HDFS 200 (001) - Individual and Family Development
3 Credits, Spring 2018
Tuesdays, 4:30 – 7:10 pm
Innovation Hall 133, Fairfax Campus

Faculty
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Office hours: By Appointment
Office location:
Office phone: 615-533-3388
Email address: choffm2@gmu.edu

*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, socioeconomics, 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

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 March 5. 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

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<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation, Reflect-Respond</td>
<td>Weekly</td>
<td>28</td>
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<tr>
<td>Midterm</td>
<td>See Course Calendar</td>
<td>14</td>
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<tr>
<td>Final</td>
<td>See Course Calendar</td>
<td>14</td>
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<tr>
<td>Genogram Project</td>
<td>See Course Calendar</td>
<td>44</td>
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<tr>
<td>TOTAL</td>
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<td>100</td>
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Grading Policies

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<th>Points</th>
<th>A+</th>
<th>B+</th>
<th>C+</th>
<th>D</th>
<th>Below 60</th>
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<tr>
<td>97-100</td>
<td>87-89</td>
<td>77-79</td>
<td>60-69</td>
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<td>93-96</td>
<td>83-86</td>
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<td>70-72</td>
<td>47-49</td>
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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

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topics and Activities</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
</table>
| 1-22 | Syllabus review, Genogram review, and Introduction to each other and to course  
• Discussion of Big Picture Family Topics  
• Parenthood Video Pilot;  
• Review video and previous topics  
• Guests: Current HDFS students sharing information about the program  | Amato, P. R. (2014). What is a family? (available on Bb)  
• Different Types of Families: A Portrait Gallery (available on Bb)  
• Reflect-Respond (completed in last 10 minutes of class)  |
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<th>Date</th>
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| 1-29  | • Reflect-Respond                                                      | • Any follow up questions from syllabus or Genogram Activity?  
|       | • What is HDFS and Careers in HDFS                                    | • What is HDFS and Careers in HDFS  
|       | • Parenthood Video: *Deep End of the Pool*; Associated Discussion on  | • Parenthood Video: *Deep End of the Pool*; Associated Discussion on  
|       |   Families and Genogram Activity                                      |   Families and Genogram Activity  
|       | • Guest                                                                | • Guest  
|       | • Reflect-Respond                                                      | • Reflect-Respond                                                                 |
| 2-5   | • Questions? Family of focus for your genogram report?                | • Questions? Family of focus for your genogram report?  
|       | • Topic: History and future of HDFS and Introduction to Research in   | • Topic: History and future of HDFS and Introduction to Research in  
|       |   HDFS                                                                  |   HDFS  
|       | • Parenthood Video: *Do Not Sleep With Your Autistic Nephew’s        | • Parenthood Video: *Do Not Sleep With Your Autistic  
|       |   Therapist*; Associated Discussion on Families and Genogram Activity  |   Therapist*; Associated Discussion on Families and Genogram  
|       | • Guest                                                                | • Guest  
|       | • Reflect-Respond                                                      | • Reflect-Respond                                                                 |
| 2-12  | • Questions?                                                           | • Questions?  
|       | • Topic: Introduction to theories in HDFS                              | • Topic: Introduction to theories in HDFS  
|       | • Parenthood Video: *Hard Times Come Again No More*; Associated      | • Parenthood Video: *Hard Times Come Again No  
|       |   Discussion on Families and Genogram                                   |   More*; Associated  
|       | • Guest                                                                | • Guest  
|       | • Reflect-Respond                                                      | • Reflect-Respond                                                                 |
| 2-19  | • Questions?                                                           | • Questions?  
|       | • Topic: Family Theories Continued                                      | • Topic: Family Theories Continued  
|       | • Theories of Human Development                                        | • Theories of Human Development  
|       | • Parenthood Video *Kristina’s Baby Nora is Born*; Associated         | • Parenthood Video *Kristina’s Baby Nora is Born*; Associated  
|       |   Discussion on Families and Genogram                                   |   Discussion on Families and Genogram  
|       | • Guest                                                                | • Guest  
|       | • Reflect-Respond                                                      | • Reflect-Respond                                                                 |
| 2-26  | • Questions?                                                           | • Questions?  
|       | • Topics: Family and Early Years                                       | • Topics: Family and Early Years  
|       | • Parenthood Video *There’s Something I Need to Tell You*; Associated  | • Parenthood Video *There’s Something I Need to Tell  
|       |   Discussion on Families and Genogram                                   |   You*; Associated  
|       | • Guest                                                                | • Guest  
|       | • Reflect-Respond                                                      | • Reflect-Respond                                                                 |
| 3-5   | • MIDTERM EXAM (online)                                                | • MIDTERM EXAM (online)  
|       | • Your genogram diagram-peer and faculty feedback on genogram          | • Your genogram diagram-peer and faculty feedback on  
|       |   diagram (on Blackboard)                                              |   diagram (on Blackboard)  
| 3-19  | • Questions?                                                           | • Questions?  
|       | • Topic: Family and Childhood                                          | • Topic: Family and Childhood  
|       | • Parenthood Video *Small Victories*; Associated Discussion on        | • Parenthood Video *Small Victories*; Associated  
|       |   Families and Genogram                                                |   Discussion on Families and Genogram  
<p>|       | • Your Genogram Report                                                  | • Your Genogram Report                                                                 |</p>
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<tr>
<th>Date</th>
<th>Questions?</th>
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**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 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.

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/.