

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

HDFS 200 (DL1) - Individual and Family Development
3 Credits, Spring 2020
ON LINE

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, socioeconomics, 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 online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. This course site will be available on January 21st. I will email you beforehand if the site is ready earlier.

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.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera is not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Module: Because asynchronous courses do not have a "fixed" meeting day, our week will start and finish on the dates specified in the course schedule and on blackboard.
- Synchronous Sessions: There will be a few synchronous sessions for students who need to watch some videos they might not have access to otherwise.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, small group work, and/or access to course materials at least 3 times per week. At some points during the semester, you will have the opportunity to meet and conference with the instructor via Skype, Google Hangout, or another video form. These meetings will be scheduled via email and/or via a signup sheet on our Blackboard site.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course

are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed on Blackboard and in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. The instructor can meet via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 and associated human development and family science professional groups. Upon completion of this course, students will have met the following professional standards:

- “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 Textbook (available at the GMU Bookstore, Amazon, and www.chegg.com)

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

Additional Readings

Available on Blackboard

In this class we be will using segments from the television show, Parenthood. You will be required to access these videos from the George Mason Library. Videos used in class are also available via Netflix or Hulu. Individual episodes of Parenthood can be purchased from the Apple store.

Reminder: This course uses Blackboard provided through the University. To access our Blackboard site, please go to 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 book(s) at the bookstore or online (i.e., Amazon). In addition to the textbook, supplementary 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.]

CONTENT MODULES – 4 MODULES TOTAL

This course will utilize 4 content modules. Within these modules, all the relevant course material will be available in the format of course notes, power point presentations, small group activities and additional readings. This content will be incorporated into all online 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 and activities 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 discussions, quizzes and the genogram project.

All Modules contain

Participation and Attendance

Built into every module is grading for active participation and engagement. These are imperative for optimal learning.

- 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 online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through online discussions, activities, and written reflections.

Reflect-Respond Journals/Individual or Group Activities

For each module, I will post individual and group work. Each includes instruction and rubrics for clarification.

Quizzes (for 3 modules)

There will be a total of 3 short quizzes. Quizzes may be accessed on Blackboard. You are required to complete the quiz at the conclusion of the first three modules. Question types include multiple choice, true/false, matching, and short answer. If you run into difficulties while taking the quiz, contact me immediately.

Final Paper: Genogram Project (38 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).

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

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

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

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 (e.g., marriage/divorce dates, length of cohabitation, highly conflictual/abusive relations, highly cohesive/supportive relations, etc.)—see this symbols

page (<http://courses.wcupa.edu/ttreadwe/courses/02courses/standardsymbols.htm>) to help represent these relationships as clearly as possible! We will discuss this project often in class.

Genogram Report (22 points): Your genogram paper should be written in MS Word, double-spaced, using 12-point font with a page MAXIMUM of 5 pages (excluding references). You should include 6 sections in your paper and use the following headers:

- INTRODUCTION, where you introduce the three themes that you will explore in your paper;
- THEME 1: _____, which identifies the first theme to be examined. For each theme, be sure to draw linkages to course concepts and relate the theme to research findings in your reading or in-class experiences. CITE THOSE CONNECTIONS. 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 report 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.

Elements of Writing (4 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: All due dates for assignments, associated points and rubrics are on Blackboard within Modules

Module and Genogram Project	Dates	Total Points
Foundations	January 21 st to February 18 th	17
Research and Theory	February 18 th to March 16 th	14
Individuals and Families Across the Life Course	March 16 th to April 6 th	17

Putting It Together	April 6 th to May 4 th	12
Genogram Project	May 12 th	38
TOTAL		100

Grading Policy

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. See <https://cehd.gmu.edu/students/policies-procedures/>.

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>.
- Questions or concerns regarding use of Blackboard, see <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

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/>.

Course Schedule

	Class Topics	Assignments & Readings Due
I FOUNDATIONS MODULE January 21st to February 18th		
Introduction	Study of Families Overview of HDFS and Careers in HDFS	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch’s 1 & 2 ○ Amato, P. R. (2014). What is a family? (available on Bb) ○ Different Types of Families: A Portrait Gallery (available on Bb) • Reflect-Respond 1 • Reflect-Respond 2
History and Future	Overview of History and Future	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 3
Genogram Activity	Genogram Activity-Step 1 Own Genogram Work	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Genogram Packet • Complete Genogram Activity Step 1 • Identify Family of Focus for Genogram Activity
Professionalism and Ethics	Professionalism and Ethics	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Chs 6 & 7 ○ FLE Content Areas (available on Bb) ○ CFLE Code of Ethics (available on Bb) • Professionalism Activity
HDFS Faculty	HDFS Faculty	<ul style="list-style-type: none"> • Explore Faculty Activity • Reflect-Respond 3
Foundations Unit Quiz February 18th	You will be able to use all course resources for the quiz but it is timed so you will only have time to review material previously read and studied.	

II RESEARCH AND THEORY MODULE February 18th to March 16th		
Research	Introduction to Research in HDFS	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 4 • Research Methods Sort
Theory	Introduction to theories in HDFS	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch5 ○ Hammond, Chebey and Pearsey (available on Bb) • Reflect-Respond 4
Genogram Activity	Genogram Activity-Step 2 Own Genogram Work	<ul style="list-style-type: none"> • Reread <ul style="list-style-type: none"> ○ Genogram Packet • Complete Genogram Activity Step 2 • Own Family Draft Diagram, etc.
HDFS Faculty	HDFS Faculty	<ul style="list-style-type: none"> • Explore Faculty Activity • Reflect-Respond 5
Research and Theory Unit Quiz March 16th	You will be able to use all course resources for the quiz but it is timed so you will only have time to review material previously read and studied.	
III INDIVIDUALS AND FAMILIES ACROSS THE LIFE COURSE MODULE March 16th to April 6th		
Family and Early Years	Family and Early Years	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 8 ○ Berk reading on Ecological theory (available on Bb) • Complete and post handout for Family and Early Years
Family and Childhood	Family and Childhood	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 9 ○ Reread Berk on Ecological theory (available on Bb) • Complete and post handout for Family and Childhood
Family and Adolescence	Family and Adolescence	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 10 ○ Reread Berk on Ecological theory (available on Bb) • Complete and post handout for Family and Adolescence
Family and Adulthood	Family and Adulthood	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 11 ○ Why do we still shame adults who live with their parents? (available on Bb) • Complete Reflect-Respond 6
Family and Later Adulthood	Family and Later Adulthood	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 12 ○ Reread Berk on Ecological theory (available on Bb) • Complete and post handout for Family and Later Adulthood
Genogram Activity	Genogram Activity-Step 3 Own Genogram Work	<ul style="list-style-type: none"> • Reread <ul style="list-style-type: none"> ○ Genogram Packet • Complete Genogram Activity Step 3 • Use Wiki and schedule an appointment with me to get feedback on your genogram project
Individuals and Families Across the Life Course Unit Quiz April 6th	You will be able to use all course resources for the quiz but it is timed so you will only have time to review material previously read and studied.	

IV Pulling it Together Last Module April 6th to May 4th		
Diverse families	Diverse families	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 13
Family Strengths	Family Strengths	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Text Ch 14
Special Topic	Human Development and Family Science in the News Special Topic: Family Separation	<ul style="list-style-type: none"> • Read the article on bb • Pick a group topic and enroll in that group • Find 1 additional article about your special topic regarding family separation (published between August 29th to date), read and post it • Participate in the group discussion of family separation
	Self-review of genogram project	<ul style="list-style-type: none"> • Self-review submitted
Genogram Assignment Due May 12th		