

Department of Psychology
PSYC 3560 H-A: Family Development
WINTER 2012 OSHAWA

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Course Description: This course will expose the student to current life-span developmental theory and research methodology in the area of family relationships. Topics to be covered include family-systems theory, attachment theory, Erikson's psychosocial theory, developmental interaction in the child-rearing years, family life transitions, challenging issues of contemporary parenting. Two-hour lecture weekly; seminar fortnightly.

Course Prerequisite: PSYC 280 or 281H; or C- (60-%) or higher in PSYC 1020H (102H) and 1030H (103H) or in PSYC 1010Y (101) and 4.0 Nursing credits. Excludes PSYC 384H.
listed on Pp. 226-235 in the Academic Calendar 2011 or 2012
<http://www.trentu.ca/calendar/>

Course Format: Two-hour lecture weekly, one-hour seminar fortnightly
Lecture: Thursdays 6:30pm – 8:30pm (Thornton 125)
Seminar: Thursdays 5:30pm-6:30pm or 8:30pm-9:30pm (Thornton 125)

myLearningSystem (aka WebCT):

This course utilizes the myLearningSystem. I strongly recommend that you log on to the website through the MyTrent portal: <http://www.trentu.ca/mytrent/> at least once a week. All class communication and posting of mid-term grades will occur via this medium. If you do not have internet access at home, the computer labs and library here at Trent University are available for your use.

Required Readings: Navara, G. (2009). *Family development course readings compiled by Dr. Geoffrey Navara*. McGraw-Hill Primis

Bigner, J. (2007). *Parent-child relations: An introduction to parenting* (7th ed.). Toronto: Prentice Hall.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Evaluation	Seminar participation	5%	
	Mid-Term	30%	(written in class Tuesday February 9)
	Position Papers or Major Essay	30%	March 29 for Major Essay
	Final Examination	35%	

It is the responsibility of each student to read and accept the due dates outlined on the course syllabi.

Learning Outcomes Students successfully completing this course will:

1. be able to describe and explain the linkages between various theoretical perspectives, research methods appropriate for the study of families and practical application of empirically based research;

2. be able to evaluate and critique research as it relates to the family sciences and construct a cognate argument, and defend that argument with empirical research;
3. develop an appreciation for the diversity and complexity of working with families, coming to a realization that multiple research/disciplinary lenses are required to understand families;
4. come to develop a tolerance for ambiguity in the research/educational process

Explanation of
Assignments

1. SEMINAR PARTICIPATION (5%)

Seminars provide an opportunity to discuss theoretical or practical issues addressed in the course. Students are expected to attend seminars and participate.

2. MIDTERM (30%)

The midterm test (in class on February 9 .2012) will consist of multiple choice questions covering course material to date (70%) and a choice of an essay question (30%).

3. Position Papers or Major Essay (30%)

Students will have the option of completing a major essay related to the topic of this course. The essay should be 8 to 12 pages in length typed and a minimum of 7 references must be reviewed. Students will find Mitchell, M. L., Jolley, J. M., & O'Shea, R. P. (2010) very useful in the preparation of written work and helpful for avoiding plagiarism. The essay is seen as an opportunity for students to explore a particular area of interest in greater depth. Topics for essays will need to be approved by the instructor.

Students may opt to complete 4 two to three page position papers as an alternative to the major paper. Topics for each position paper will be provided following the tutorial sessions and will address a theoretical topic discussed in the tutorial. While these papers will not require the formal structure of the major essay, they will be marked on the thoroughness of thinking. Students are encouraged to discuss their thoughts and opinions on these papers. While there are no minimal number of references, outside reading is encouraged and will need to be cited in APA format.

The major essay will be due on or before the March 29th class. Extensions will only be granted in documented cases of serious misadventure, hardship, or illness, and must be arranged prior to the due date. Position papers are due on the next seminar date.

4. FINAL EXAMINATION (35%)

The final examination (2½ hours, scheduled during the April exam period) will be **cumulative** (i.e., covering lecture, textbook and seminar materials from the *entire* course and consist of multiple choice questions and a choice of an essay question. The multiple choice (70% weighting) will stress the materials in the second half (weeks 7-12) of the course while the essay (30% weighting) will require you to integrate material from the entire course.

Course Policy on Late
Submissions

*Late assignments will be penalized 5% for **each** day (excluding weekends) they are late. No assignment will be accepted more than **one week after** the due date.*

Course Policy on
attendance in
class/labs

Whether or not you choose to attend lectures is entirely up to you, but you are responsible for all material covered. Should you miss class, for whatever reason, it is your responsibility to find someone from the class who would be willing to provide you with the notes you missed (if you "don't know anyone in the class," then it's time to introduce yourself). Seminars have a participation component, so I strongly encourage you to attend all seminars held within your section.

PSYC 3560H-A Family Development, WINTER 2012 Schedule

DATE	TOPIC	READING	SEMINAR
Jan. 12	Course Introduction & Family Theories	Chapter 1	
Jan. 19	Theories cont'd & Canadian Trends	Chapter 3	Seminar 1A
Jan. 26	Culture	Chapter 2	Seminar 1B
Feb. 2	Transition to Parenting	Chapter 4 & 5	Seminar 2A
Feb. 9	Midterm (in class)		
Feb. 16	Pregnancy and Childbirth	Chapter 6	Seminar 2B
Feb. 23	READING WEEK		
Mar. 1	Infants, Toddlers, & Preschoolers	Chapter 7 & 8	Seminar 3A
Mar. 8	Parenting School Age Children/Adolescents	Chapter 9 & 10	Seminar 3B
Mar. 15	Divorce / Step-parenting	Chapter 11 & 12	Seminar 4A
Mar. 22	Gay & Lesbian Parenting	Chapter 13	Seminar 4B
Mar. 29	Family Violence Foster Care	Chapter 15	
Apr. 5	Wrap up		
Apr. 12	Final Exam		

University Policies

ACADEMIC INTEGRITY:

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from a 0 grade on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – www.trentu.ca/academicintegrity.

ACCESS TO INSTRUCTION:

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (DSO office #111, 905-435-5100) disabilityservices@trentu.ca as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

Departmental Policy on Tests, Exams, and Assignments

A. MIDTERMS & FINAL EXAMINATIONS

Midterm examinations for half courses within the Psychology Department are scheduled by the instructor of the course. Midterm examinations for full courses and final examination for all courses are scheduled by the Registrar's Office. Students are strongly urged NOT to make any commitments (i.e., vacation, job related, or other travel plans) during either the term as a whole or the final examination period. Students are required to be available for all examinations during the periods for which they are scheduled (as published in course syllabi).

B. DEFERRAL OF MIDTERM / FINAL EXAMINATIONS and/or TERM WORK

Extensions of deadlines for completion of assignments or writing of midterms/final examinations may be granted to students on the basis of illness, accident, or other extreme and legitimate circumstances beyond their control. Consideration for deferrals will not normally be granted on the basis of vacation/travel plans or job-related obligations.

C. SUPPORTING DOCUMENTATION

Students should expect that supporting documentation will be required and must be submitted before a deferral is approved. For illness or accident, supporting documentation will take the form of: (1) the Trent University Medical Certificate from Health Services: (<http://www.trentu.ca/healthservices/medical.html>), or (2) a certificate or letter from the attending physician clearly indicating the start and end dates of the illness and the student's inability to write an examination, complete assignments, and/or attend classes, as relevant to the particular request. For other circumstances, students should consult the individual Psychology faculty member about acceptable forms of documentation.

Notes

1. Academic Integrity:

For the purpose of interpreting and applying the University policy on academic dishonesty, the Department of Psychology has adopted the following:

When a student submits a piece of written work in fulfillment of an assignment, he/she implicitly acknowledges the following: a) that she/he is the sole author of the work; b) that the wording and organization of the work, apart from acknowledged quotations, is her/his own; and c) that she/he has not and will not submit this work, either as a whole or in part, to satisfy another course requirement. These basic assumptions will be reasonably interpreted. They do not preclude collaboration between students upon a single project, by prior arrangement with the instructor, for shared academic credit (either for written or oral presentation).

For an elaboration of the Department's policy on, and for specific examples of, plagiarism, students should consult p. 178 in the APA (2010) and the sections on academic honesty (pp. 6-8), and appropriate citing and referencing (pp. 135-137, 169) in Mitchell et al. (2010) on reserve in the library. Students who have doubts about what might be considered academic dishonesty are urged to consult the instructor of the course. Ignorance of the University or Department policy does not excuse academic dishonesty. Submissions that fail to meet one or more of these considerations will be subject to procedures laid down in the policy on academic dishonesty as stated in the University calendar.

2. It is the policy of the Department NOT to accept faxed assignments.
3. The same assignment cannot be submitted in more than one course without the prior written permission of all instructors concerned. The written approval must be attached to the work when it is submitted.
4. Students are required to use American Psychological Association style (6th edition), for all written assignments.
5. Please see the Trent University academic calendar for University Diary dates, Academic Information and Regulations, and University and departmental degree requirements.
6. Last date to withdraw from a Winter half-term course without academic penalty in 2011-2012 is March 9, 2012.