

**Department of Psychology
PSYC 3560H-W:Family Development
WINTER 2012 PTBO**

Instructor: Dr. Geoffrey Navara
Trent email: geoffnavara@trentu.ca
Office Location: LHS C129
Telephone: (705) 748-1011 ext. 7539
Office Hours: Wednesdays 10:30-12:00
Psychology Dept. LHS C104, 705-748-1011 ext. 7535

Teaching Assistant: Jesiqua Rapley
Trent email: jesiquarapley@trentu.ca
Office Location: LHS C113
Office Hours: Tuesdays 11:00-12:00

Course Description: The 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.

Course Prerequisite: PSYC 2500 H (previously PSYC 280 or 281H); or C- (60%) or higher in PSYC 101 (previously PSYC 101) and 4.0 Nursing credits. Additional information is available on the Academic Calendar <http://www.trentu.ca/calendar/>

Course Format: This is a Distance Education (web-based) course, and as such does not have formal class meeting times. However, there are specific due dates for the various online discussion postings (participation), assignments, quizzes and an accumulative final exam (see below). The due dates for these evaluation components are firm, and the course instructor will not entertain extensions. You will be required to logon to the course website at least three times a week for the duration of the course to complete assignments and posting requirements.

PTBO weblink to academic timetable <http://www.trentu.ca/admin/mytrent/AcademicTimetable.htm>

Required Readings: Brooks, J. (2011) *The Process of Parenting* (8th ed.). Toronto, ON: McGraw-Hill.

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

Evaluation	1. Posting Participation	15% (8.75% by Mar. 9)	Throughout the Semester
	2. Assignment 1	10%	Due by 5:00pm EST Feb 3
	3. Assignment 2	10%	Due by 5:00pm EST Mar 9
	4. Assignment 3	10%	Due by 5:00pm EST Apr 6
	5. Module Quizzes	15% (7.5% by Mar. 9)	Throughout the Semester
	6. Accumulative Final Exam	40%	TBA – During the Apr 9-24 exam period

It is the responsibility of each student to read and accept the due dates outlined on the course syllabi (see below for more details on the schedule).

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. Posting participation (15%):** Students are required to participate in weekly online postings regarding topics discussed in that week. Discussion questions will be provided for the students on which to base their postings. Students will be separated into groups and are responsible for posting in that group. Each student must post a minimum of three times. The first posting by each student should prompt discussion within the group. The other two postings should be a comment on someone else's

posting. The last two postings cannot be on the same original post, and students will not get marks for commenting on their own postings (although, of course, they can respond to other students' postings). Students are required to make contributions that are of academic substance and insight. This means researching the topic and including material from the research literature to back of the points raised. Students will not be provided with any prepared readings on the posting topics, so it is up to the student to use the library resources to locate appropriate research in developmental psychology (and related fields). The overarching goal for this element of the course is to engage in meaningful and substantive discussions on the topics.

The postings required for the last week of class will not be based on a discussion question. Instead, students are required to post one personal reflection. Students must reflect on what they believe they have gotten from the course and their thoughts on what they have learned. The personal reflection should be at least one page. For this week only, students are only required to post one time.

2. Assignments 1, 2, and 3 (10% each): Students must complete three assignments during the course. The assignment due dates are listed below. Students may choose to complete the assignment on any of the issues covered in the immediately preceding modules. For example, for assignment one students can choose to write on materials covered in modules one (*Introduction & Theory*) and two (*Culture & History*). Students also have choice in which assignment type they complete (see below for the available options). All the assignment pathways have the same underlying goal, which is to enhance students' class experience by having them focus on empirical research to discover and critique what is currently understood about different family science topics. Also, it is to further enhance students' library skills and ability to understand, summarize, and apply research findings. While the underlying goals for the assignments are the same, the formats of the assignments are very different from one another. The students can pick any of the following three assignment pathways:

A. Traditional Library Research Paper

The purpose of this assignment

The assignment:

- Develop a position based on the discussion topic for your chosen week. You will then construct a research paper supporting your stated position; your paper should be **two** pages in length (minimum).
- Locate **three** (minimum) empirical, peer reviewed, articles that support your stated position. These articles should be published within the last eight years.
- You should have an introduction, conclusion, and a summary of each of your three articles. Your summaries should describe the methods and the findings with enough detail that the reader can fully understand what the study was about, how it was conducted, and what was found.
- The majority of your paper should be focused on a synthesis of the articles with the final goal of addressing your thesis statement/position.

B. Blog

The purpose of this assignment is to effectively communicate research knowledge in a multi-media form (a blog) in a way that is consistent with the rigor of scientific knowledge, but is accessible to the general public.

The assignment:

- Using the website wordpress.com, create a blog based on the discussion topic for your chosen week.
- Your blog should include **three** (minimum) empirical, peer-reviewed articles published in the last eight years, as well as links to popular media (e.g., YouTube, the Globe and Mail).
- You should discuss the articles and the popular media in relation to the chosen topic and apply your knowledge to a real world situation. Although you do not need a direct thesis statement in this assignment, you must be able to apply your knowledge and research findings in a directed way. That is, do not simply add links and references to your blog; make sure you illustrate a position and use your references to demonstrate how your position is supported.

C. Information Brochure for Community Group

The purpose of this assignment is to give students an opportunity to apply their knowledge to a real world situation. Find a community organization in your location that works directly with one of the issues discussed in the course modules (e.g., Children's Aide Society for the module containing the information on family violence). Prepare an information brochure on a specific topic that would be of use for the clients of that particular community organization. As with the other assignments, students will access **three** (minimum) empirical, peer-reviewed articles published in the last eight years, but the task here is to construct a brochure that is accessible to the general public, but that is based upon the most current and scientifically rigorous research available. The client should easily understand the brochure, but the information should be accurate.

** Please note that if you are selecting pathway options 1 or 3 above, that the assignment should be electronically submitted in two formats: 1) as a .pdf to ensure that formatting is consistent between computer systems; and, 2) as a .doc (Microsoft Word) so that the instructor/teaching assistant can electronically embed comments/feedback into the assignment.

3. Module Quizzes (15%): Students will complete online quizzes at the end of each module (see dates on the schedule below). These quizzes ensure that students: 1) consistently and actively engage in the materials covered by the text; 2) can post effectively in the weekly discussions; and, 3) keep up with the readings. There will be eight quizzes throughout the course, comprised of a combination of true/false and multiple-choice questions. The quizzes will be available to students at 9:00am the Mondays there is a quiz scheduled and removed from myLearningSystem at 5:00pm EST on the Fridays (see schedule below). Once the quiz has been started, you have 12 minutes to complete it. There is no way to pause the quiz and only one attempt can be made. **BE PREPARED!!** Summary notes of the readings are strongly recommended.

4. Accumulative Exam (40%): A three-hour Final Exam will be held in-classroom during the April 9-24 exam period. The exam is based on a complete overview of material covered during the course (i.e., TEXT and MINI-LECTURES) and may consist of a combination of multiple-choice, short answer, and/or short essay questions. The final exam is CUMMULATIVE; meaning that all material covered from the beginning of the course is 'open game' on the test. Further information will be posted on myLearningSystem.

NOTE: This course has an in-person, sit-down final exam. Those living within 200 km of Trent's Peterborough or Oshawa campuses are required to write the final exam on campus. You need to fill in and email the Online Course Final Exam Site Declaration form if you plan to write the exam on the Oshawa campus, or if you live outside the 200 km radius of either campus and need to request alternate exam invigilation arrangements.

Course Policy on Late Submissions

Because of the nature of this particular course, it is vitally important for the students to keep 'on top' of the assigned workload. Due dates are firm.

Quizzes on MyLearningSystem: The quiz MUST be completed prior to the due times/dates listed. Students will NOT be granted another time to complete the quiz once it is removed from MyLearningSystem.

Assignments: A 15% penalty will be subtracted from the assignment grade **for each day or partial day (including weekends) that the assignment is late.** Note the assignment time/dates (see schedule below). The late penalty will be applied after this time. **An assignment that is late for more than 4 days (including weekends) will not be accepted.** If assignments are submitted in late, the date that they are submitted electronically to the myLearningSystem drop box will be used to calculate applicable penalties.

PSYC 3560H-W Schedule					
Module	Week(s)	Topic	Readings	Due Dates	Discussion Topics
1	1 & 2 Jan. 9 - 20	Introduction & Theory	Ch 1 & 2	Online Quiz completed by 5:00pm EST January 20	<p>Week 1: Below is a link to the TED website. Please view the video on "Combating 'Bad Science'." You discussion topic for this week is to make linkages between theoretical positions (as outlined in your text) and how we, as social scientists, use them to conduct research. How should you as an educated 'consumer' of knowledge be critical of the scientific process (please note that I am using critical here as to mean critical thinking - see the following link for a discussion http://en.wikipedia.org/wiki/Critical_thinking)</p> <p>Week 2: How can parents or family members use these theories? How do they apply to the contemporary family?</p>

Module	Week(s)	Topic	Readings	Due Dates	Discussion Topics
2	3 & 4 Jan. 23 – Feb. 3	Culture & History	Ch 3	Online Quiz completed by 5:00pm EST February 3 Assignment 1 due by 5:00pm February 3	Week 3: How do you think that your historical and cultural background influence the ways in which you think about family? In what ways do the notions of ethnocentrism and stereotypes impact the research process and the ways in which social scientists study families? Week 4: How do the issues faced by immigrant families differ for the different members of the family? (i.e., are there different issues for adolescents than there are for parents) What is the role of cultural influences in family development research? Why is it important to look at these aspects?
3	5 & 6 Feb. 6 - 17	Family Life Cycle	Ch 6 & pg 454- 462	Online Quiz due by 5:00pm EST February 17	Week 5: How has the institution of dating and marriage changed over the past 30 years? Week 6: Is cross-cultural adoption of children a good idea?
Reading Week!!! (Feb 20-25)					
4	7 Feb. 27 – Mar. 2	Infants, Toddlers & Early Childhood	Ch 7 & 8	Online quiz due by 5:00pm EST March 2	Week 7: In a unidirectional framework “Parents Parent” meaning that all things (such as discipline, socialization, care, comfort, etc.) flow from the powerful parent figure to the <i>tabula rasa</i> (or blank slate) child. In what ways can/do children influence parents? For example, are there certain situations where children socialize parents or attempt to influence them? In what ways are bidirectional influences in the family (between children and parents) evident?
5	8 Mar. 5 - 9	School Aged Children	Ch 9	Assignment 2 due by 5:00pm EST March 9 Online quiz due by 5:00pm EST March 9	Week 8: Is spanking an appropriate discipline strategy for school aged children? Is noncompliance ever okay in childhood?
6	9 Mar. 12 - 16	Adolescents	Ch 10 & 11	Online quiz due by 5:00pm EST March 16	Week 9: What are some of the problems faced when trying to define or describe “adolescence”?
7	10 & 11 Mar. 19 – 30	Contemporary Families	Ch 14 & 15	Online quiz due by 5:00pm March 30	Week 10: Are children raised in a single- family home at a developmental disadvantage when compared to children raised in a two-family home? Week 11: Are adolescents developmentally capable of raising their own child?
8	12 April 2 - 6	Family Issues	Ch 16	Online quiz due 5:00pm EST April 6 Assignment 3 due 5:00pm EST April 6	Week 12: Students must reflect on what they believe they have gotten from the course and their thoughts on what they have learned. The personal reflection should be at least one page. For this week only, students are only required to post one time.

** Please note, the final date to withdraw from Winter courses without academic penalty is March 9/2012. In order to make an informed decision as to whether students should consider withdrawing from a course, 25% of the course evaluation will be made available to you. The break down of the evaluation available to students by March 9 is: assignment 1 (worth 10%); seven weeks of posting participation (worth a potential of 8.75%); and four online quizzes (worth a potential of 7.5%). These evaluation elements combined should provide students with a good sense of how they are performing in the course.

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 (BH 132, 748-1281, 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).
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.