Western HealthSciences

Brescia School of Food and Nutritional Sciences

FSHD 3305G – Family Needs and Resources
Winter 2026

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to Wellness & Wellbeing
- Studying with disabilities, go to Accessible Education
- Writing skills, go to the Writing Support Centre
- Learning skills and strategies, go to Learning Development & Success
- Contacting the ombudsperson, go to the Office of the Ombudsperson

Your course coordinator can also **guide you** to available campus resources and/or services.

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 5	February 14-22	April 9	April 10-11	April 12-30

March 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
Dr. Kym Briggs	kbriggs@uwo.ca	Fridays 10:30am -11:30am

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via OWL Brightspace. Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within "Communications" in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit OWL Brightspace Help or contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

This course focuses on managing family resources and family decision making processes using multidisciplinary perspectives. Current real-world examples, family diversity, and future challenges are discussed.

Prerequisite(s): Any 0.5 course from any department in the Faculty of Health Sciences, the Department of Anthropology, the Department of Gender, Sexuality and Women's Studies, the Department of Psychology or the Department of Sociology; or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode: Blended

Component	Date(s)	Time
Lecture 650	Online - Asynchronous	

My Course Description

This course examines how families identify, manage, and allocate their resources in an ever-changing world. Drawing on multidisciplinary perspectives from family studies, economics, sociology, and psychology, we will explore how values, attitudes, and behaviours influence family decision-making processes. Through current real-world examples and case studies, we will consider the complexity of managing time, money, skills, and relationships across diverse family structures. Special attention will be given to the impact of economic, societal, and cultural contexts, as well as the challenges families face in planning for the future. Students will develop practical skills in resource mapping, needs assessment, budgeting, and strategic decision-making, preparing them to analyze and support healthy family functioning in both personal and professional contexts.

Learning Outcomes

Upon successful completion of this course, you will be able to:
1. Explain core concepts and theories related to family resource management and decision-making from a multidisciplinary perspective.
2. Identify and categorize different types of family resources, including human, material, social, and community resources, using established frameworks.
3. Analyze the relationship between family values, attitudes, and behaviours and their impact on resource allocation and decision-making processes.
4. Evaluate how economic, societal, and cultural factors influence family decisions and access to resources.
5. Apply resource management models to real or simulated family scenarios, including budgeting, goal setting, and problem-solving.
6. Develop strategies for managing current and future family needs, taking into account diversity, equity, and sustainability.
7. Communicate analyses and recommendations effectively through written, visual, and/or oral formats for both academic and applied audiences.
8. Reflect on personal and professional perspectives regarding family needs, resources, and definitions of success in resource management.

Course Content and Schedule

Week	Date	Topic	Study Material	Things due
1	Jan. 5	Course introduction The complexity of managing family resources	Chapter 1	
2	Jan. 12	Understanding families and resource management	Chapter 2	
3	Jan. 19	Family Resource Management	Chapter 3	
4	Jan. 26	Categorization of needs	Chapter 4	
5	Feb. 2	Values, attitudes, and behaviours: understanding family choices	Chapter 5	
6	Feb. 9	Identification of family resources	Chapter 6	**Assignment #1 Family Resource Mapping and Analysis Due: February 13, 2026**
7	Feb. 16	Reading Week – No Class		
8	Feb. 23	Families within the economic environment	Chapter 7	
9	Mar. 2	The impact of society on family decisions Managing the future	Chapter 8 and 9	
10	Mar. 9	Communication within the decision-making process	Chapter 10	**Assignment #2 Real-World Connection Post and Peer Feedback Due March 15, 2026 at the latest**
11	Mar. 16	The individual within family decision-making	Chapter 11	
12	Mar. 23	Making it happen Defining success	Chapter 12 Chapter 13	
13	Mar. 30	Looking forward: future challenges	Chapter 14	
14	Apr. 6	Course conclusions and wrap-up	N/A	**Assignment #3 Final Group Project Due: April 6, 2026**

Course Materials You Must Acquire and Their Costs

Required Course Materials

- Moore, T and Asay S. (2021) Family Resource Management, 4th ed. SAGE ISBN 9781544370620
    - E-book $73.00
    - Paperback $183.00

Assessments and Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assignment	Format	Weight	Due Date	Flexibility	Learning Outcome
#1 **Family Resource Mapping and Analysis**	Visual and short written	25%	Feb. 13	72-hour no late penalty	All
#2 **Real-World Connection Post & Peer Feedback**	Written post (25%) and peer feedback (105)	35%	You choose the week of your post (before week 9) Copy of posts due March 15, 2026	You choose due date.	1, 5,7,8
#3 **Final Group Project: Budget & Resource Management Simulation**	Group work, written assignment or presentation (you choose)	40%	April 6, 2026	72-hour no late penalty	All

Assignment #1 – Family Resource Mapping and Analysis
Weight: 25%
Due: February 13, 2026

This short assignment introduces you to the concepts of family resources and how they are identified, categorized, and utilized. You will apply the frameworks from Chapter 6 of the textbook to visually represent a family's resources and explain how they connect to course concepts.

Instructions
Step 1: Choose Your Family
- Select either:
    - A real family (with permission) — you may use your own or another's.
    - A hypothetical or composite family you create.
Step 2: Identify Resources
- Using the framework in Chapter 6, identify the family's resources in four categories:
    1. Human resources (skills, knowledge, health, time, etc.)
    2. Economic resources (income, savings, assets, benefits, etc.)
    3. Environmental resources (housing, location, access to services, physical surroundings)
    4. Social resources (relationships, networks, community support)
Step 3: Create a Visual Resource Map
- Present the family's resources visually using a diagram, table, or chart.
- Clearly label each resource category.
- Show how the resources are connected, organized, or used to meet the family's needs.
Step 4: Written Explanation
- Write a 1–3 page explanation that:
    - Describes the family's context (composition, location, relevant background).
    - Explains each resource category and how the resources are utilized.
    - Links your observations to course concepts and terminology (cite the textbook where applicable).
    - Reflects briefly on how societal, economic, or cultural factors may influence resource use.

Assignment #2 – Real-World Connection Post & Peer Feedback
Weight: 35% total

- Original Post: 25%
- Peer Feedback: 10%

Due Dates:
- Original Post: Post to the online discussion board no later than Saturday, March 8, 2026 (end of Week 9).
- Peer Feedback: Post your two peer responses by Saturday, March 15, 2026 (end of Week 10).
- Final Submission for Marking: Submit your original post and both peer responses together as one Word or PDF document to the course dropbox by Saturday, March 15, 2026 at 11:59 PM.

This assignment connects course concepts to real-world examples while encouraging thoughtful, peer-to-peer learning. You will demonstrate your ability to apply theories and frameworks from the course to current events or lived experiences, and to engage in meaningful dialogue with classmates.

Instructions
Part 1: Original Post (25%)
1. Select a real-world example related to any course topic (e.g., news article, advertisement, policy change, social media post, personal observation).
2. Write a 250–500 word analysis that:
    - Clearly describes the example and its context.
    - Connects the example to course concepts, theories, or frameworks from the textbook or weekly materials.
    - Explains why this example is relevant to understanding family needs, resources, or decision-making.
3. Post your work to the online discussion forum by March 8, 2026 so classmates have time to review it before the peer feedback stage.

Part 2: Peer Feedback (10%)
1. In Week 10, read your classmates' posts on the discussion board.
2. Select two different posts (not your own) and respond to each in 100–150 words.
3. Each response should:
    - Offer thoughtful feedback or a new perspective.
    - Ask at least one meaningful follow-up question or provide an additional related example.
    - Be constructive and respectful in tone.
4. Post your feedback to the online forum by March 15, 2026.

Submission for Marking
By March 15, 2026 at 11:59 PM, submit a single Word or PDF document to the course dropbox containing:
1. Your original post (exactly as it appeared on the forum).
2. Both peer responses (copied from the forum).

Assignment #3 – Final Group Project: Budget and Resource Management Simulation
Weight:40%
Due:

This capstone project simulates the complexity of real-life family resource management, requiring you to integrate skills in budgeting, decision-making, communication, and problem-solving. You will work collaboratively in small groups to manage the resources of a fictional family over time, responding to challenges and opportunities as they arise

Group Formation

- Groups of 2 or 3 students.
- Sign-up list on course website

Step 1: Develop Your Family Profile
Your group will either:
- Choose the fictional family profile, OR
- Create your own, including:
  - Household composition (number of members, ages, relationships)
  - Income level (salary, wages, benefits, other sources)
  - Short-term goals (e.g., saving for a vacation, paying off debt)
  - Long-term goals (e.g., retirement savings, buying a home, children's education)
  - Cultural and societal context (family background, values, geographic location, societal pressures)

Step 2: Create an Initial Monthly Budget & Resource Plan
- Allocate income to essential expenses (housing, utilities, groceries, transportation, insurance, etc.).
- Allocate to non-essential spending and savings goals.
- Identify other family resources beyond finances (time, skills, social support, community programs).

Step 3: Respond to Unexpected Events
- During the project, you will introduce at least two unexpected events (e.g., job loss, medical expense, car breakdown, relocation opportunity, new baby, inheritance).
- You must adapt your budget and decision-making to respond to these events.
- Document each decision your group makes and explain the reasoning using course concepts such as values, attitudes, needs categorization, and resource management frameworks.

Step 4: Final Output
Your group will submit either:

Option A – Presentation
- 10–12 slides (PowerPoint, Google Slides, or Canva)
- Include visuals (charts, tables, budget breakdowns) and speaker notes or a recorded voiceover.

Option B – Written Report
- 6–8 pages, double-spaced
- Include tables or charts for your budget and decision tracking.

Both formats must include:

1. Family Profile Summary – Description of household, goals, and context.
2. Initial Budget & Resource Plan – Detailed breakdown and rationale.
3. Responses to Unexpected Events – What happened, how you adapted, why you made your decisions.
4. Challenges & Trade-Offs – Reflections on the most difficult choices and what you learned about family resource management.
5. Connection to Course Concepts – At least 3 direct links to theories, models, or frameworks from the textbook and lectures.
6. Definition of Success – How your fictional family defines "success" and whether they achieved it.

General information about assessments

☑ All assignments are due at 23:55 EST unless otherwise specified.
☑ Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0.
☑ Written assignments will be submitted to Turnitin (statement in policies below).
☑ A student might not receive the same grade as their group members if it is determined that the distribution of work was not equal.
☑ After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days.
☑ Prior to the filing of a written request for relief, students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)
This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

☑ Late assessments without academic consideration will be subject to a late penalty of 1% per hour
☑ [insert information about missed tests / makeup tests here]

Course-specific conditions:

☑ [Insert information about course-specific requirements that must be met to pass the course]

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in Types of Examinations policy.

Academic Policies and Statements

Support Services
There are various support services around campus and these include, but are not limited to:
1. Academic Support and Engagement - http://academicsupport.uwo.ca
2. Wellness and Well-being - https://www.uwo.ca/health/
3. Registrar's Office - http://www.registrar.uwo.ca/
4. Ombuds Office - http://www.uwo.ca/ombuds/

The websites for Registrarial Services (http://www.registrar.uwo.ca), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: http://westernusc.ca/services/) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (https://www.uwo.ca/health/) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence
Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination
Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be

imposed and set out the disciplinary procedures that the University will follow. For more information, visit https://www.uwo.ca/univsec/pdf/board/code.pdf

Absence from Course Commitments
Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs
Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by Accessible Education, please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays
Students should review the policy for Accommodation for Religious Holidays. Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations
A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences
Scholastic offences are taken seriously and students are directed to read the policy on Scholastic Discipline for Undergraduate Students.

Plagiarism
Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work
Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are specifically authorized by the course instructor. <u>All submitted work must reflect your own thoughts and independent written work.</u>

Re-submission of Previously Graded Material
Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams
Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review The policy on Accommodation for Students with Disabilities. If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit Accessible Education for more information.

Correspondence Statement
The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams
Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket.** <u>**Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence**</u>

penalty for possession of a prohibited device is zero on the test or exam.

During Lectures and Tutorials
Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement
Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning
In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring
Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: https://remoteproctoring.uwo.ca.

Academic Appeals and Scholastic Offences
Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy here and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy here and a link to the procedures is listed in the Support Services section of this document.