

INTRODUCTION TO HUMAN DEVELOPMENT & FAMILY STUDIES

HDFS 129 (3 CREDITS)

Summer 2010

INSTRUCTOR:

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Office Hours: By appointment

CLASS MEETINGS:

Monday 1:00-4:30 PM; Frankfort Hospital School of Nursing

TEXTS AND COURSE MATERIALS:

Combrick-Graham, L. (Ed). (2006). Children in Family Contexts: Perspectives on Treatment. New York: Guilford Press.

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford Press.

COURSE WEBSITE:

Penn State ANGEL Course Management System: <https://cms.psu.edu>

DESCRIPTION:

This course will provide an understanding of the context and environment within which a child is born and then parented. To that end, we will cover family life cycle and family development theories to explore the child's family world. Starting with an overview of couple-hood and the development of the family (nature and nurture), we will then explore early developmental stages, tasks, and needs of children from infancy through adolescence with an overview of leading theories such as attachment theory as it relates to child development. Additionally, this course will provide an exploration of the impact of diverse contexts on child development. Topics addressed include: divorce and re-marriage (blended families); addiction; domestic violence (intimate partner abuse); family violence (child abuse and neglect); mental illness; and poverty. Students will be encouraged to explore their own opinions and thoughts about how these topics relate to nursing.

COURSE OBJECTIVES:

- To gain knowledge of childhood development within the context of marriage and the family
- To understand childhood development in terms of diverse contexts and child-rearing practices
- To apply course information to the field of nursing.

COURSE REQUIREMENTS:

The class is for students to gain a working knowledge of the developing child within the context of the developing family. This class will cover various family contexts that impact child development, and will challenge students to personalize to their own experiences in family life and work life in the nursing field. The class is a lecture format, in which most of the material being taught will cover the required readings. There will also be additional material presented in class that is not covered in the assigned texts. In addition, outside readings selected by the instructor may be incorporated into the class discussions and assignments. Therefore, if a student misses class, it is the responsibility of the student to obtain any handouts from class. Also, the following is a list of student responsibilities for grading in this class:

1. **Angel Profile Page (5 points):** By the end of the first week of class, all students must update their ANGEL profile with a recent picture and brief bio.
2. **Attendance (50 total points):** Regular attendance and participation in class discussions and/or activities is expected. Students are responsible for all course material- written and verbal (including changes in assignments, handouts or videos). Attendance will be taken weekly and at the end of the semester students will receive an attendance grade based on number of classes attended (5 points per class). For example, a student who attends 8/10 classes might receive 40/50 for the attendance and participation portion of the final grade.

If a student cannot attend a class, or needs to take an extended absence, please let the instructor know in advance via telephone or email.

2. **Reaction Papers/Participation (100 total points):** Students will be required to provide the instructor with a 1-page reaction paper that contains written questions, comments, and opinions that reflect having read the assigned readings. Reaction papers should connect your personal experiences or knowledge learned in previous course work with aspects of the assigned reading, and should apply the concepts covered in the readings to explain and explore your experiences and knowledge. Reaction papers will serve as the basis of class discussions for the following weeks' class meeting.

Students will be required to upload each week's reaction paper to ANGEL no later than midnight the Sunday before each class session. No late reaction papers will be accepted. Reaction papers will be worth 10 points each.

3. **Final Paper (145 points):** Students will choose one of the developmental stages (infancy, toddlerhood, school-age, adolescence) from which to observe children and/or adolescents or families in public settings such as malls, restaurants, movie theaters, etc. for approximately one hour. Students will need to take notes during their observations in order to write a vignette about the observed situation. Students will also need to incorporate at least one of the theories reviewed in class (family development, attachment, etc.) that helps inform their understanding and/or an intervention if their observed child, teen, or family were a patient in a nursing setting.

Field notes will be due mid-semester and are worth 45 points. The final paper will be due at the end of the semester and is worth 100 points. Detailed instructions for both will be provided and discussed in class.

HDFS 129 – SUMMER 2010

COURSE POLICES

Workload: This class meets approximately 3.5 hours per week. Students can expect 3 to 6 hours of preparation (reading, reflecting, preparing written assignments, reviewing notes, etc.) per week.

Reading: Readings are assigned to correspond with each day's lecture. Students are expected to complete each day's assigned readings before each class session. Readings are intended to supplement classroom lectures; the final paper will assess knowledge acquired from both lectures and readings.

Assignments: Due dates for assignments are as listed on this syllabus. Assignments will be due on the dates scheduled with little to no exceptions and late assignments will not be accepted. You must have a valid reason (e.g. death in the family, pronounced illness, automobile accident) and appropriate written documentation to make alternative arrangements for scheduled due dates. It is your responsibility to inform the instructor of your absence before the scheduled due date. You will receive a zero for the assignment if written documentation is not provided.

Religious Holidays: If you will be observing any religious holidays this semester that will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement your instructor will offer you an opportunity to make-up the class or course requirement if you make arrangements by informing your instructor of the dates of your religious holidays within two weeks of the beginning of the semester.

Cell Phones and Laptops: Cell phones, pagers, and any other electronic devices must be turned off during class unless special permission is granted by the instructor. Texting during class is not acceptable. Laptops may be used only for note-taking; checking e-mail and other internet use is not acceptable during course period. Students who disregard this policy will be asked to leave class for the day without credit for attendance.

Sleeping during Class: Attention and participation are an important component of this class; when students sleep during class they do not participate and miss important information. Sleeping during class will not be tolerated. Students who disregard this policy will be asked to leave class for the day without credit for attendance.

Grading: The final course grade will be determined according to the following formula:

ACTIVITY	TOTAL POSSIBLE POINTS
ANGEL Profile	5 points
Attendance	50 points
Reaction Papers	100 points
Field Notes	45 points
Final Paper	100 points
Total	300 points

HDFS 129 – SUMMER 2010

The +/- grading system is required by the university. Final letter grades for the entire course will be assigned based on the cumulative % earned. The following grading scale will be used:

GRADE	POINTS	PERCENTAGE
A	285 and above	95 and above
A-	270-284	90-94
B+	261-269	87-89
B	252-260	84-86
B-	240-251	80-83
C+	225-239	75-79
C	210-224	70-74
D	180-209	60-69
F	177 and below	59 and below

Students are invited to discuss their concerns about their grades at any time during the semester with the instructor. However, appointments must be made to discuss grades; I will not discuss your personal grades with you informally before, during, or after class.

HDFS 129 – SUMMER 2010

STUDENT EXPECTATIONS:

Students taking HDFS 129 are expected to read and respect the following class guidelines and rules. It is your responsibility to be familiar with and adhere to these guidelines:

- Students are expected to respect their instructor.
- Students must make appointments to meet with the instructor about grades or course materials; please give sufficient notice if you would like to meet so that I can arrange my schedule.
- Please use formal writing and language in all e-mails to me (this means complete sentences, correct spelling and grammar; no “IM language”: i.e. :-), TTYL!).
- Students who are not in class the day that papers are returned are expected to contact their instructor to pick up the paper; I will not carry around papers once they have been returned to the rest of the class.
- Cell phones are to be turned off at the beginning of each class. On test days cell phones, electronic devices (e.g. PDAs, laptops, mp3 players, etc.) and hats are not permitted.
- You are expected to actively participate in class. This means taking notes and paying attention to the instructor, participating in discussions and responding to questions. Please do not read non-course related material during class or distract other students in any other way.
- Students who need extra help with course materials are encouraged to meet with the instructor at least three days before assignments are due. I will not read or grade drafts of assignments before the assignment is due, but I am happy to answer questions about the assignment if help is needed. I will be able to answer minor questions about assignments, or exams via e-mail until 5:00pm on the weekday before these are due.

INSTRUCTOR EXPECTATIONS:

Just as I have certain expectations for you, I hope you have expectations for me. As your instructor, I will adhere to the following guidelines.

- You will be treated with respect and professionalism.
- I will come to class prepared and make every effort to make each class a valuable learning experience.
- I will be accessible to you. I am always happy and willing to meet with any student.
- Students should feel comfortable making appointments with me to go over course material or to prepare for assignments and are welcome to schedule an appointment with me for help with any writing assignment.
- Students are welcome to discuss assignment grades with their instructor up to one week after the assignment is returned.
- I will return all graded material in a timely manner.
- Grading criteria will be provided ahead of time for the writing assignment in order to help students organize their assignments and writing.

HDFS 129 – SUMMER 2010

SCHEDULE OF CLASS TOPICS, READINGS, AND ASSIGNMENTS

Date	Topic	Reading	Assignments Due
Week 1 May 10	Overview of course/syllabus	Davies Pg 3-6	Create ANGEL Profile Buy Books
Week 2 May 17	Development in Family Contexts Fundamental theories and theorists	Graham Ch 2 Graham Ch 5 Davies Ch 1	Reaction paper uploaded to ANGEL by 11:59pm Sunday, May 16
Week 3 May 24	Family Systems Family Structures	Graham Ch 15 Graham Ch 7 <i>Optional:</i> <i>Graham Ch 8</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, May 23
Week 4 May 31	NO CLASS MEMORIAL DAY		
Week 5 June 7	Infancy	Davies Ch 5 <i>Optional:</i> <i>Davies Ch 6</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, June 7
Week 6 June 14	Toddlerhood	Davies Ch 7 <i>Optional:</i> <i>Davies Ch 8</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, June 13
Week 7 June 21	The Preschool Years	Davies Ch 9 <i>Optional:</i> <i>Davies Ch 10</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, June 20
Week 8 June 28	Middle Childhood and Adolescence	Davies Ch 11 <i>Optional:</i> <i>Davies Ch 12</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, June 27
Week 9 July 5	NO CLASS INDEPENDENCE DAY		
Week 10 July 12	Risk and Resilience	Davies Ch 3 <i>Optional:</i> <i>Davies Ch 4</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, July 11 Field notes due at the beginning of class
Week 11 July 19	Family contexts that put children at risk: Alcoholism Family violence Poverty and Immigration	Graham Ch 13 Graham Ch 19 <i>Optional:</i> <i>Graham Ch 20</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, July 18
Week 12 July 26	Family contexts that put children at risk: Chronic illness Mental illness Diminished parent functioning	Graham Ch 10 Graham Ch 14 <i>Optional:</i> <i>Graham Ch 12</i>	Reaction paper uploaded to ANGEL by 11:59pm Sunday, July 25
Week 13 August 2	Last Day of Class Wrap-up and review		Final papers due at beginning of class

**THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE SYLLABUS
IF NECESSARY. STUDENTS ARE RESPONSIBLE FOR NOTING THESE CHANGES.**

HDFS 129: INTRODUCTION TO HUMAN DEVELOPMENT AND FAMILY STUDIES

UNIVERSITY POLICY ON ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at the Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other student's dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

For the purposes of this policy, the following practices are examples of violations of academic integrity:

Cheating: Using a crib sheet; preprogramming a calculator; using books or notes during a closed book exam, etc.

Copying on a Test: Looking at another unsuspecting student's exam and copying; copying in a complicit manner with another student; exchanging color-coded exams for the purpose of copying; passing answers via notes; discussing answers in exam, etc.

Plagiarism: The fabrication of information and citations; submitting others' work from professional journals, books articles papers, and the Internet; submission of other students' papers or lab results or project reports and representing the work as one's own; fabricating in part or total, submissions and citing them falsely, etc.

Acts of Aiding or Abetting: Facilitating acts of academic dishonesty by others; unauthorized collaboration of work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on a home assignment or exam without permission or when prohibited, etc.

Unauthorized Possession of Examinations: Stealing or supplying exams; failing to return exams on file; selling exams; photocopying exams; purchasing or buying exams; any possession of an exam without the custodian's permission, etc.

Submitting Previous Work: Submitting a paper, case study, lab report or any assignment that had been submitted for credit in a prior or concurrent course without the knowledge and permission of the instructor.

Tampering With Work: Changing one's own or another student's work product such as lab results, papers, or test answers; tampering with work either as a prank or to sabotage another's work.

Ghosting: Taking a quiz, an exam, performing a laboratory exercise or similar evaluation in place of another; having another take a quiz, an exam, or perform an exercise or similar evaluation in place of oneself, etc.

Altering Exams: Changing incorrect answers on graded exams or other forms of evaluation when they are passed back to students for in-class review; changing the letter and/or numerical grade on a test, etc.

Computer Program Theft: Electronic theft of computer programs, data or text belonging to another, etc.

In addition to the above violation categories, there may be, for the purposes each course, other practices enumerated by the instructor in the syllabus that constitute, violations of academic integrity.