note: Because I will pick these up at the beginning of the class session, please bring a copy to hand in and one to use during the discussion*).

Social science research often collects information on individuals and uses it to formulate theory or discuss existing theory. In these individual activities you will be collecting information on yourself through record sheets and using this information to discuss theories and concepts from your textbook. These record sheets can take any form that you’d like. For example, they can be written in a notebook, an iPhone app, or on your computer. A copy must be submitted with each activity. Record sheets will be evaluated on how thoughtfully you recorded your different activities. Individual activity questions are designed so that you can discuss theories and concepts from your textbook using the information that you have collected. Full marks will only be given if answers clearly draw from course material.

A portion of the individual project information will be summarized by the group and used for one of that day’s discussion questions. **Instructions for individual activities were circulated by e-mail with the course syllabus.** Each individual project is worth 3%, and marked similar to the group discussions.

**Missed Discussions:** If you miss a discussion due to a documented excused absence (e.g., medical note), I will allocate that percentage to an average of your exam marks. Or if you prefer, you may make up the discussion as follows: 1) locate a research article on the week's topic, 2) prepare a brief abstract of the article (purpose, methods, key findings), and provide an answer to the question: How does the article relate to the week's topic? E-mail the summary (maximum of 1 page single-spaced) to [bryn.lander@ubc.ca](mailto:bryn.lander@ubc.ca)

**How the group discussion and individual assignment answers will be marked:**

The discussion sessions will allow you to generate new ideas with your classmates, and apply the knowledge you've gained through the course. Individual assignments enable you to similarly apply course knowledge independently. In order to achieve an "A" grade on discussion and individual assignments, your responses should demonstrate creative thinking and clear application of the concepts covered in the course. I am providing a sample discussion question and an outline of how I would mark for an "A" grade.

**Question:**

1. Describe the relationship between goals and habits. Is one more important than the other in achieving desired outcomes? Why?

**Response criteria:**

1. Goals and habits are both defined in your textbook; therefore, your response should include a paraphrase of each definition.
2. Goals are part of The Management Process Model, which means goals are likely to be more important in achieving desired outcomes.
3. Based on your decision of goals being more important, you would want to discuss reasons for habits not being as important and reasons for goals being more important.
4. Try to apply these concepts to personal experience (i.e., incorporate group member's real life experience to illustrate your points).
5. Examples and clarity of explanation are essential.

**One question I always receive on the discussions, as well as when writing a short essay exam question, is: "Can I use point form?" My standard answer is you can list items for clarity, but you then need to explain the relationship and/or clarify terms, etc.**

**EXAMS**

Exams will be multiple choice, short answer (defining and comparing concepts, drawing and explaining models or theories, listing reasons or characteristics, etc.), or a short essay. On the short answer/essay questions, you will be given a choice of which questions to answer (e.g., 2 out of 3 or 4).

The final exam has a comprehensive component which is a case study in which you are expected to apply Goldsmith's management model.

In lectures, I try to bring in information that is not in the textbook, drawing upon current research and adding Canadian content. Thus, there is content in the textbook that is included on the exams even though I have not highlighted it in lecture. If you miss lectures, please contact members of your discussion group or others in the class to get the lecture notes.

Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
Sept. 6, 11	Family Resource Management History, Theories & Definitions	Text, Ch. 1 & 2
Sept.13, 18, 20	Values, Attitudes, Goals	Text, Ch. 3 <b>Discussion #1 Thu Sept. 20</b>
Sept. 25-27	Resources	Text, Ch. 4
Oct 2-4	Decision making	Text, Ch. 5 <b>Discussion #2 Thu Oct. 4</b>
Oct. 9	Plan, implement, evaluate	Text, Ch. 6
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<b>Thursday, Oct. 11</b>	<b>Midterm Exam Chs. 1 through 6 &amp; related lectures</b>	
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Oct. 16-18	Communication	Text, Ch. 7 <b>Discussion #3 Thu Oct. 18</b> <b>Individual Activity #1 Due</b>
Oct. 23	Managing Human Resources	Text, Ch. 8
Oct.25, 30	Managing Time	Text, Ch. 9 <b>Discussion #4 Thu Oct. 25</b> <b>Individual Activity # 2 Due</b>
Nov. 1	Managing Work & Family	Text, Ch. 10
Nov. 6-8	Managing Stress & Fatigue	Text, Ch. 11 <b>Discussion #5 Thu Nov. 8</b>
Nov. 13-15	Managing Environmental Resources	Text, Ch. 12 <b>Discussion #6 Thu Nov. 15</b> <b>Individual Activity # 3 Due</b>
Nov. 20-22	Managing Financial Resources	Text, Ch. 13 Nov. 20 Speaker: Credit Counseling Society
Nov. 27, 29	Future Challenges	Text, Ch. 14
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<b>TBA Final Exam</b>	<b>Text, Chapters 7 through 14 plus a comprehensive section</b>	
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