

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

HDFS 200 (002) - Individual and Family Development  
3 Credits, Fall 2018  
Wednesdays, 8:30 – 11:10 am  
Thompson Hall L018 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. Offered by Graduate School of Education. May not be repeated for credit.

**Course Overview**

This is the discovery course in the HDFS program, students 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. Instructor will offer one class online.

**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, and
- 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, Reflect-Respond (28 points, 2 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 reflect-respond prompt. Students will write a journal entry on blackboard. A journal section will be set up in blackboard for student 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. If you miss class, do not submit a reflection.

## II. Midterm and Final Exams (14 points each)

These exams address content from reading and in-class activities. Each will have approximately 28 questions and for the most part will be closed questions.

**Midterm:** Oct 17

**Final Exam:** Dec 12

## III. Genogram Project (44 total 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 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, introduce the three themes that you will explore in your paper;
- THEME 1: \_\_\_\_\_, identify 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, 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. If necessary you can include “retelling of the stories or history of your family” in an appendix of the paper and refer to the appendix in the text.

***Self-Review (5 points):*** Students will rotate through centers addressing each component of their genogram report and complete a self-review of their genogram report. A checklist for reviews will be provided in class. You will complete the checklist and prepare a one-page reviews addressing what you will revise in your report and submit it as well as the completed self-review checklist 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, Reflect-Respond	Weekly	28
Midterm	See Course Calendar	14
Final	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
8-29	<ul style="list-style-type: none"> <li>• Syllabus review, Genogram review, and Introduction to each other and to course</li> <li>• Discussion of Big Picture Family Topics</li> <li>• Parenthood Video <i>Pilot</i>;</li> <li>• Review video and previous topics</li> <li>• Guests at 10:30am-current HDFS students sharing information about the program               <ul style="list-style-type: none"> <li>○ Joyce Frempong</li> <li>○ Leanna Moron Panasethaned</li> <li>○ Mariana Estrada Zepeda</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Amato, P. R. (2014). <i>What is a family?</i> (available on Bb)</li> <li>• <i>Different Types of Families: A Portrait Gallery</i> (available on Bb)</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflect-Respond</li> </ul>	
9-5	<ul style="list-style-type: none"> <li>• Any follow up questions from syllabus or Genogram Activity?</li> <li>• What is HDFS and Careers in HDFS</li> <li>• Parenthood Video: <i>Deep End of the Pool</i>; Associated Discussion on Families and Genogram Activity</li> <li>• Guest at 10:30am Julie Kidd</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch1 and Ch2 in text</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Questions? Family of focus for your genogram report?</li> <li>• Topic: History and future of HDFS and Introduction to Research in HDFS</li> <li>• Parenthood Video: <i>Do Not Sleep With Your Autistic Nephew's Therapist</i>; Associated Discussion on Families and Genogram</li> <li>• Guest at 10:30am Shannon Davis</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch3 and Ch4 in text</li> <li>• Identify Family of Focus for Genogram</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
9-19	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Topic: Introduction to theories in HDFS</li> <li>• Parenthood Video: <i>Hard Times Come Again No More</i>; Associated Discussion on Families and Genogram</li> <li>• Guest at 10:30am Pamela Garner</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Ch5 in text and Hammond, Chebey and Pearsey (available on Bb)</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
9-26	<ul style="list-style-type: none"> <li>• Guest at 8:30am Tyler Myroniuk</li> <li>• Questions?</li> <li>• Topic: Family Theories Continued Theories of Human Development</li> <li>• Parenthood Video <i>Kristina's Baby Nora is Born</i>; Associated Discussion on Families and Genogram Activity</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Review Ch5 in text and Hammond, Chebey and Pearsey (available on Bb), Berk reading on Ecological theory (available on Bb)</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
10-3	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Topics: Family and Early Years</li> <li>• Parenthood Video <i>There's Something I Need to Tell You</i>; Associated Discussion on Families and Genogram Activity</li> <li>• Guests at 10:30am Bethany Letiecq and Colleen Vesely</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 8</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
10-10	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Topic: Family and Childhood</li> <li>• Parenthood Video <i>Small Victories</i>; Associated Discussion on Families and Genogram</li> <li>• Your Genogram Report</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Bring first draft of your genogram diagram</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>

	<ul style="list-style-type: none"> <li>• Reflect-Respond</li> </ul>	
10-17	<ul style="list-style-type: none"> <li>• MIDTERM EXAM</li> <li>• Your genogram diagram-peer and faculty feedback on genogram diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Bring next draft of your genogram diagram</li> </ul>
10-24	<ul style="list-style-type: none"> <li>• <b>Online class session</b> -Follow instructions in Class 9 folder on Blackboard</li> <li>• Topics: Family Life Education, Professionalism, and Ethics</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chs 6 &amp; 7 in text</li> <li>• Reflect-Respond</li> </ul>
10-31	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Parenthood Video <i>Because You're My Sister</i>; Associated Discussion on Families and Genogram</li> <li>• Topic: Family and Adolescence</li> <li>• Your Genogram Report-boundaries, themes/patterns</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 10</li> <li>• Bring latest draft of genogram diagram and report</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
11-7	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Parenthood Video; <i>TBD</i> Associated Discussion on Families and Genogram</li> <li>• Topic: Family and Adulthood</li> <li>• Your Genogram Report-boundaries, themes/patterns</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Why do we still shame adults who live with their parents? (available on Bb)</li> <li>• Bring latest draft of genogram diagram and report</li> <li>• Reflect-Respond (completed in last 10 minute of class)</li> </ul>
11-14	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Parenthood Video <i>May God bless You and Keep You Always</i>; Associated Discussion on Families and Genogram</li> <li>• Topic: Family and late adulthood</li> <li>• APA format for Citations and References</li> <li>• Your Genogram Diagram and Report Peer Review of Genogram Report</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Bring latest draft of genogram diagram and report</li> <li>• Reflect-Respond (completed in last 10 minute of class)</li> </ul>
11-28	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Topic: Diverse families and Family Strengths</li> <li>• Your Genogram Diagram and Report--Components and Self Review</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 13 &amp; 14</li> <li>• Bring latest draft of genogram diagram and report</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
12-5	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Human Development and Family Science in the News Special Topic: Family Separation</li> <li>• Course Evaluations</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Readings TBA (posted on Bb)</li> <li>• Read and bring 1 news article about family separation that was published between August 29<sup>th</sup> to date</li> <li>• GENOGRAM REPORT DUE on Bb by 11:59pm</li> </ul>

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

- 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/>.**