Course Materials:


- [Bookshelf](#) to access through Equitable Access

Other readings, podcasts, or videos will be posted on Canvas.

Course Description:

This course examines the theories and research associated with family stress and resilience across the lifespan. Psychological, sociological, and biosocial perspectives will be employed as frameworks to understand family stress and resilience. This course explores research relating to both normative and non-normative family stress and resiliency factors. Topics include parenting, poverty, violence, work-family balance, aging, death, LGBT families, military families, health and wellness and others are addressed. A multicultural perspective will be emphasized. Throughout the course students will be presented with strategies and policies to assist families in dealing productively with stress and change.

Basic format of the class:

- **Asynchronous Lectures:** Weeks will run from Tuesday to Tuesday. Every Tuesday morning the Lectures for the week will be posted. We do this to allow students the flexibility to work over the weekend, should that work better with your schedule. During the week there will be two Lessons with lecture videos. You should plan for roughly 2 hours to get through the week’s lessons, not including quizzes. The videos will be ordered in Canvas. Start each week by reading the “Week X: Overview” page. You can get there from the Home Page or the Modules. Click the “Next” button to continue into
the content, and continue clicking “Next” through all the content for that week, at your own pace. Quizzes will be interspersed. You are expected to finish the videos and the quizzes by 9 am on the final Tuesday of each week. For example, Week 2 will run from 4/6 to 4/13. You will need to finish the Week 2 quizzes by 9 am on 4/13.

⭐ Synchronous Discussions: This is a writing intensive class which is geared toward helping you become a better writer. We will hold synchronous discussions during class time from 9 to 10:20 on Tuesdays and Thursdays. Week 1 will be an open house, where Dr. Hibel will answer course related questions. The discussion topics on Weeks 2, 3, 4, and 5 will focus on writing your final paper. You are expected to go to one of these discussions each week. You can go either Tuesday or Thursday. It is up to you. You will receive participation points for attending. Discussions on Weeks 6 through 10 will open to discuss course content. These are optional. There are no points for attending these discussions, but will be a great opportunity to assess your comprehension and ask any content related questions you might have. See the table below for the discussion topics and paper due dates.

Course Assignments:

⭐⭐⭐ Final grades will be determined based on weekly lesson and reading quizzes (40%), four writing assignments (48%), participation in four discussions weeks 2, 3, 4, and 5 (12%). ⭐⭐⭐

- 20% of your total grade will be from your weekly lesson quizzes
- 20% of your total grade will be from your weekly reading quizzes
- 23% of your total grade will be from your writing assignments getting you ready for your final paper
- 25% of your total grade will be from your final paper
- 12% of your total grade will be from discussions

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>180</td>
<td>40</td>
</tr>
<tr>
<td>Paper Assignments</td>
<td>216</td>
<td>48</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>54</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
<td><strong>100</strong></td>
</tr>
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⭐ Weekly Quizzes: Each week there will be multiple short quizzes that will be available on Canvas. These quizzes will test knowledge learned from the book and the lecture videos posted. Quizzes will only be available during the week the content is being covered. There are no re-takes. You may drop the three lowest quiz grades (two lowest lesson quizzes; one lowest reading quiz). Quizzes are all open note, open book, open lecture video, but you must work independently. You will have 3 quizzes each week, 1 based on the book; 2 based on lectures. Each lecture quiz will be worth 5 points; each
book quiz will be worth 10 points. Across the quarter this will equal 180 points which is 40% of your grade.

* Writing Assignments: You will have four writing assignments 1) your article reviews; 2) an introductory paragraph and outline; 3) your feedback on your peer's first draft; 4) your final draft. Altogether these assignments are worth 216 points, or 48% of your grade. See prompts for these assignments on Canvas and linked below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Reviews</td>
<td>35</td>
<td>4/15</td>
</tr>
<tr>
<td>Outline</td>
<td>35</td>
<td>4/22</td>
</tr>
<tr>
<td>First Draft</td>
<td></td>
<td>5/6</td>
</tr>
<tr>
<td>Peer Review</td>
<td>35</td>
<td>5/13 (To submit this assignment you must submit your first draft ON TIME)</td>
</tr>
<tr>
<td>Final Paper</td>
<td>111</td>
<td>5/27</td>
</tr>
</tbody>
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**Total: 216 points**

* * *Late Policy* * *

- Assignments turned in up to 24 hours late will receive a 5% deduction.
- Assignments turned in 24-48 hours late will receive a 10% deduction.
- Assignments turned in 48-72 hours late will receive a 15% deduction
- Assignments turned in more than 72 hours late will not be accepted.

* Participation: You are expected to attend and participate in four discussion sections during week 2, 3, 4, and 5. Discussions will be held on Tuesdays and Thursdays from 9 to 10:20. You can attend on either Tuesday or Thursday. Attendance per discussion is worth 13.5 points, for a total of 54 points. Discussions will be held on the other weeks as well. These will be open. No content will be planned, but time will be used to discuss student questions. Attendance at these discussions are not mandatory.

**Course Grades:** Grades will be posted on Canvas. Course grades will be based on the following distribution:

- A+ = 97-100
- A  = 93-96
- A-  = 90-92
- B+  = 87-89
- B   = 83-86
- B-  = 80-82
- C+  = 77-79
- C   = 73-76
- C-  = 70-72
- D   = 60-69
- F   = Below 60
Grades .5 and higher will be rounded up (i.e., grades of 92.5 will be considered an A).

**Emailing and course related questions:** Please use the discussion board on Canvas to pose and respond to content and course related questions. The discussion board should be your first stop when asking a question regarding course content or requirements. Your Teaching Assistant and Instructors will likely request that you post your question to Canvas should we receive it via email. This is important, because multiple students stand to benefit from the answer to any one student’s question. Questions posted to Canvas can be responded to by other students, and therefore will serve as a collaborative online community and a course resource.

When emailing, please follow this etiquette. To ensure your message doesn't get missed, message through Canvas.

Below is a rough outline of the weekly schedule for the quarter. For all content due each week, go either to the Canvas homepage or to the modules.

<table>
<thead>
<tr>
<th>Week Dates</th>
<th>Lesson Topics</th>
<th>Readings</th>
<th>Discussion Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Welcome</td>
<td>Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3/30 - 4/6</td>
<td>Family stress theory and parenting stress</td>
<td>Chapter 1</td>
<td>Open house</td>
</tr>
<tr>
<td>2</td>
<td>4/6 - 4/13</td>
<td>Economic Stress and Resilience</td>
<td>Chapter 11</td>
<td>Choosing a Topic; Conducting searches</td>
</tr>
<tr>
<td>3</td>
<td>4/13 - 4/20</td>
<td>Race/ethnic &amp; Immigration stress and Resilience</td>
<td>Chapter 10 OR 12</td>
<td>How to read science and cite it</td>
</tr>
<tr>
<td>4</td>
<td>4/20 - 4/27</td>
<td>LGBT+ family stress and Resilience</td>
<td>Chapter 6</td>
<td>How to write science and integrate it</td>
</tr>
<tr>
<td>5</td>
<td>4/27 - 5/4</td>
<td>Military Stress and Resilience</td>
<td>Chapter 13</td>
<td>Feedback on Outlines and Article Reviews</td>
</tr>
<tr>
<td>6</td>
<td>5/4 - 5/11</td>
<td>Divorce and Step-parenting Stress and Resilience</td>
<td>Chapter 8 OR 9</td>
<td>Open discussion</td>
</tr>
</tbody>
</table>

*Note: Dates for Due Dates are approximate.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Chapter</th>
<th>Discussion Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5/11 - 5/18</td>
<td>Partner Violence</td>
<td>Chapter 15</td>
<td>Open discussion</td>
</tr>
<tr>
<td>6</td>
<td>5/13</td>
<td>Peer Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5/18 - 5/25</td>
<td>Child &amp; Elder abuse and resilience</td>
<td>Chapter 14</td>
<td>Open discussion</td>
</tr>
<tr>
<td>8</td>
<td>5/25 - 6/1</td>
<td>Physical &amp; Mental Health; Stress and Resilience</td>
<td>Chapter 17 OR 19</td>
<td>Open discussion</td>
</tr>
<tr>
<td>9</td>
<td>6/1 - 6/8</td>
<td>Death &amp; dying; Stress and Resilience</td>
<td>Chapter 20</td>
<td>Open discussion</td>
</tr>
</tbody>
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**Course Incompletes**

Incompletes are an option under rare circumstances and granted only when the student is (a) passing the class, and (b) when circumstances beyond the student’s control arise, such as serious illness. Instructors cannot give incompletes because of missed classes or exams, failing or lower than expected grades. See the [University Registrar](https://www.ucdavis.edu/registrar) for details.

**Course Content Copyright**

Course content, including lecture presentations and recordings, are copyrighted materials protected by U.S. copyright law and University policy. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (refer to [UC Davis Standards of Conduct for Students 102.23](https://www.ucdavis.edu/dean/academic-success/standards-conduct.html)).

**Academic Integrity**

The [UC Davis Code of Academic Conduct](https://www.ucdavis.edu/dean/academic-success/standards-conduct.html) exists to support high standards of behavior and to ensure fair evaluation of student learning. If there is evidence of cheating or plagiarism, you will receive a zero on the assignment. Some examples of academic dishonesty include submitting someone else’s work under your own name, collaborating with someone else on an individual project, or including another person’s written words or ideas into your work without appropriate citation. Students are to complete exams and assignments individually and not discuss exam
content with other students. Academic dishonesty also includes using all or part of an assignment you have completed from another class and submitting it for this class. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions and will be referred to Student Judicial Affairs.

**Emailing and course-related questions**

Please use the discussion board on Canvas to pose and respond to content and course-related questions. The discussion board should be your first stop when asking a question regarding course content or requirements. Your Teaching Assistant and Instructors will likely request that you post your question to Canvas should we receive it via email. This is important because multiple students stand to benefit from the answer to any individual student’s question. Questions posted to Canvas can be responded to by other students, and therefore will serve as a collaborative online community and a course resource. When emailing, please follow this etiquette. (Links to an external site.)

**Disability Accommodations**

Our goal is to create a learning environment that is equitable, accessible, inclusive, and welcoming. If you have or think you may have a disability or medical condition that may affect your learning and performance in this course and feel you need accommodations, contact the Student Disability. Requests for accommodations and information regarding disabilities are kept confidential. I will honor requests for accommodations stated by the notification letters, and work with you to . If you have accommodations, please contact me (Dr. Hibel) as soon as possible to discuss your accommodations. All information regarding disabilities is confidential.

**Accommodation for Religious Practices**

In accord with UC Davis Policy (Chapter 210, Section 50), you will not be penalized for absences due to religious practices. You do, however, need to communicate with Dr. Hernández prior to the absence in order to allow for any needed accommodations.

**Prohibition against Discrimination, Harassment, and Retaliation**

Discrimination, harassment, and retaliation are not tolerated. All instructors are mandated reporters and obligated to report any information regarding alleged acts of sexual discrimination, harassment, violence, and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, violence, or discrimination with a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at CARE (Links to an external site.).
Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food, who lacks a safe and stable place to live, or who is experiencing undue stressful life circumstances, and believes this may affect their academic performance, is urged to contact Aggie Compass for support.

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal learning. The source of symptoms might be strictly related to your course work; if so, please speak with me. Problems with relationships, family worries, loss, or personal struggles or crises can also contribute to decreased academic functioning. UC Davis Counseling Services offers free, confidential psychological services to help you manage personal challenges that might threaten your well-being and academic success. Getting help is a smart and courageous thing to do.

Additional resources:

FAQ on student resources: [https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/](https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/)

Center for Advocacy Resources and Education (CARE) 530-752-3299; [http://care.ucdavis.edu/](http://care.ucdavis.edu/)

Academic Assistance and Tutoring Centers [https://tutoring.ucdavis.edu/](https://tutoring.ucdavis.edu/)


Counseling Services 530-752-2349; [https://shcs.ucdavis.edu/counseling-services/](https://shcs.ucdavis.edu/counseling-services/)

Division of Student Affairs 530-752-2416

Student Health and Wellness Center [https://shcs.ucdavis.edu/medical-services/](https://shcs.ucdavis.edu/medical-services/)