

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

Office Hours: Email me to set up a time

Prerequisites: None

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.

Course Evaluation

Date	Exam Length	Targeted Material	Weight
<i>Exam 1:</i> Jan 22	45 minutes	Lecture Templates: Chapter 1	10%
<i>Exam 2:</i> Feb 5	45 minutes	Lecture Templates: Chapters 2, & 3/4 Research Study #1 & #2 IQs: Ch. 1, 2, 3, & 4	31%
<i>Exam 3a:</i> March 12 (Closed Book)	45 minutes	Lecture Templates: Chapter 5 & Chapter 6 (1 of 2) Research Study #4 & #5	22%
<i>Exam 3b:</i> March 14 (Open Book)	25 minutes (no class after the exam)	Research Study #3 (open-book exam)	
<i>Final Exam:</i> TBA (April 10-25)	90 minutes	Lecture Templates: Chapter 6 (2 of 2), Chapter 7, & Chapter 8 Research Study #6 & #7 IQs: Ch. 5, 6, 7, & 8	37%

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

- I require that you purchase a copy of the custom textbook I have created (\$65.30 NEW; \$49.00 USED) at the UBC bookstore).
- Unfortunately, this custom textbook will not be used going forward as a new edition must be ordering starting in summer 2018.
- The custom textbook consists of 8 chapters from the textbook entitled *Lifespan Development (5th Canadian Edition)* by Boyd, Johnson and Bee (2015).



Lecture Format:

Using the faculty group email system, I will email everyone a **lecture template** before the lecture (6pm the night before, at the latest). 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/Skim 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. I would recommend that you print the lecture templates and fill them in by hand during the lecture.

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 second and final exam, I have created **Independent Questions (IQs)** for each chapter of the required custom 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 to prepare for the second and final exams. 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.

Research Studies:

There are seven research studies that are targeted on exams (see table on p. 1). These research studies will be emailed to you in advance. Please complete the associated questions for each research study before class and be prepared to volunteer an answer to one of the associated questions in class.

Proposed Lecture Schedule

Date(s):	Lecture Topics:	Reminders:
Jan. 3	Course introduction & Lecture	
Jan. 5, 8, 10, 12, & 15	Research Methods Internal and External Validity	
Jan. 17 & 19	Learning Theories	Jan. 17 is the last day to withdraw without receiving a “W”.
Jan. 22	Exam #1	No class after the exam.
Jan. 24 & 26	Cognitive Theories	
Jan. 29	Adaptive Reflexes Neurology	Read Research Study #1 & #2 before class.
Jan. 31 & Feb. 2	Research Study #1 & #2 Review: Independent Questions	Complete questions before class and Bring Ch. 1-4 IQs to class each day.
Feb. 5	Exam #2	No class after the exam.
Feb. 7 & 9	Attachment	
Feb. 12	Family Day – University is closed	
Feb. 14 & 16	Attachment Continued	
Feb. 19-23	Midterm Break – University is closed	
Feb. 26; March 2, 5 & 7	Gender Development	
Feb. 28	Research Study #4	Complete questions before class.
March 9	Research Study #5	Complete questions before class.
March 12 March 14	Exam #3a (closed book) Exam #3b (open book)	No class after the exams.
March 16 & 19	Discipline	
March 21	Research Study #6	Complete questions before class.

Date(s):	Lecture Topics:	Reminders:
March 23	Aggression and Bullying	
March 26	Research Study #7	Complete questions before class.
March 28	Moral Development and Self Concept	
March 30 & April 2	No Class: Good Friday & Easter Monday	
April 4 & 6	Wrap-up Self-Concept Review: Independent Questions	Bring Ch. 5-8 IQs to class on both days.
TBA: April 10-25	Final Exam	

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.”

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

If you are caught cheating on an exam, you will receive zero on the exam. It is your responsibility to be knowledgeable of UBC’s definition of cheating. Please review the following website <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Missed Exams

Make-up exams are a privilege and will be given to students with a bona fide medical note. 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 but your average mark on the remaining non-makeup exams is 70%, then I will change your makeup exam mark to 70%, as “it is not possible for a makeup exam to increase your overall course percent”. **Finally, it is not possible to write more than one makeup exam in this course.**

If you miss an exam, you must:

- (1) Email me no later than **1 day AFTER** the missed exam (ideally before or on the day of the missed exam)
- (2) Be able to attend the makeup exam (there will be only one seating)
- (3) Bring your medical note to the make-up exam.

If you miss the final exam, you will need to write a make-up exam during the scheduled period for all standing deferred (SD) exams, which is typically late July to early August. See an academic advisor in your department to apply for a SD, if you miss the final exam and be prepared to write it sometime during early July to late August (2016).

Grading Guidelines

<i>Letter Grade</i>	<i>Percent</i>	<i>Letter Grade</i>	<i>Percent</i>	<i>Letter Grade</i>	<i>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. This program allows academic, financial, or mental health concerns to be identified as soon as possible and to be 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 it is sent because I care about your academic success and well-being. For more information, please visit <http://blog.students.ubc.ca/earlyalert/>