



ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Winter Term 2, 2020

This syllabus is tentative. If changes are made, students will be notified via Canvas.

COURSE INFORMATION

Course Title	Course Code Number	Course Location	Course Meeting Time	Credit Value
Parent-Child Relationships	FMST 312-201	Online	Asynchronous	3

Calendar Description

Parent-child interaction over the life span.

Prerequisites and Corequisites

Prerequisites: Either SOCI 200 or FMST 210. There are no corequisites for this course.

Course Structure

This course will take place exclusively online using Canvas. While I do rely on traditional lecturing as a means of transmitting information, I also believe interaction with and application of information is equally important. Therefore, in addition to listening to my lectures, you will also be expected to complete activities as well as participate in Discussions with your classmates to enhance your learning of course material.

INSTRUCTOR AND TEACHING ASSISTANT INFORMATION

Instructor	Contact Details	Office Hours
Dr. Kathy Greaves Pronouns: She, her, hers	Email: Please email Dr. Greaves using the Canvas “Inbox” feature. (See “Communication Details” below for detailed information regarding communication policies.)	Office Hours via Collaborate Ultra Wednesdays: 12pm (noon) – 1:00pm PT Also by appointment (particularly for those in a very different time zone)
Teaching Assistants	Contact Details	Office Hours
Sherry Sandhu Pronouns: She, her, hers	E-Mail: Please email Sherry at Sherrysandhu1924@gmail.com	Office Hours via Collaborate Ultra by appointment only Sherry will be marking the Discussions, the Activities, the Parent Interview, and the Family Policy Analysis. Please direct questions regarding your marks on these assignments to her

Communication Details

Q & A Forum for General Questions at the “Discussions” Tab

Post to this forum if you have a general question about the course and you feel other students may benefit from knowing the answer. Think of it as a substitute for emailing your professor asking for clarification on assignment instructions, timing of the release of marks, etc. I check the Discussions General Forum as often as I check my email, so you can expect a response within 24-48 hours Monday through Friday. Weekend responses are more sporadic.

When Communicating Directly with Dr. Greaves or her TA

- **You need to email me (Dr. Greaves) within the Canvas system.** When emailing within Canvas, you don’t have to tell me who you are or what class you are in – Canvas tells me that 😊
- **Instructor Response Policy:** I will check email frequently and will do my best to respond to course-related questions within 24-48 hours, Monday through Friday. Weekend responses are more sporadic.
- **TA Response Policy:** Sherry will do her best to respond to course-related questions within 24-48 hours, Monday through Friday. She is a student too, so she has other responsibilities.
- **Please check the *Announcements* tab, the *Syllabus* on the *Home* page, and the *Q & A Forum for General Questions* at the *Discussions* tab on Canvas before you email me** with a general course logistics question. If you don't see your answer in any of those places, then please post your question in the ***Q & A Forum for General Questions***. If your question is of a personal nature, please contact Dr. Greaves directly via Canvas email.

COURSE DESCRIPTION

Course Overview

Research and theory regarding parenting and parent-child relationships across the lifespan, including parenting styles and practices, discipline, parent-child interactions, attachment, and the family context with an emphasis on professional implications for promoting child health and well-being.

Learning Outcomes

Upon completion of FMST 312, successful students will be able to:

- 1) Describe the historical and theoretical foundations of parenting research and practice.
- 2) Make connections between the familial, cultural, and contextual factors that influence parent-child relationships, including topics such as parenting children with special needs and parenting in the context of various family forms (e.g., single-parent families, teen parents, grand-parent headed families, blended families, and gay and lesbian families).
- 3) Describe the changing nature of parenthood, parenting styles and strategies across developmental stages from pregnancy to adulthood.
- 4) Analyze the current field of parenting, including research on parenting and evidence-based perspectives on parent education.

Learning Activities

All learning activities in this course will be completed online using the Canvas Learning Management System. Each week you will complete one activity and one discussion. You will also write two papers. Finally, there will be a mid-term and a final exam, both covering lecture material only.

Learning Materials

There is no textbook for this course. All reading will be provided via Canvas.

ASSESSMENTS OF LEARNING

Assignment	Due Date	Points/Percentage of Final Mark
Weekly Activities	Every Sunday	100 points or 29% of final mark
Weekly Discussions	Two days each week	50 points or 14.3% of final mark
Parent Interview	Sunday, February 28 th (Week 6)	25 points or 7% of final mark
Mid-term Exam	Wednesday, March 3 th , 12:30pm (Week 7)	50 points or 14.3% of final mark
Family Policy Analysis	Wednesday, April 14 th (Week 13 – last day of the term)	75 points or 21% of final mark
Final Exam	To be Determined	50 points or 14.3% of final mark
Total Points Possible:		350 points

Final marks will be assigned as outlined [here at the Student Service Centre Site](#).

Weekly Activities

There will be 12 Activities worth up to 10 points each and the lowest two marks will be dropped. Activities will be related to course material. Each week you will be instructed on Canvas (within the Weekly Modules) to engage in some new material. Depending on the activity, I may provide a link to something specific or you may be instructed to find material of your choice. You may be perusing a website, reading a specific news article, listening to a podcast, or watching a video. After

perusing/reading/listening/watching, you will be posting some type of response on Canvas. Please let me know if any link I provide is not working. Each activity will include a rubric upon which marking will be based. Detailed guidelines for completing the Weekly Activities can be found in the *Course Assessments* Module. The deadline for each Weekly Activity is each Sunday **before** 11:59 p.m.

Weekly Discussions

There will be 12 Discussions worth 5 points each and the lowest two marks will be dropped. Online Discussions are an attempt at recreating in-class, in-person interactions with your classmates. These are low-stakes assignments designed to get you interacting with classmates about parenting-related topics. Detailed guidelines for completing Discussions can be found in the *Course Assessments* Module. The deadline for each initial Discussion post is each Thursday **before** 11:59 p.m. and your comment to a classmate is due each Sunday **before** 11:59 p.m.

Parent Interview

You will conduct an interview with a parent who has at least one grown child, 18 or older [most students interview their own parent(s)]. You will turn in your interview questions, a summary of the interviewee's responses, and a short reflection (3-4 pages double-spaced). Detailed instructions will be posted in the *Assignments* Module by the end of Week 1.

Family Policy Analysis

Family policies are – in theory – designed to help caregivers better meet the needs of their family members. Possible policies to analyze include things like health care, poverty, unemployment, maternity/paternity/parental leave, subsidized/reduced fee daycare/preschool, and work policies such as vacation and sick leave. For this assignment, you will analyze one particular type of Canadian family policy (NOTE: policy specifics vary across provinces). Using scholarly research, you will then suggest improvements to the policy so that it allows parents to meet the needs of their children in the most ideal way. You will be able to choose from a list of policies to evaluate. Detailed instructions will be posted in the *Assignments* Module by the end of Week 1.

Midterm and Final Exams

There will be two exams - a mid-term exam Wednesday of Week 8 and a final exam during the final exam period. The time of the final exam will be determined by Scheduling Services and posted on the Student Services Centre website in mid-October. The final will NOT be comprehensive, meaning it is not cumulative and only covers the second half of the term. These exams will be based upon material presented in lecture only. Format of questions will be matching, listing, describing, and short answer.

Both exams will be administered using Proctorio, an online, remote proctoring service embedded in Canvas. Proctorio is similar to Respondus Lockdown Browser (often used in Canvas Quizzes). Proctorio has the added benefit of accessing and **recording your computer's screen, webcam and microphone** to ensure academic honesty during an online, yet remote, closed book and closed-notes exam. We will do a test run of a practice quiz using Proctorio weeks prior to the midterm exam. This practice quiz is designed to familiarize you with the process and ensure you have a computer that can function in that environment.

Lectures

All lectures for the term are recorded using Camtasia. Each lecture will be themed according to the topic(s) for each week as laid out in the *Course Schedule* found on the course home page and at the *Course Introduction (Start Here!)* Module. I will also post a PDF of each PowerPoint deck used in the lecture in case you would like to take notes directly on the slides.

Policies Regarding Late Work and Make-up Exams

Late Work: Late work will be accepted for 72 hours after the due date with a 5% penalty per 24-hour period. **The only work that qualifies for the Late Work Policy is the Family Policy Analysis and the Parent Interview.** The only exception to the Late Work Policy is in the case of an academic concession. Students must contact me via email as soon as you are aware you may need an [in-term concession](#). I will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). If you require a second concession, you must make your request to your Faculty Advising Office.

Make-up Exams: If you are going to miss either exam, you must notify me ahead of time via email. Students who take a make-up exam will be given an alternate exam. Student who do not notify me ahead of time will be given an alternate exam AND incur a 20% penalty.

Weekly Announcements

Because this course is completely asynchronous (which does not give us the opportunity for face-to-face time) I will be posting a video announcement on Canvas each week. The video will be the first item listed in each Weekly Module and, to ensure you remember to watch it, it will also be included as the first item in each *Weekly Overview*. These video announcements will include information about the upcoming week as well as any changes to the schedule, though changes are not likely. It is my expectation that you will watch these every Monday to see what the upcoming week has in store for you. As such, I will assume you are aware of the information contained in each video.

I will also post periodic announcements (at the Announcements tab) as assignment marks are released or if there is something I need to communicate to you mid-week.

I know many of you have Canvas set up to notify you via your personal email account about announcements posted on Canvas. You should be aware that in the past few terms there were numerous problems with that system, leaving students with no notification of posted announcements. Therefore, I highly recommend you frequently check the *Announcements* tab just in case you are not receiving email notifications.

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](#).

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 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 earlyalert.ubc.ca.

Expectations for Student Conduct

I take the issue of academic misconduct very seriously. I encourage you to share ideas with your classmates, but the assignments you complete should ultimately be yours alone. The Student Conduct and Discipline portion of the Academic Calendar establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of the University of British Columbia. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For details, please refer to [this section of the Academic Calendar](#).

Academic or Scholarly Dishonesty is prohibited and considered a serious violation. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described [here](#). You will be required to affirm an Integrity Pledge when you complete the Protorio Practice Quiz.

Copyright

All materials of this course (including lecture slides and all assessments of learning) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Instructor permission is required to record any class.

Remote Teaching Challenges for 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>

COURSE SCHEDULE OF TOPICS

WEEK	TOPIC	READING	ASSIGNMENTS DUE
1	Course Introduction Introduction to Parenting Parents' Rights and Responsibilities; and Stages of Parent Development Theories/Perspectives of Child Development	<i>What every growing person needs</i> <i>Donor-shared siblings or genetic strangers</i>	'Introduce Yourself' Discussion Week 1 Discussion Week 1 Activity
2	Parenting Styles Socialization/Discipline Strategies	<i>The necessary rules for healthy fighting</i> <i>Avoid nagging by using natural and logical consequences</i>	Week 2 Discussion Week 2 Activity
3	Influence of Family, Culture, and Context	<i>Parenting in the shadow of Ferguson</i>	Week 3 Discussion Week 3 Activity
4	Diversity in Family Structure	<i>The desire for parenthood</i>	Week 4 Discussion Week 4 Activity
5	Parenting Infants and Toddlers Parenting Preschoolers	<i>Choosing quality child care</i>	Week 5 Discussion Week 5 Activity
	Midterm Break	No reading	No assignments
6	Parenting School Aged Children Parenting Adolescents	<i>Did you have fun?</i>	Week 6 Discussion Week 6 Activity Parent Interview Due

All readings provided on Canvas

COURSE SCHEDULE OF TOPICS (CONT.)

LESSON	TOPIC	READING	Assignments Due
7	Parenting Adults	<i>The boomerang generation</i> Midterm exam covers material from Weeks 1 – 6	Week 7 Discussion Week 7 Activity Mid-term Exam Wednesday, March 3rd 12:30pm PT
8	Grandparenthood and Parenting Aging Parents Parenting Special Needs Children	<i>Aging alone in America</i>	Week 8 Discussion Week 8 Activity
9	Parenting in Blended Families and/or from Different Households Parenting in At-Risk Families	<i>The impact of COVID-19 on health behavior, stress, financial and food security among middle to high income Canadian families with young children</i>	Week 9 Discussion Week 9 Activity
10	Social Policy and Parenting	<i>Raising sexually healthy children</i> <i>Family policies for the way we live now</i>	Week 10 Discussion Week 10 Activity
11	Effects of Paid Work on Parenting Introduction to Parenting Education Types of Parenting Education Programs	<i>When parenting does not 'come naturally'</i>	Week 11 Discussion Week 11 Activity
12	Characteristics of Effective Programs Recruiting and Retaining Participants and Training Educators	No readings this week ☺	Week 12 Discussion Week 12 Activity
13	No lecture	No reading	Family Policy Analysis Due
Final Exam Period	Final Exam	Covering material from Week 7 – 12	Date/time to be determined by Scheduling Services and posted on the SSC website by mid-February

All readings provided on Canvas