

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

HDFS 200 (003) - Individual and Family Development  
3 Credits, Fall 2019  
Wednesdays, 4:30 – 7:10 pm  
Mason Global Center 1320B, Fairfax Campus

**Faculty**

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\*Faculty member is an employee of the U.S. Department of Health and Human Services. Any views expressed in the teaching of this course are those of the faculty member alone and do not necessarily represent the views of HHS or the federal government.

**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 a Mason Core course in the Social and Behavioral Sciences. The learning outcomes are aligned directly with those of the social and behavioral core, that is, explain how individuals, groups or institutions are influenced by contextual factors, demonstrate awareness of changes in social and cultural constructs, and use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

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**

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

- Explain how individuals and families are influenced by contextual factors at the micro- and macro-level systems levels
- Demonstrate an awareness of the diverse experiences of contemporary families across the lifespan and how they are impacted by changes in social and cultural constructs
- Begin to understand theories and appropriate methods used for examining the development, coping, and adaptation of individuals and families
- Apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present, in this case the development, coping, and adaptation of individuals and families
- Gain an introductory understanding of the broad field of human development and family science (HDFS)

## **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. Exams (14 points each)

These exams address content from reading and in-class activities.

**Midterm Exam:** The Midterm Exam will be taken **online** during class time on October 9. It will consist of several open-ended prompts that will require paragraph answers, and will ask you to describe/define concepts learned in class and through readings and how they apply to your own life.

**Final Exam:** The Final Exam will be a combination of multiple choice, short answer and open-ended prompt questions based on content learned in class and through readings.

## III. Genogram Project (44 total points=12 points for diagram, 20 points for report, 5 points for peer review, 5 points for self 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	See Course Calendar	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"> <li>• Syllabus review, Genogram review, and Introduction to each other and to course</li> </ul>	<ul style="list-style-type: none"> <li>• Amato, P. R. (2014). <i>What is a family?</i> (available on Bb)</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion of Big Picture Family Topics</li> <li>• Parenthood Video <i>Pilot</i></li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <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>
9-4	<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>• 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>
9-11	<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>• 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>
9-18	<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>• 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>
9-25	<ul style="list-style-type: none"> <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),</li> <li>• Berk reading on Ecological theory (available on Bb)</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
10-2	<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>• 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> <li>• Submit first draft of your genogram <b>diagram</b> either on Blackboard or in class</li> </ul>
10-9	<ul style="list-style-type: none"> <li>• MIDTERM EXAM (online)</li> <li>• Your genogram diagram - faculty feedback on genogram diagram (on Blackboard)</li> </ul>	
10-16	<ul style="list-style-type: none"> <li>• Topics: Family Life Education, Professionalism, and Ethics</li> <li>• ONLINE CLASS will open at 4:30pm on 10/16</li> <li>• You have until classtime on 10/23 to complete the assignments on Bb, worth 6 points</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chs 6 &amp; 7 in text</li> <li>• Follow instructions on Blackboard for assignments</li> <li>• First draft of genogram <b>report</b> due by email before class time on 10/16</li> </ul>

10-23	<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> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 9</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
10-30	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Topic: Family and Adolescence</li> <li>• Parenthood Video <i>Because You're My Sister</i>; Associated Discussion on Families and Genogram</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>• Read <i>The Promise of Adolescence</i> – available on Bb)</li> <li>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
11-6	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Topic: Family and Adulthood</li> <li>• Parenthood Video; <i>You've Got Mold</i>; Associated Discussion on Families and Genogram</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>• Reflect-Respond (completed in last 10 minute of class)</li> </ul>
11-13	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Topic: Family and late adulthood</li> <li>• Parenthood Video <i>May God bless You and Keep You Always</i>; Associated Discussion on Families and Genogram</li> <li>• APA format for Citations and References</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 12</li> <li>• Reflect-Respond (completed in last 10 minute of class)</li> <li>• Submit latest draft of genogram diagram and report before class time</li> </ul>
11-20	<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>• Reflect-Respond (completed in last 10 minutes of class)</li> </ul>
12-4	<ul style="list-style-type: none"> <li>• Questions?</li> <li>• Human Development and Family Science in the News</li> <li>• Course Evaluations</li> <li>• Reflect-Respond</li> </ul>	<ul style="list-style-type: none"> <li>• Readings TBA (posted on Bb)</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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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>.

### *Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking*

As a faculty member, I am designated as a “Responsible Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. IF you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**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/>.**