



Human Development and Family Science Program  
A joint program of the College of Education and Human  
Development and the College of Humanities and Social Sciences  
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<http://hdfs.gmu.edu/>

**HDFS 200.DL1 Individual and Family Development (3:3:0)**  
**Spring 2016 | Fully Online**

**Professor:** Dr. Bethany L. Letiecq

**Office Hours:** By appointment; Skype appointments can also be made

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**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, socioeconomics, race/ethnicity, culture, and immigrant status on human development and family relationships. Introduces a basic model of scientific inquiry and theorizing.

**Nature of Course Delivery**

This course utilizes a Blackboard online learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, collaborative student work in small groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

**Learner Outcomes**

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

- 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 within the context of their families,
- Understand some of the normative and non-normative challenges and opportunities faced by American 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, focusing specifically on the “families and individuals in societal contexts” content area, to include “an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions in society.”

## Required Texts

Karraker, M. W., & Grochowski, J. R. (2012). *Families with futures: Family studies into the 21<sup>st</sup> century* (2<sup>nd</sup> ed.). New York, NY: Routledge.

This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

You can purchase the textbook at the bookstore or online (i.e., Amazon). In addition to the textbook, supplementary required readings are uploaded as PDF files on our Blackboard site. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

## Suggested Readings:

Cherlin, A. J. (2010). *Public and private families: A reader* (6<sup>th</sup> edition). New York: McGraw Hill.

Ihinger-Tallman, M., & Cooney, T. M. (2005). *Families in context: An introduction*. Los Angeles, CA: Roxbury.

Lewis, T., Amini, F., & Lannon, R. (2001). *A general theory of love*. New York: Vintage.

Secombe, K. (2012). *Exploring marriages and families*. Boston: Allyn and Bacon.

Skolnick, A. S., & Skolnick, J. H. (2014). *Family in transition* (17<sup>th</sup> edition). London: Pearson.

## GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education & 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/>].

### **For GSE Syllabi**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

### ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

### ***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

### ***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

### ***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## Course Requirements

### General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

## Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979> Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

## Grading Criteria

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-				

## Grading Policy

All CEHD/CHSS 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>

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any HDFS course with a required performance-based assessment is required to submit this assessment, *the Genogram Project*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## Specific Course Assignments

Assignments	Due Dates	Percentage
Participation: Dialogic Posts on BB	Ongoing	20%
Quizzes (5 @ 10 points each)	See Course Calendar	50%
Genogram Project	5/1/2016	30%
TOTAL		100%

### CONTENT MODULES – 5 MODULES TOTAL

This course will utilize 5 content modules. Within these modules, all the relevant course material will be available in the format of course notes, power point presentations, and additional readings. This content will be incorporated into all discussions, quizzes, and projects. It is critical for students to review all content on each module in a timely manner. Following a traditional classroom model, each module contains several “in class” lectures that are based on your readings and also include information gleaned from other sources. It is imperative that you view each module to prepare for class discussions, quizzes and the genogram project.

#### **I. Participation via Dialogic Posts on BB (20 points)**

For each module, I will post a series of discussion questions. You are asked to participate in these “class discussions” by addressing the question and expanding upon a classmate’s posting.

**Requirements of Posts:** To earn full credit, you will need to answer each question posted by the instructor for each discussion session as well as post at least one additional response to a classmate’s post. This means that you must complete at least 2 posts (within the one-week period allotted for posts and responses.) Each post should include **references to your readings and other sources to enrich the discussion.** These are not opinion posts and should be based on what you are learning in this course material.

**Evaluation of Discussion Posts:** I consider three categories that are important for building a learning community through group discussions: **1) promptness and initiative, 2) quality of posting in terms of relevance and contribution to the learning community, and 3) quantity of posts.**

- Promptness and initiative: Student responds in a timely manner to the discussion questions posted, leaving adequate time for fellow students to reply and engage in a meaningful dialogue about the questions and responses. **Please be kind to your group-mates and do not wait until the last minute to participate in the discussions.**

- Quality of posting: Responses to the instructors question should be at least 3 paragraphs in length (remember a paragraph must be no less than 3 sentences long) and must directly reference either module notes or readings in the formulation of your response. Skimpy responses or responses that do not cite course resources will not receive full credit. I will give you feedback early on so you understand the depth and breadth of expected responses.
- Quantity of postings: Students engaged in discussions will likely post multiple times throughout the open discussion as they dialogue with group-mates to delve deeply into course materials and explore relevant course constructs and research findings. Quantity of postings is considered in relation to quality of postings. In other words, all postings should be meaningful and thoughtful.

Discussions are asynchronous, which means that you will have time to read and respond at any time during the 1-week window that the discussions are available. You do not have to respond at the same exact time as everyone else in class. **Discussion windows will close the Sunday evening before class at 11:00pm.** This will allow me time to review your postings prior to class. Refer to the course calendar for “due by” dates. You will NOT be able to make up any missed discussion post except under extraordinary circumstances (as previously defined in this syllabus).

## II. Quizzes (*Each exam worth 10 points; Total: 50 points*)

There will be a total of 5 quizzes – one for each module. Quizzes may be accessed on Blackboard under Assessments. ALL quizzes will be open until we conclude the course, but you are required to complete the quiz at the conclusion of each module (see Course Calendar for due dates assigned). All quizzes will be timed, meaning that once you begin the quiz you will have a set amount of time (typically 60 minutes) in which to complete the quiz. Therefore, it is imperative that once you begin the quiz you have enough time to finish it in one sitting. You will not be able to re-enter the quiz once you have completed it. **If you run into difficulties while taking the quiz, contact me immediately.**

**Quiz Due Dates:** See Course Calendar

## III. Final Paper: Genogram Project (Assignment = 30 points)

You will be required to complete a genogram project (see genogram assignment description, example genograms, genogram symbols page, and genogram grading rubric on Blackboard to fully understand and correctly execute this requirement).

**Evaluation of Genogram:** There are two parts to this assignment: a family genogram (which is like a “family tree”) and a paper/report. I will review, edit, and give feedback on draft genograms—just ask!

- Genogram Diagram (*30% of project grade*): I recommend keeping this simple—using an 8 ½ x 11 sheet of paper, drawing out your genogram in pencil, including as much pertinent information as possible for each family member (ages, names, health status, education level, occupation for starters). It is also important to show graphically relationship quality indicators (marriage/divorce dates, length of cohabitation, highly conflictual/abusive

relations, highly cohesive/supportive relations, etc.)—see this symbols page (<http://courses.wcupa.edu/treadwe/courses/02courses/standardsymbols.htm>) to help represent these relationships as clearly as possible! We will discuss this project often in class.

- **Genogram Report** (70% of project grade): 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 text and in the extant literature. Be sure to provide references. 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 recommended that you 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!)

**Final Project Due: May 1, 2016**

## Course Topics and Calendar

**NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.**

<b>Week/Date</b>	<b>Topic</b>	<b>Readings and Assignments DUE</b>
WEEK 1: January 19th	<b>Introduction to the Course and Each Other; Syllabus Review</b> <ul style="list-style-type: none"> <li>• Please read over syllabus carefully and ask questions for clarity as needed</li> <li>• Test browser, discussion boards, email</li> <li>• Introduce yourself to class via BB</li> </ul>	<b>READ:</b> Syllabus Genogram assignment requirements  <b>DUE: Introductory Post (by Sunday 1/24 at 11PM)</b>
<b>MODULE 1: Individual and Family Development</b>		
WEEK 2: January 25	<b>Changing families in a changing world</b> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<b>READ:</b> Karraker & Grochowski, Ch. 1 <a href="#">Schwartz, 2014</a>  <b>EXPLORE:</b> US Census: Households and Families, 2010 (uploaded to Blackboard)  <b>DUE: Post 1 (by Sunday 1/31 at 11PM)</b>
WEEK 3: February 1	<b>Family Research Methods, Theory, and Ethics</b> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; review</li> <li>• Discuss questions posed on Blackboard</li> <li>• Take Quiz 1</li> </ul>	<b>READ:</b> Karraker & Grochowski, Ch. 2  <b>DUE: Response to Post 1 (by Sunday 2/7 at 11PM)</b>  <b>DUE: Quiz 1 (by Sunday 2/7 at 11PM)</b>

## MODULE 2: From Risk to Resilience

WEEK 4:  
February 8

### From Risk to Resilience

- Review lecture notes and instructor posts
- Read/Explore...
- Discuss questions posed on Blackboard

READ:

Karraker & Grochowski, Ch. 3  
Walsh, 1996 (uploaded to Blackboard)

[APA: Building Resilience](#)

**DUE: Post 2 (by Sunday 2/14 at 11PM)**

WEEK 5:  
February 15

### Family Health & Sexual Intimacy

- Review lecture notes and instructor posts
- Read & review
- Discuss questions posed on Blackboard
- **Take Quiz 2**

READ:

Karraker & Grochowski, Ch. 4-5

EXPLORE:

- [RWJF: Social Determinants of Health](#)
- [Commission to Build a Healthier America](#)

**DUE: Response to Post 2 (by Sunday 2/21 at 11PM)**

**DUE: Quiz 2 (by Sunday 2/21 at 11PM)**

**MODULE 3: Family Life Course: Intimate Relationships, Committed Unions, & Parenthood**

<p>WEEK 6: February 22</p>	<p><b>Being Single, Choosing Mates</b> Intimate Relationships</p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 6 Bogle, 2007 (uploaded to Blackboard)</p> <p>EXPLORE: A General Theory of Love</p> <p><b>DUE: Post 3 (by Sunday 2/28 at 11PM)</b></p>
<p>WEEK 7: February 29</p>	<p><b>Marriage and Civil Unions</b> <b>Same-sex Marriage</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 7 Kefalas et al., 2012 (uploaded to Blackboard)</p> <p>EXPLORE: <a href="#">National Conference of State Legislatures: Civil Unions</a> <a href="#">Council on Contemporary Families</a></p> <p><b>DUE: Response to Post 3 (by Sunday 3/6 at 11PM)</b></p>
<p>WEEK 8: March 7</p>	<p><b>SPRING BREAK</b></p>	
<p>WEEK 9: March 14</p>	<p><b>Parenthood, Assisted Reproduction, Adoption</b> <b>Kith and Kin: Creating families in communities</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; review</li> <li>• Discuss questions posed on Blackboard</li> <li>• <b>Take Quiz 3</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 8</p> <p><b>DUE: Quiz 3 (by Sunday 3/20 at 11PM)</b></p>

## MODULE 4: Family Life Course: Family Challenges and Opportunities

<p>WEEK 10: March 21</p>	<p><b>Family Violence across the Lifespan</b> (Child abuse, intimate partner violence, elder abuse) Community Violence</p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• <b>Begin Work on Genogram Projects Drafts</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 9</p>
<p>WEEK 11: March 28</p>	<p><b>De-coupled Families</b> <b>Divorce &amp; Remarriage</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; review</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 10 Rutter, 2009 (uploaded to Blackboard)</p> <p><b>DUE: Post 4 (by Sunday 4/3 at 11PM)</b></p>
<p>WEEK 12: April 4</p>	<p><b>Single-parent families</b> <b>Stepfamily &amp; blended family systems</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> <li>• <b>Take Quiz 4</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 10 <a href="#">The Atlantic: Single Parenthood</a></p> <p>EXPLORE: <a href="#">APA: Stepfamily Success</a> <a href="#">First Comes Love Trailer</a></p> <p><b>DUE: Response to Post 4 (by Sunday 4/10 at 11PM)</b></p> <p><b>DUE: Quiz 4 (by Sunday 4/10 at 11PM)</b></p>

## MODULE 5: Future of Families

WEEK 13: April 11	<b>Money Matters: Economics and Family Living</b> <ul style="list-style-type: none"><li>• Review lecture notes and instructor posts</li><li>• Read/Explore...</li><li>• Discuss questions posed on Blackboard</li><li>• Genogram Assignment Conferences (Skype or in-person if possible)</li></ul>	READ: Karraker & Grochowski, Ch. 11  EXPLORE: <a href="#">Policy Institute for Family Impact</a> <a href="#">National Council on Family Relations</a>  <b>DUE: Post 5 (by Sunday 4/17 at 11PM)</b>
WEEK 14: April 18	<b>Future of Families: From Family Values to Valuing Families</b> <ul style="list-style-type: none"><li>• Review lecture notes and instructor posts</li><li>• Read &amp; Review</li><li>• Discuss questions posed on Blackboard</li><li>• Take Quiz 5</li></ul>	READ: Karraker & Grochowski, Ch. 12  <b>DUE: Response to Post 5 (by Sunday 4/24 at 11PM)</b>  <b>DUE: Quiz 5 (by Sunday 4/24 at 11PM)</b>
WEEK 15: April 25	<b>Course Wrap-Up</b> <ul style="list-style-type: none"><li>• Course debrief and evaluations</li><li>• Genogram Projects DUE</li></ul>	<b>DUE: Genogram Projects (by Sunday 5/1 at 11PM)</b>

## Genogram Diagram and Report Rubric - (PBA)

**NCFR Content Area:** 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.

**Standard #1:** Student has knowledge and understanding of theory related to diverse family processes and interpersonal relationships across the lifespan

**Standard #2:** Student has an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions.

**Standard #3:** Student can apply knowledge and understanding of family processes, interpersonal relationships, and the ways in which families interact with other societal institutions across the lifespan

**I** = The outcome is introduced with this criterion

**R** = The outcome is reinforced with this criterion

**A** = The outcome is assessed with this criterion

	No Evidence	Beginning (Limited Evidence)	Developing (Clear Evidence)	Accomplished (Clear, Convincing, Substantial Evidence)	Comments
CRITERIA	0	1	2	3	
<b>Genogram Diagram</b> Diagram represents three generations of a family.  <b>STANDARD 3 (I)</b>	Content is not accurate, is incomplete, and lacks clarity.	Content is accurate but incomplete and lacks clarity.	Content is accurate, generally complete, and clearly stated.	Content is accurate, complete, clearly illustrated, and appropriately referenced.	
<b>Genogram Diagram</b> Diagram provides extensive detail explaining the family system, each	A brief description and illustration of the family system across three generations. Includes <b>few/none</b>	A general description and illustration of the family system across three	A full description and illustration of the family system across three generations. Includes <b>most</b>	An exhaustive description and illustration of the family system across three generations.	

<p>individual involved and emergent patterns across generations.</p> <p>Detail could include but is not limited to: *Person ages, gender, geographic location, education, health, marital status, religion, finances, etc.</p> <p><b>STANDARD 3 (I)</b></p>	<p>aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>generations. Includes <b>some</b> aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>Includes <b>all</b> aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	
<p><b>Genogram Diagram</b> Diagram is readable and clear utilizing appropriate symbols to explain all members of the family system as well as the patterns emergent in the system.</p> <p><b>STANDARD 1 (I)</b></p>	<p>Limited illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	<p>General illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	<p>Full illustration of family system including all aspects of emergent patterns and descriptions of each member of the system. Missing some (2-3) aspects for description.</p>	<p>Exhaustive illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	
<p><b>Genogram Report</b> Report details <b>Theme 1</b> using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p><b>STANDARDS 1, 2, 3 (I)</b></p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	

<p><b>Genogram Report</b> Report details <b>Theme 2</b> using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p><b>STANDARDS 1, 2, 3 (I)</b></p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	
<p><b>Genogram Report</b> Report details <b>Theme 3</b> using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p><b>STANDARDS 1, 2, 3 (I)</b></p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	
<p><b>Genogram Report</b> Report incorporates micro processes to explain <b>each</b> theme discussed.</p> <p><b>STANDARDS 1, 2, 3 (I)</b></p>	<p>Limited or no discussion across themes of micro processes that could influence or explain emergent theme(s).</p>	<p>Some discussion across themes of micro processes that could influence or explain emergent theme(s).</p>	<p>General discussion across all three themes of micro processes that could influence or explain emergent theme(s).</p>	<p>Exhaustive discussion across all three themes of micro processes that could influence or explain emergent theme(s).</p>	

<p><b>Genogram Report</b> Report incorporates macro processes to explain <b>each</b> theme discussed.</p> <p><b>STANDARDS 1, 2, 3 (I)</b></p>	<p>Limited or no discussion across themes of macro processes that could influence or explain emergent theme(s).</p>	<p>Some discussion across themes of macro processes that could influence or explain emergent theme(s).</p>	<p>General discussion across all three themes of macro processes that could influence or explain emergent theme(s).</p>	<p>Exhaustive discussion across all three themes of macro processes that could influence or explain emergent theme(s).</p>	
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**ELEMENTS OF WRITING RUBRIC**

<p><b>Genogram Report Organization</b> Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.</p>	<p>Poor organization and lacks unity. No transitions. No introduction and/or conclusion.</p>	<p>Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims.</p>	<p>Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided.</p>	<p>Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report.</p>	
<p><b>Genogram Report Written Mechanics</b> Report is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.</p>	<p>Careless editing. <b>More than 6 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	<p>Some attempt at editing. <b>Fewer than 6 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	<p>Careful editing. <b>Fewer than 3 errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	<p>Superior editing. <b>No errors</b> in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.</p>	