

George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 200 (001) - Individual and Family Development
3 Credits, Fall 2017
Monday, 1:30 – 4:10 pm
Thompson Hall, Room 1020, Fairfax Campus

Faculty

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Prerequisites/Corequisite

None

University Catalog Course Description

Examines how individuals and families function and develop over the lifespan. Uses a multidisciplinary approach to integrate theories of family science and human development emphasizing the role of contextual factors in contemporary families' lives. Explores the impact of gender, socioeconomic, race/ethnicity, culture, and immigrant status on human development and family relationships. Introduces a basic model of scientific inquiry and theorizing.

Course Overview

This is the discovery course in the HDFS program, they discover key aspects of the field of human development and family sciences (HDFS) and GMU's HDFS program, curriculum, and faculty.

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Gain an introductory understanding of the broad field of human development and family science (HDFS)
- Gain an understanding of GMU's HDFS program, curriculum, and faculty,
- Demonstrate an understanding of the diverse experiences of contemporary families across the lifespan,
- Show understanding of how various micro- and macro-level systems shape individual and family development,
- Apply family theories to explain individuals' development across the lifespan,
- Understand some of the normative and non-normative challenges and opportunities faced by families across the lifespan,

- Understand research methods used for examining the development, coping, and adaptation of individuals and families
- Engage in personal growth and development that will enhance students' academic and interpersonal experiences.

Professional Standards

This course is aligned with the standards established by the National Council on Family Relations. Upon completion of this course, students will have beginning knowledge of the following National Council on Family Relations professional standards content areas:

- "families and individuals in societal contexts" to include "an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions in society."

Required Texts

Walsh, B. A., DeFlorio, L., Burnham, M. M., & Weiser, D. A. (2017). *Introduction to human development and family studies*. New York, NY: Routledge.

Suggested Readings:

Available on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Assignments and Examinations

I. Participation and Reflections (42 points, 3 points per week)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

In the last 10 minutes of each class, students will be given a reflection prompt. They will write a reflection on blackboard. Blackboard is preferred and a journal section will be set up for your use. Responses to the prompt should be about a paragraph in length (a paragraph must be no less than 3 sentences long) and must directly reference each aspect of the prompt and refer to readings and classroom experiences. This should be completed in class. If not received on the class day by midnight you will receive no credit.

II. Quizzes (14 points, 6 quizzes, the first worth 2 points, the rest worth 3 points-students can drop the lowest of their 3 point quizzes)

These quizzes address content from reading and in-class activities. Each will have approximately 9 questions and for the most part will be closed questions. All will be administered via hard copy in class.

Quiz Due Dates: See Course Calendar

III. Genogram Project (44 points, 12 points for diagram, 25 points for report, 5 points for peer review, and 2 points for elements of writing)

Assignment: Students will create a Genogram and write a paper (**5 pages MAX, including references**), reflecting on the patterns that surfaced during the process of creating the Genogram and applying our class material, course readings, topical journal articles, and related web sites. You can choose your own family or another family to examine. You should consider both micro processes (e.g., communication patterns, boundary maintenance behaviors, etc.) and macro forces (e.g., economic up-turns and down-turns, changes in laws) that have influenced the functioning of your reviewed family system.

A Genogram is a tool used to highlight patterns within families. It is structured like a family tree, using symbols to represent life events, boundaries, interpersonal styles, values, power differentials, etc. The Genogram is to be used as a tool to help record and organize information about your family. You will also be provided with a Genogram Packet and we will discuss this project often in class.

Genogram Diagram (12 points): Create a Genogram depicting at least three generations of a family (be sure to describe how you define family). Interview family members to gather information, if possible. Use the symbols list provided or create your own key of symbols to be used in the Genogram. Words can also be used.

Genogram Report (25 points): Your genogram paper should be written in MS Word, double-spaced, using 12-point font with a **page MAXIMUM of 5 pages** (including references). You should include 6 sections in your paper and use the following headers:

- INTRODUCTION, where you introduce the three themes that you will explore in your paper;
- THEME 1: _____, which identifies the first theme to be examined. For each theme, be sure to draw linkages to course concepts and relate the theme to research findings in your reading or in-class experiences. Example themes might include a pattern of marital stability through the generations, a pattern of divorce and remarriage, parenting practices used across the generations, sibling relationships across the generations, single-parenting, health problems (e.g., diabetes, alcoholism, drug abuse, cancer, heart disease, mental health issues), commitment to education, etc. You should include a discussion of both micro-level processes and macro-level forces throughout the themes;
- THEME 2: _____;
- THEME 3: _____;
- DISCUSSION and CONCLUSIONS
- REFERENCES (typically students reference the course text and readings as well as any other resources utilized in applying your theme/pattern to your family system. For example, it is find journal articles related to your themes or a helpful website—these should all be referenced to give credit where credit is due and to avoid plagiarism! Plagiarism is “The practice of taking

someone else's work or ideas and passing them off as one's own” (Oxford Dictionary retrieved from <https://en.oxforddictionaries.com/definition/plagiarism> on August 16, 2017.)

IMPORTANT: The paper should not be a retelling of the stories or history of your family unless they are used briefly as an example of the theme/patterns/course concepts you are exploring.

Peer Review (5 points): Students will conference in pairs to review genogram diagrams and reports in preparation for submission. A checklist for reviews will be provided in class. You will prepare a one-page response providing feedback to your classmate on his/her genogram assignment. You will submit your peer review response with your final genogram report.

Elements of Writing (2 Points): USE APA STYLE in your paper. Follow the APA 6th Edition writing guidelines and utilize a proofreader if needed. You may use “I” in this paper when appropriate. Students are required to demonstrate college-level writing skills.

Course Performance Evaluation Weighting

Assignments	Due Dates	Points
Participation and Reflections	Weekly	42
Quizzes (6)	See Course Calendar	14
Genogram Project		44
TOTAL		100

Grading Policies

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

All undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

Date	Class Topics and Activities	Assignments & Readings Due
8-28	<ul style="list-style-type: none"> Guests at 2pm-upper class HDFS students, Christina Cherry, Anna Christopher, Alex Dean, Katelyn Williams Syllabus review, Genogram review, and Introduction to each other and to course Parenthood Video <i>Pilot</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> Amato, P. R. (2014). <i>What is a family?</i> available on Bb and copies available in class Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
9-11	<ul style="list-style-type: none"> Guest at 1:30pm-Bethany Letiecq Topic: Careers in HDFS 	<ul style="list-style-type: none"> Read Ch1 and Ch2 in text Quiz

	<ul style="list-style-type: none"> • Parenthood Video: <i>Deep End of the Pool</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
9-18	<ul style="list-style-type: none"> • Guest at 1:30pm-Colleen Vesely • Topic: History and future of HDFS • Parenthood Video: <i>Do Not Sleep With Your Autistic Nephew's Therapist</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch3 in text • Additional Reading TBA and on Bb • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
9-25	<ul style="list-style-type: none"> • Guest at 1:30pm-Pamela Garner • Topic: Introduction to research in HDFS • Parenthood Video: <i>Hard Times Come Again No More</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch4 in text • Quiz • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
10-2	<ul style="list-style-type: none"> • Guest at 1:30pm-Shannon Davis • Topic: Introduction to theories in HDFS • Parenthood Video <i>Kristina's Baby Nora is Born</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch5 in text • Additional Reading TBA and on Bb • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
10-10	<ul style="list-style-type: none"> • Guest at 1:30pm-Diana Yacob • Topic: Introduction to Family Life Educator and its application • Parenthood Video <i>My Brother's Wedding</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch6 in text • Quiz • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
10-16	<ul style="list-style-type: none"> • Guest at 1:30pm-Kelly Dunne • Topic: Professional development and ethics • Parenthood Video <i>Family Portrait</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch7 in text • Additional Reading TBA and on Bb • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
10-23	<ul style="list-style-type: none"> • Guest at 1:30pm-Adam Winsler • Topic: Family and the early years • Parenthood Video <i>There's Something I Need to Tell You</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch8 in text • Quiz • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
10-30	<ul style="list-style-type: none"> • Guest TBA • Topic: Family and childhood • Parenthood Video <i>Small Victories</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch9 in text • Additional Reading TBA and on Bb • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
11-6	<ul style="list-style-type: none"> • Guest at 3:00pm-Olga Kornienko • Topic: Family and adolescence • Parenthood Video <i>Because You're My Sister</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch10 in text • Quiz • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
11-13	<ul style="list-style-type: none"> • Guest at 1:30pm-Jamie Gentile • Topic: Family and adulthood • Parenthood Video <i>The Waiting Room</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch11 in text • Additional Reading TBA and on Bb • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
11-20	<ul style="list-style-type: none"> • Guest at 1:30pm-Catherine Tompkins • Topic: Family and late adulthood • Parenthood Video <i>It Has to be Now</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> • Read Ch12 in text • Quiz • Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
11-27	<ul style="list-style-type: none"> • Guest TBA • Topic: Diverse families • Peer Review of Genogram 	<ul style="list-style-type: none"> • Read Ch13 in text • Bring printed copy of draft of Genogram diagram and report to class

		<ul style="list-style-type: none"> Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)
12-4	<ul style="list-style-type: none"> Guest at 1:30pm- Betsy Levine Brown Topic: Family strengths Parenthood Video <i>May God bless You and Keep You Always</i>; Associated Discussion on Families and Genogram 	<ul style="list-style-type: none"> Read Ch13 in text Make sure family strengths are included in Genogram and bring additional questions regarding Genogram Diagram and Report for Peer and Instructor Support Reflection on Class (prompts will be posted in class; completed in last 10 minutes of class)

Genogram Due on Blackboard by 4:15pm on December 18, 2017

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>. For the College of Humanities and Social Sciences, please visit the website <https://chss.gmu.edu/>.