



COURSE OUTLINE

PANDEMIC CHANGES

Given the COVID-19 pandemic state, the University of British Columbia has directed all UBC programs to be delivered online.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Parent-Child Relationships	FMST 312-203	3 credits
Class Location	Class Time	Session Term
Online Course offered through Canvas	Tuesday / Thursday 9:30am to 11:00am PST	2021 Winter Term 2

INSTRUCTOR INFORMATION

Course Instructor(s)	Email & Phone	Office Location	Virtual Office Hours
Robyn Pitman	robyn.pitman@ubc.ca 604-827-2051		Tuesday / Thursday 9:30am to 11:00am PST using Zoom
Teaching Assistant(s)	Email & Phone	Office Location	Virtual Office Hours
Simirin Lilly	sklally@mail.ubc.ca		By appointment only

CALENDAR DESCRIPTION, PREREQUISITES, AND COREQUISITES

Parent-child interaction over the life span.

Prerequisite: One of SOCI 200, FMST 210.

COURSE DESCRIPTION

This course explores parent-child relationships, parenting, and socialization across the lifespan. The primary focus is on parent-child relationships in a Canadian context. Students will be encouraged to explore their own beliefs about parent-child relationships and what information they will apply into their own lives. Historical changes and theoretical perspectives in the study of parent-child relationships will be explored as well as parenting practices, structure, function, and cultural differences while integrating current research and evidence based-practices. Students will be provided analytical and applied based learning experiences.

LEARNING OUTCOMES (LOs)

At the completion of the course, successful students will be able to:

1. Identify and discuss the historical changes to the study of parent-child relationships.

2. Discuss and apply various theoretical perspectives that include but are not limited to bi-directional and unidirectional theories of parent-child relationships.
3. Discuss and apply contextual and cultural factors that affect parent-child relationships.
4. Interpret and apply current research findings about parent-child relationships.
5. Develop critical constructive feedback skills through an online peer review process and participation in a virtual infographic fair.
6. Identify and discuss the strengths and challenges of parent-child relationships for varied family structures, periods of development, transitions, and changes.

COURSE STRUCTURE AND LEARNING ACTIVITIES

As a student in this course, you will be asked to do more than just memorize material but to take an active approach to your learning. I invite you to bring yourself to “class” as well as current examples from the media, personal experience, or other courses pertaining to current approaches and contemporary issues in human development and family relationships.

Synchronous learning will occur on select Tuesdays during our scheduled class time (see course schedule) with lectures ranging from 20 mins to 40 mins in length. Attendance is *optional* and synchronous lectures will be recorded / posted for those who cannot attend. **Asynchronous learning** can be completed anytime during the assigned week’s module. You might decide to review the lectures during our scheduled class time (Tues/Thurs 9:30am to 11:00am PST).

LEARNING MATERIALS

All readings are available on the online library course reserve on the Canvas website. See the course schedule (see pages 4-5) for the schedule of readings.

ASSESSMENTS OF LEARNING

Assessment	LOs Addressed	Due dates / Submission Period	% of Final Grade
Parenting “How To” Infographic			
Working draft	#3, 4, 6	Thurs Feb 11	3%
Online Peer Reviews	#5	Fri Feb 12 to Thurs Feb 25	14%
Virtual Infographic Fair	#5	Tues Mar 23 to Fri Mar 26	8%
Final Infographic	#3, 4, 6	Thurs April 1	25%
Online Discussion Learning Activities (Best 3 out of 4)	#1-4, 6	See course schedule	25%
Test and Apply Your Knowledge Quizzes	#1-4, 6	See course schedule	25%
Total			100%

OUTLINE OF ASSIGNMENTS

****All Assignment Due Dates, Activities, and Synchronous Learning are Pacific Standard Time.****

Parenting Infographic and Working Draft of Infographic. Working individually, students will create an infographic which is a visual representation of information. Students will bid on a parenting “how to” topic (e.g., how to teach your child to be anti-racist, how to support independence in adolescence) to inform parents about the pros and cons as well as two practical ways parents can start implementing the “how to” using peer reviewed research and other scholarly sources. The infographics are written for the FMST 312-203 Winter Term 2021 Page 2 of 7

public and use evidence-based research to support their main points. Infographics are directed to parents of children of any age and / or adult children of parents while addressing timely issues in parent-child relationships. Students will submit a working draft of their infographic for online peer review to obtain feedback from both their peers and the instructor / TA. At the end of the course students will submit their finalized infographic that has incorporated all the feedback (peers, instructor, TA) they have obtained throughout the term. Full assignment instructions are posted on Canvas under the Modules tab.

Online Peer Review. Students are required to complete two online peer reviews where they will provide feedback on visual presentation and content on two working draft magazine articles created by two of their peers in the course. Throughout the course, students will learn how to give and receive constructive critical feedback to their peers. Full assignment instructions are posted on Canvas under the Modules tab.

Virtual Infographic Fair. Fair. Students are required to participate in a 4-day virtual infographic fair. The virtual infographic fair is another opportunity for students to obtain feedback from their peers about their infographics AND to share their work with the entire class. Full assignment instructions are posted on Canvas under the Modules tab.

Test and Apply Your Knowledge Quizzes. Quizzes are completed individually and are based on the material covered in an assigned week. *Respondus lockdown is being used to maintain the integrity of the quizzes.* The number of questions on each quiz will vary each week and is dependent on the amount of content being covered in each module. You will be tested on 2 types of questions. Test your knowledge questions test your understanding of the course material and the answers could be found in the lecture material and / or assigned reading. Apply your knowledge questions test your understanding of how to apply the concepts from the course. The answers **cannot** be found in the lecture slides because these are application questions. Schedule of quizzes is on pages 4-5 of the syllabus.

Online Discussion Activities. Students will be required to engage in 4 online group discussions that address the questions in the assigned learning activity for each week. The lowest mark is dropped for the best 3 out of 4 discussion activities. Instructions are on Canvas under the *Modules* tab. Schedule of discussions is on pages 4-5 of the course outline.

LATE ASSIGNMENTS

There are no late submissions accepted during the duration of the course because there is a submission period for many of the assignments. See course schedule (page 4) for submission periods and due dates.

GRADES

After you receive a grade on Canvas, please review your feedback. **Any inquiry or dispute over the grade must be made within two weeks from the date they are posted.** If you fail to discuss any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

CORRESPONDENCE

Email me at robyn.pitman@ubc.ca. I will check emails on weekdays until 5pm Monday to Friday. I will not be checking my email on the weekends, so be prepared that it may take up to 48 hours to receive an email from me between Friday to Monday. I would appreciate you using an appropriate greeting followed by the instructor's correct name. For example: Hi Robyn, Hi Dr. Pitman, or Hi Professor Pitman.

SCHEDULE OF TOPICS

*Note. This is a tentative schedule. Any changes will be posted on Canvas.

****All Assignment Due Dates, Activities, and Synchronous Learning are Pacific Standard Time.****

Week	Modules and Assigned Readings	Activities and Due Dates
Week 1 Jan 12 & 14	Introduction to the Course <i>Thursday Jan 14 Synchronous Learning:</i> Overview of Course and Parenting “How To” Infographic	
Week 2 Jan 19 & 21	Historical and Theoretical Perspectives <u>Reading(s):</u> Heath (2018). Chapter 1: Historical and Theoretical Influences of Childrearing	Test and Apply Your Knowledge Quiz #1 can be completed between Mon Jan 18 8:00am to Sun Jan 24 11:59pm.
Week 3 Jan 26 & 28	The Transition to Parenthood and Being Childfree <u>Reading(s):</u> Almendrala, A. (2016, August 19). 5 things “childfree” people want you to know. <i>Tuesday Jan 26 Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #2 can be completed between Mon Jan 25 8:00am to Sun Jan 31 11:59pm. Online Discussion Learning Activity #1 opens Mon Jan 25 8:00am and closes Sun Jan 31 11:59pm. Last day to sign up for infographics topics through Canvas is Thursday Jan 28 by 11:59pm. <i>On Canvas, click on the People link, click on the Groups tab, and you can self-enroll in the topic you want to do.</i>
Week 4 Feb 2 & 4	Fathering and Mothering <u>Reading(s):</u> 1. Vanier Institute for the family: Dads Play a Greater Role at Home: Family Life Benefits (2016). 2. Vanier Institute for the Family: Modern Mothers in Canada “Making it Work” (2018). <i>Tuesday Feb 2 Synchronous Learning</i>	Test and Apply Your Knowledge Quiz #3 can be completed between Mon Feb 1 8:00am to Sun Feb 7 11:59pm.
Week 5 Feb 9 & 11	Child Socialization Strategies <u>Reading(s):</u> Heath. (2018). Chapter 4: Child Socialization Strategies and Techniques.	Test and Apply Your Knowledge Quiz #4 can be completed between Mon Feb 8 8:00am to Sun Feb 14 11:59pm. Working infographic drafts for online peer review are due Thurs Feb 11 11:59pm . <i>Late submissions are not accepted. If you do not submit a draft of your infographic, you cannot complete peer reviews. You will receive an automatic grade of 0 on the draft and both peer reviews.</i> Online Peer Reviews BEGINS Fri Feb 12 at 12:00am
Feb 15 - Feb 19	READING WEEK: NO CLASSES SCHEDULED	

Week	Modules and Assigned Readings	Activities and Due Dates
Week 6 Feb 23 & 25	<p align="center">Parenting Patterns, Culture, and Context</p> <p><u>Reading(s)</u>: Muir & Bohr (2014). Contemporary practice of traditional aboriginal child rearing: A review.</p> <p><i>Tuesday Feb 23 Synchronous Learning</i></p>	<p>Test and Apply Your Knowledge Quiz #5 can be completed between Mon Feb 22 8:00am and Sun Feb 28 11:59pm.</p> <p>Online Discussion Learning Activity #2 opens Mon Feb 22 8:00am and closes Sun Feb 28 11:59pm.</p> <p>Online Peer Review ENDS Thurs Feb 25 11:59pm</p>
Week 7 March 2 & 4	<p align="center">Grandparenthood</p> <p><u>Reading(s)</u>: Beresin, E. (2020, May 18). The value of being a grandparent.</p>	<p>Test and Apply Your Knowledge Quiz #6 can be completed between Mon Mar 1 8:00am and Sun Mar 7 11:59pm.</p>
Week 8 March 9 & 11	<p align="center">Parents and Teens</p> <p><u>Reading(s)</u>: The Canadian Pediatric Society. (2016, June 6). Meeting the needs of adolescent parents and their children.</p>	<p>Test and Apply Your Knowledge Quiz #7 can be completed between Mon Mar 8 8:00am and Sun Mar 14 11:59pm.</p>
Week 9 March 16 & 18	<p align="center">Parents, Young Adults, and Young Carers</p> <p><u>Reading(s)</u>: Kielburger, C., & Kielburger, M. (2017, June 2). Forced to grow up too fast: Canada's young caregivers face trauma.</p> <p><i>Tuesday March 16 Synchronous Learning</i></p>	<p>Test and Apply Your Knowledge Quiz #8 can be completed between Mon Mar 15 8:00am and closes Sun Mar 21 11:59pm.</p> <p>Discussion Group Learning Activity #3 opens on Mon Mar 15 8:00am and closes Sun Mar 21 11:59pm</p>
Week 10 March 23 & 25	<p align="center">Adult Children and Aging Parents</p> <p><u>Reading(s)</u>: Berman, C. (2016, March 4). What aging parents want from their kids?</p>	<p>Test and Apply Your Knowledge Quiz #9 can be completed between Mon Mar 22 8:00am and closes Sun Mar 28 11:59pm.</p> <p>4-day Virtual Infographic Fair: Tues Mar 23 10 8:00am to Fri Mar 26 8:00pm PST See Canvas for more information.</p>
Week 11 Mar 30 & Apr 1	<p align="center">Polyamorous, Military, and Incarcerated Families</p> <p><u>Reading(s)</u>:</p> <ol style="list-style-type: none"> 1. Rockne Corrigan, D. (2018, February 27). "The forgotten society": Family members of prisoner's deal with stigma, isolation. 2. Bielski, Z. (2018, December 4). "Boring and normal": The new frontier of polyamorous parenting. 	<p>Test and Apply Your Knowledge Quiz #10 can be completed between Mon Mar 29 16 8:00am and Sun April 4 11:59pm.</p> <p>Final Infographic is due by Thurs April 1 by 11:59pm</p>
Week 12 Apr 6 & 8	<p align="center">LGBTQ Parenting</p> <p><u>Reading(s)</u>: Rudolph, D. (2017, October 20). A very brief history of LGBTQ parenting.</p> <p><i>Tuesday April 6 Synchronous Learning</i></p>	<p>Test and Apply Your Knowledge Quiz #11 can be completed between Mon April 5 8:00am and Sun April 11 11:59pm.</p> <p>Discussion Group Learning Activity #4 opens Mon April 5 8:00am and closes Sun April 11 11:59pm.</p>
Week 13 April 13	<p align="center">Strengthening Parent-Child Relationships</p> <p><u>Reading(s)</u>: Aloia. (2020). Parent-child relationship satisfaction: The influence of family communication orientations and relational maintenance behaviours.</p>	<p>Test and Apply Your Knowledge Quiz #12 can be completed between Mon April 12 8:00am and Fri April 16 11:59pm.</p>

ONLINE LEARNING AND INTERNATIONAL STUDENTS

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender, or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

ACADEMIC MISCONDUCT

Academic misconduct, such as plagiarism, is a serious offence at the University of British Columbia. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. For offences, penalties, and procedures relating to academic misconduct, please consult the Undergraduate Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>

CENTRE FOR ACCESSIBILITY

The University accommodates students with learning challenges who have registered with the Centre for Accessibility. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me 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. Please discuss your commitments with me *at least one week* in advance of the scheduled assignment or exam. For more information, please visit

<https://students.ubc.ca/about-student-services/centre-for-accessibility>

ACADEMIC CONCESSION AND EARLY ALERT

If you cannot meet a course requirement due to illness or compassionate reasons, please advise me as soon as possible prior to the due date. Please include a Student Self-Declaration form, found on the Arts Advising website: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>. If you require a second concession, you must make your request to your Faculty Advising Office. For further information on regulations and procedures for Academic Concession, please refer to the Undergraduate Calendar at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

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, counselling, 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 <https://facultystaff.students.ubc.ca/systems-tools/early-alert>