

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

Lecture Times/Location:

Section 921: MW 3:00 to 6:00 (BUCH A203)

Instructor Name/Email: Maria Weatherby 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 three 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), and (iii) *discipline methods*.

Prerequisites: None

Course Evaluation

Date	Exam Length	Targeted Material	Weight
Exam 1: May 25	45 minutes	Lecture Templates: Chapter 1	10%
Exam 2: June 1	45 minutes	Lecture Templates: Chapters 2, 3, & 4 Two short research studies on Epigenetics IQs: Ch. 1, 2, 3, & 4	35%
Exam 3: June 17	45 minutes	Lecture Templates: Chapter 5 & Chapter 6 (1 of 2) Research Study #1: Gender (in-class activity)	15%
Final Exam: TBA (June 22-26)	90 minutes	Lecture Template: Chapter 6 (2 of 2) and Chapter 8 (1 of 1) Research Study #2: Discipline (in-class activity) IQs: Ch. 5, 6, 7, & 8	35%
In-Class Activity			
<u>One of two dates:</u> June 10 June 15	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* (5th 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. I would recommend that you print the lecture templates and fill them in by hand.

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 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 two research studies due on either June 10th (gender development) or June 15th (discipline). You will find out which research study you are assigned to on May 25th. You must prepare TYPED answers to the questions associated with your assigned research study. You must make and bring three copies of your typed answers to class to share with a small group (1-2 peers). I will create the small groups at the beginning of class on the two due dates. Research studies and questions will be emailed approximately 10 days in advance. Evaluation criteria will be presented on May 25th.

Proposed Lecture Schedule

Date(s):	Lecture Topics:	Reminders:
May 11	Research Methods	
May 13	Evaluating Internal and External Validity	
May 18	No Class: Victoria Day	
May 20	Theories	
May 25	<i>Exam 1</i> <i>Lecture after Exam (starts at ~ 4:10):</i> Wrap-up Theories Discuss expectations for in-class activity	Lecture Templates: Ch. 1
May 27	Neurological Development Adaptive Reflexes *Two Research Studies (Epigenetics) <i>IQ Review:</i> Chapters 1-4	Epigenetics research studies will be emailed. Please ensure you have read them before class. Ideally complete all IQs before class. Bring IQs to class.
June 1	<i>Exam 2</i> <i>Lecture after Exam (starts at ~ 4:10):</i> Attachment Theory	1. Lecture Templates: Ch. 2 & 3/4 2. Two Required Readings (Epigenetics) 3. IQs: Chapters 1, 2, 3, & 4
June 3	Wrap-up Attachment Theory and Research	
June 8	Gender Development	
June 10	Research Study #1 (Gender) <i>Lecture after In-Class Activity:</i> Discipline	Research study will be emailed ~10 days in advance.
June 15	Research Study #2 (Discipline) <i>Lecture after In-Class Activity:</i> Wrap-up Discipline Moral Development	Research study will be emailed ~ 10 days in advance.
June 17	<i>Exam 3</i> <i>IQ Review after Exam 3 (will start at ~ 4:10):</i> Chapters 5-8	1. Lecture Templates: Ch. 5 & 6 (1 of 2) 2. Research Study #1 Ideally complete IQs before class. Bring IQs to class.
TBA (June 22-26)	<i>Final Exam</i>	1. Lecture Templates: Ch. 6 (2 of 2) & 8 2. Research Study #2 2. IQs: Chapters 5, 6, 7, & 8

UBC Course Policies

Attendance

The calendar states: “Regular attendance is expected of students in all their classes. Regardless of the reason for your absence, you are responsible for obtaining missed lecture notes. I will not provide them to you.

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 the night before or on 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 (due to excused circumstances), you will need to write it on the UBC arranged deferred date (Saturday, November 14th). Speak to an advisor about applying for a standing deferred (SD).

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/>