

# FAMILY SCIENCE AND HUMAN DEVELOPMENT (FSHD)

## **FSHD 100 Professional Development in the Field of Family Science and Human Development (3 credits)**

Students explore the field of Family Science and Human Development in order to better acclimate themselves as college students who are interested in majoring in Family Science and Human Development. Special emphasis is given to the introduction of the breadth and depth of the field of Family Science and Human Development and the basics of the APA style.

## **FSHD 101 Introduction to the Content Areas in Family Science and Human Development (3 credits)**

Students examine families from historical, socio-cultural and theoretical perspectives, with a focus on the changes in American families over time and the implications of those changes for contemporary and future families. Students also examine issues that impact family development, structure and functions. Those issues include but are not limited to race, ethnicity, class, ableism, age, gender and sexual orientation. Meets the Graduation Writing Requirement for majors in Family Science and Human Development. Equivalent course FSHD 200 effective through Winter 2025. Satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Diversity and Intercultural Competency value.

## **FSHD 114 Introduction to Human Development (3 credits)**

This course is designed to provide an introductory study of human development from conception to death. Biological, psychological, and social changes across the lifespan will be studied. Students will consider current research and contemporary issues as they pertain to human development.

## **FSHD 120 Mindfulness: Theory, Research and Practice across the Life Course (3 credits)**

In this course, students study the practice of mindfulness for stress reduction. They practice and use mindfulness practice to reduce emotional distress and promote positive states of mind in their individual and family life, and work settings. Students examine current work in the fields of neuroscience, family science, human development, health, medicine, psychology, and education to further their understanding of how mindfulness impacts the brain functions across the life course.

## **FSHD 123 Navigating Adult Life (3 credits)**

In this course, students will be provided with evidence-based and practical knowledge regarding how to be a successful adult in contemporary US society. Specific emphasis will be placed on the transition to emerging adulthood, drawing from literature in family science and human development. Students will gain knowledge related to university resources, intimate relationships, personal development, and more. Students will reflect on their experiences and their future goals. Emphasis will also be placed on the role of social and environmental context in the transition to adulthood.

## **FSHD 140 Family in Society (3 credits)**

Students gain fundamental insight into and understanding of concepts from the social sciences. Students study the history and structure of the family as a basic but changing institution in modern America.

## **FSHD 141 Interpersonal Relations (3 credits)**

Students learn about relevant and up-to-date information about meaningful human relationships throughout the life cycle. Satisfies SEEDS Interactive Communication student learning outcome in alignment with Self Discovery and Self Care value.

## **FSHD 201 Social Gerontology: The Study of Aging (3 credits)**

Prerequisite(s): WRIT 105 or HONP 100; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. In this course students examine issues related to aging in America from an individual and family perspective. They gain an understanding of biological, physiological, and cognitive changes related to aging and their impact upon families and daily life. Students also develop knowledge of the field of gerontology, utilizing a variety of perspectives including biological, psychological, and social aspects of aging and how personal values, attitudes, beliefs, race, ethnicity, and rituals affect the aging experience. Satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Social Justice and Equity value.

## **FSHD 202 Adult Development and Aging (3 credits)**

In this course students critically examine topics related to change and continuity in the psychological, emotional, and biological ways that adults develop in mid-life and later adulthood. Students analyze issues of mental health, stress and coping, personality development, changes in memory, learning, and cognitive functioning, as well as intelligence, creativity, and psychopathology in later life. They compare models of development throughout adulthood and consider cultural, ethnic, gender, and socioeconomic variables that influence growth. Finally, students consider current research and contemporary issues as they pertain to adult development. Equivalent course FSHD 325 effective through Spring 2020.

## **FSHD 205 Women in Contemporary Society (3 credits)**

Prerequisite(s): PSYC 101 or WRIT 105 or HONP 100; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. Through this course students gain an understanding of how historical developments and social forces have shaped the status of women in America. Students engage in discussion about current concerns and role options available to today's women. Special attention is given to the construction of womanhood and the intersections of gender with race, ethnicity, class, and sexuality. Satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Social Justice and Equity value. Meets World Cultures Requirement.

## **FSHD 208 Special Topics in Family Science and Human Development (1-3 credits)**

Prerequisite(s): WRIT 105 or HONP 100; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. This special topics workshop invites students and professors to critically examine, discuss, and analyze current research on issues of concern in the field of Family Science and Human Development. Topics are determined prior to course offering and publicized. May be repeated for a maximum of nine semester hours, provided the topic is different.

## **FSHD 210 Essential Skills for Human Services (3 credits)**

Prerequisite(s): FSHD 141. Students gain an overview of human service professionals, the helping process, and essential helping skills. Students learn about interventions with attention to practitioner helping attitudes, skills and knowledge, professionalism, self-awareness, and self-care, identification and addressing social problems and client's needs and treatment issues.

**FSHD 214 Child Development I (3 credits)**

Prerequisite(s): PSYC 101 or FSHD 114 or EDFD 200. This course takes a developmental approach to the study of young children from conception to age 10. For each developmental stage, students explore physical, socio-emotional, cognitive, and language domains. Developmental theories are woven into each part of the course and an emphasis is placed upon observational and research methodologies.

**FSHD 215 Infant Development (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) and field experience required. Students in this class explore the infant as a developing individual within the family. Theory and research in the area of human infancy are applied throughout the course. Students gain knowledge about the physical, cognitive and emotional growth of infants from pre-natal through the first two years of life.

**FSHD 216 Adolescent Development (3 credits)**

Prerequisite(s): WRIT 105 or HONP 100 or PSYC 101; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. Restriction(s): Not for majors in Family, Science and Human Development. In this course, students utilize a developmental approach to study adolescents from puberty through the transition to adult roles. Students will focus on physical, cognitive, and social development throughout this life stage. Students examine the impact of family, peers, race, ethnicity, sociocultural, and environmental influences on adolescents.

**FSHD 217 Family Stress and Coping (3 credits)**

Prerequisite(s): PSYC 101. Families experience different types and levels of stress that could impact their daily functioning. Students will learn theories and conceptual frameworks of family stress in order to enhance their understanding of family stressors (e.g., positive and negative life transitions, economic stress, traumatic experiences, physical and mental illnesses, relationship problems within the family, violence, and substance abuse) and their effects on family life. Students will also examine theories and practice applications associated with healthy coping and crisis prevention.

**FSHD 225 Exploring Family Diversity (3 credits)**

Prerequisite(s): WRIT 105 or HONP 100 or PSYC 101; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. Through this course students examine diversity in families with respect to designations such as race, ethnicity, religion, social class and sexual orientation. Students study diverse family formation, family roles, values and traditions, as well as the ways in which diverse families have impacted and been impacted by the United States culture and policy. Satisfies SEEDS Analyzing Cultures and Societies student learning outcome in alignment with Diversity and Intercultural Competency value.

**FSHD 226 Introduction to Non-Profit Management (3 credits)**

Prerequisite(s): Any course fulfilling SEEDS Effective Writing I attribute; and AMAT 120 or INFO 240 or MTHM 201 or MATH 106 or MATH 122 or STAT 103 or STAT 109. In this course, students will develop skills important in the non-profit sector, including identifying funding sources, grant writing, managing budgets, developing programmatic theories of change, creating a culture that reflects social justice and cultural humility, and human resource management. Students will gain an understanding of how to apply these skills in various settings in the non-profit world, such as youth development organizations, childcare and mental health services, health care, and human service agencies. Students will learn a distinct set of skills, including (1) how to identify suitable funders and develop effective grant proposals including the appropriate use of artificial intelligence tools; (2) how to develop and manage budgets including the effective use of spreadsheets and financial software; (3) how to articulate a clear theory of change (e.g., logic model, pathway model) and identify critical success factors that clearly tell the story of a program or organization's activities and intended outcomes; and (4) how to manage human resources particularly in settings with high rates of staff turnover. Students will have the opportunity to consider how their work in the non-profit arena can benefit underserved populations, for example people from under-resourced neighborhoods or minoritized ethnic / racial backgrounds.

**FSHD 230 Dynamics of One-To-One Communication (3 credits)**

Prerequisite(s): FSHD 141. Through this course students examine the dynamics of one-to-one communication through readings and experientially through the development of personal goals for optimizing personal communication. Students also establish strategies for the attainment of these goals.

**FSHD 231 The Family in the Economic System (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Students learn about the family as an economic unit in society. They explore the behavior of various sub-cultures, age groups, and family patterns and the impact these various attributes have upon families.

**FSHD 240 Volunteer in the Community (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Fieldwork required. Students participate in a volunteer experience with a community agency. Through the course and volunteer experience, students explore socio-economic, civic, and educational problems facing individuals and families.

**FSHD 241 Group Dynamics (3 credits)**

Prerequisite(s): FSHD 141. This course presents an overview of the theory and practice of group dynamics, to prepare students to facilitate group processes to advance group- and individual-level objectives. This course examines developmental, ecological, and systems theories in terms of their implications for how individuals interact with and influence each other in group settings. This course reviews practical approaches and develops tools for working effectively with groups in a variety of family and/or child settings, both as a group member and as a group facilitator. Distinct approaches to group processes that are appropriate for specific developmental stages are emphasized (e.g., differences between group work with children, adolescents, and adults).

**FSHD 248 Family Life (3 credits)**

Prerequisite(s): WRIT 105 or HONP 100. This course examines continuity and change in family life over time. Students explore stages, developmental tasks, and transitions in the family life course, with inclusion of culturally and structurally diverse families. Class assignments emphasize active learning and promote practical application of theories to real life experiences. Equivalent course FSHD 348 effective through Fall 2024.

**FSHD 270 Individual and Professional Development in Family Science and Human Development (3 credits)**

Prerequisite(s): GNED 100, GNED 199 or departmental approval. Students will have the opportunity to investigate professional and personal development strategies and apply them to their lives. Students will also explore influences on and blocks to their self management, including problem solving, professional planning, and decision making.

**FSHD 275 Comparative Studies of Global Families (3 credits)**

Prerequisite(s): WRIT 105, PSYC 101 or HONP 100; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. In this course, students learn about similarities and differences among families in different cultures and countries by gathering, reviewing, and discussing various types of data and information. They engage in analytic and self-reflective review of dynamic family issues and practices in regard to mate selection and marriage; parenting; and aging and death. Their comparative, international research on families enhances their understanding of their own families' multicultural heritages and respect for families from different cultures, countries, and contexts.

**FSHD 280 Case Management in Human Services (3 credits)**

Prerequisite(s): WRIT 105, HONP 100 or FSHD 200; students in the SEEDS program can take ENGL 110, ENGL 111, ENGL 114, HUMN 151, HUMN 160, HUMN 288, PHIL 106, or SPAN 242 in place of WRIT 105. This course serves as an introduction to the concept of case management within the human services profession. The case management process is traced from the intake interview to termination of services. In-depth attention is directed toward the three phases of case management: assessment, planning, and implementation, including the tools, techniques, and skills necessary for all three phases. An exploration of the roles and responsibilities necessary to function as an effective case manager are reviewed. In addition, the context in which the case management process occurs is discussed along with the organizational, legal, and ethical issues confronting the case manager. Historical perspectives and theoretical models of case management are examined in detail as well as the methods for effective documentation and case recording.

**FSHD 300 Field Trip Experiences in Family Science and Human Development (1 credit)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Students engage in the study of policies, problems and contributions of community organizations and agencies which relate to families and human development.

**FSHD 304 Research Methods for Studying Families and Human Development (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Through this introductory course students develop critical reading and analyzing skills regarding current research in the field of Family Science and Human Development. Students investigate various research approaches and the role of research in society and its relationships to conditions of power and oppression. Meets the Graduation Writing Requirement for majors in Family Science and Human Development.

**FSHD 305 Death and Bereavement in the Family (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) or PSYC 101. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Students examine human responses to the dying process across the lifespan as well as the social functions of grief and mourning. Students also explore perceptions of death in various social, cultural, and religious contexts as well as substantive and controversial topics related to the end of life.

**FSHD 308 Independent Study (1-3 credits)**

Prerequisite(s): Departmental approval. Students engage in an independent study in advanced areas in Family Science and Human Development not offered in the regular curriculum. Topics vary in response to student interests, faculty expertise, and current issues in the field. May be repeated for a maximum of 6 credits as long as the topic is different.

**FSHD 310 Teaching Daily Living Skills to Special Needs Populations (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Students engage in analysis of daily personal management problems and their application to special needs populations. They also explore community resources, examine and develop materials and teaching strategies appropriate for teaching daily living skills to special needs populations.

**FSHD 313 Organization and Management of Child Care Centers (3 credits)**

Prerequisite(s): FSHD 214. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Students gain a basic understanding of principles of supervision and administration applied to developing a sound modern pre-school program. Students also learn about organization and administration of individual classrooms and the total school program as well as the relationships of the school with community services and agencies.

**FSHD 314 Child Development II: Adolescence (3 credits)**

Prerequisite(s): FSHD 214 and PSYC 101. Out-of-class interviews and/or observations are required. In this course students utilize a developmental approach to study adolescents (11-18 years) focusing on physical, cognitive and social development throughout this age period. Students examine the impact of family, peers, race, ethnicity, socio-cultural, and environmental influences on adolescents.

**FSHD 315 Community Engagement (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Thirty-five hours of field work required. Students participate in a supervised field experience within selected agencies offering services for families and for members. Within the scope of this experience, students explore their own interest in the field of family science and human development through a direct field experience and are exposed to the common professional roles and occupations. Students are expected to volunteer in a faculty-approved setting for 35 hours minimum during the semester.

**FSHD 316 Service-Learning Experiences with Families and Children (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) and PSYC 101. Restriction(s): Majors and minors within the Family Science and Human Development department. Thirty-five hours of field work required. Students engage in real-life service experience working on issues identified by the community organizations. By collaborating with community partners, students gain an understanding of civic engagement, diverse families, advocacy, program development, and the importance of reflection throughout the service experience. Students are required to provide three hours of weekly service with a community partner organization that works with families and/or children.

**FSHD 317 Fieldwork Experience in Family Science and Human Development: The Hospitalized Child (3 credits)**

Prerequisite(s): FSHD 210. Restriction(s): Majors and minors within the Family Science and Human Development department. This course is geared toward guiding and supporting prospective Child Life interns in their initial exposure to children, families, and staff in a pediatric hospital setting. Class meetings will be structured in a format that encourages class discussion and students will be expected to share experiences with the instructor and fellow peers. Students will have a planned supervised experience for a minimum of 35 hours of field work in a pediatric setting approved by the instructor.

**FSHD 318 Gender Development Across the Life Course (3 credits)**

Prerequisite(s): FSHD 214. Students will explore various topics regarding gender development across the life course. For example, topics will include gender roles and attitudes, interaction of nature and nurture as well as limitations and expectations that our gender roles and attitudes place on us. The course will be delivered using a mix of topical and chronological approaches. Students will investigate classic and emerging research on gender development.

**FSHD 320 Parenting Skills and Resources (3 credits)**

Prerequisite(s): FSHD 214 and PSYC 101. Restriction(s): Majors and minors within the Family Science and Human Development department. Students have the opportunity to develop effective parenting skills and knowledge about human development needed for the application of these skills. They also examine the impact of local, state, and national parenting resources on both parent and non-parents.

**FSHD 322 Play Techniques in Working with Children (3 credits)**

Prerequisite(s): FSHD 214. Restriction(s): Majors and minors within the Family Science and Human Development department. This hands-on course is designed to introduce students to the role and application of play in working with children in the fields of family services, social work, therapeutic recreation, education, and other related fields. Students examine the historical and cultural dimensions of play and explore major theories of play. Through lecture and experiential activities, students learn various play techniques used by practitioners, such as role-playing, expressive play, and storytelling. Students enhance their knowledge of the role of play in the treatment of children coping with short- and long-term family and life stressors, such as disabilities, illness, hospitalization, separation, divorce, trauma, and loss.

**FSHD 328 Peer Counseling (3 credits)**

Prerequisite(s): FSHD 200. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. This course provides the student with actual peer counseling experience. This experience takes the forms of one-to-one and group counseling. The student will experience the counseling process both as a counselor and as a client.

**FSHD 329 Theories and Techniques of Group Processes (3 credits)**

Prerequisite(s): FSHD 241. Students develop understanding of how we function in groups of all sizes, with diverse populations and with various purposes throughout life. Students gain an understanding of the underlying dynamics of groups and receive the opportunity to relate the theories of group development to the actual group process. Students explore theories and techniques useful in the positive development of entelchy groups.

**FSHD 331 Money Management (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Students explore the role and meaning of money in individual and family living and understanding income as a means of acquiring a style of life. They also examine the effective control of income, spending, savings, credit, and how to manage resources for future needs.

**FSHD 332 Action Approaches to Personal Awareness (3 credits)**

Prerequisite(s): Departmental approval. Students work towards developing awareness and skills needed to maximize individual growth in human interaction. Through the use of psychodrama and other action-oriented techniques, students have the opportunity to experience, critically evaluate and develop strategies for working through communication barriers to a more effective interaction for their personal benefit and the benefit of others.

**FSHD 340 Aging and Social Policy (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Recognizing the importance of public policy as it pertains to a growing, aging population, this course will introduce students to a range of policy issues at the federal, state, and local levels. The process of policy formation will be reviewed including how political organizations, special-interest groups, and advisory groups influence policy development and implementation. The course will cover the major public programs for older adults in the U.S. that address income security, health and long-term care, and housing needs. In order to recognize the varying effects policy can have on the lives of seniors, older adults from diverse socioeconomic and ethnic backgrounds will be considered. Because families often struggle with the demands of caregiving and long-term care assistance, an evaluation of national and international public policy initiatives designed to address those needs will be conducted. Finally, students will be encouraged to identify and explore contemporary public policy issues that affect older adults on a regular basis.

**FSHD 342 Family Sociology (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Not open to freshmen; majors and minors within the Family Science and Human Development department. Students learn to identify and interpret data and research relating to families and examine the interplay between family relations at the micro level and social forces at the macro level. The course will also explore the effect of social and demographic change on American families.

**FSHD 344 Challenge of Aging (3 credits)**

Prerequisite(s): FSHD 201. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Students examine how changes over the adult life span affect family interaction and resources in various cultural groups within the United States. Students also engage in fieldwork with agencies and elders and learn about the implications of social policy and institutions relative to an increasing aging population.

**FSHD 345 Gender in a Changing World (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Gender issues that exist in our society and cross-culturally.

**FSHD 350 Immigrant Families (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). This course is focused on contemporary immigrant families in the United States. The purpose is to critically examine immigrant family dynamics across generations, using classic and new acculturation theories and in the context of global migration and transnationalism. Students explore multiple topics related to immigrant families (e.g., family adaptation, changes in parent-child relationships, heritage language maintenance and loss, youth's ethnic identity development, education, intergenerational relationships, interactions with social institutions). Students analyze how such factors as ethnicity, gender, class, migration goals, legal status, human capital, country of origin, and areas of settlement shape the experiences of immigrant families.

**FSHD 360 Families in Later Life (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) or PSYC 101. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Applying the fields of family science and gerontology, students learn about family relationships, roles, and responsibilities in the second half of life. Students engage in discussion about later life families and the sociological and demographic implications of these families. Culturally and ethnically diverse populations are considered as well as issues of social justice. Multiple substantive topics related to aging families are examined (i.e., care giving, grandparenting, marriage and sibling relationships later life, housing, retirement, widowhood, aging parent-adult child relations, etc.).

**FSHD 370 Mastering Mental Toughness and Managing Anxiety (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200). Restriction(s): Majors and minors within the Family Science and Human Development department. Students study anxiety, anxiety disorders, and how to manage anxiety to develop mental toughness. They will examine the theorized causes of anxiety, its consequences, and methods used to treat it, including cognitive-behavioral and exposure strategies. Students will apply techniques to manage their own anxiety in order to learn the process of helping others. Anxiety and mental toughness will be considered within the context of society, and give attention to the role of social location in the lives of families and children.

**FSHD 380 Asian American Families and Youth (3 credits)**

Prerequisite(s): FSHD 314. This seminar course draws upon psychological theories and empirical research to explore the multidimensional influences shaping Asian American family wellbeing and youth development through an applied human development and family science lens. Blending theories, empirical findings, and community-based knowledge, students will illuminate connections between: -Diverse Asian migration histories and evolving demographic compositions -Forces of systemic racism on family processes and youth outcomes -Identity formation patterns and perceived discrimination - Family cultural orientation, family dynamics, and parenting in a racialized society -Stereotypes, academic achievement expectations, and mental health impacts -Resilience cultivated via parenting, school support, and community richness.

**FSHD 400 Senior Seminar (3 credits)**

Corequisite(s): FSHD 409. Restriction(s): Family Science and Human Development major and departmental approval. A capstone course which explores the integrative nature of the study of family science and human development, and investigates the roles, conflicts and decision-making perspectives for beginning professionals.

**FSHD 408 Workshop in Family Science and Human Development (1-3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) and any 300-level FSHD course or departmental approval. Restriction(s): Majors and minors within the Family Science and Human Development department. This selected topics workshop invites students and professors to critically examine, discuss, and analyze current research on issues of concern in the field of Family Science and Human Development. Topics are determined prior to course offering and publicized. The course may be repeated five times for a maximum of fifteen semester hours, provided the topic is different.

**FSHD 409 Internship (6-12 credits)**

Prerequisite(s): FSHD 200, FSHD 304, FSHD 315, FSHD 348 and FSHD 418; Senior standing; minimum of 90 credits. Restriction(s): Family Science and Human Development major and departmental approval. Students have the opportunity to work as an intern in a professional setting in a community organization, agency, or a service organization. The internship experience is the final step in a student's education as a Family Science and Human Development student at Montclair State University (MSU). The placement experience aims to give students on-the-job training in a setting that provides contact with people in various program related environments. This is an opportunity for students to further enhance career preparation by developing professional competencies in such areas as critical thinking, assessment techniques, problem solving behaviors, decision making processes, utilization of resources, ability to function as part of a diverse work force, and understanding of the general operation, management, and philosophies of social service agencies. Students are expected to undertake a serious professional responsibility and work with diverse client populations to better understand the roles, rights, and responsibilities of consumers who utilize social services. May be repeated for a maximum of 12 credits.

**FSHD 411 Sibling Relationships (3 credits)**

Prerequisite(s): Any FSHD 300 level course may be taken as a prerequisite or corequisite; or department permission. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. In this course, students study sibling relationships and how they shape human development. They use family systems theory, sibling development principles and other frameworks to examine human behavior. They consider sibling behavior within the context of society, and give attention to the role of social location in the lives of families and children. Areas of sibling behavior explored include rivalry, support, birth order, selection of interests, personality and identity development, and abuse.

**FSHD 415 Child in the Community (3 credits)**

Prerequisite(s): FSHD 214 and FSHD 348. Restriction(s): Majors and minors within the Family Science and Human Development department. Students gain knowledge about the attitudes, mores and values of family and neighborhood life as a determinant of the child's adaptation to school. They examine the impact on children of growing up in different types of families and in different types of social settings. They learn about the different types of specialists and agencies in the community.

**FSHD 418 Working with Diverse Families and Children (3 credits)**

Prerequisite(s): FSHD 315 or FSHD 316. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Students study different approaches to working with diverse families and children in human service, community, and educational settings. A particular focus is on skill development for facilitating and leading family conferences in a variety of professional settings. Meets World Cultures Requirement.

**FSHD 419 Crisis Intervention Strategies (3 credits)**

Prerequisite(s): Any FSHD 300 level course may be taken as a prerequisite or corequisite; or department permission. Restriction(s): Majors and minors within the Family Science and Human Development department or departmental approval. Students will explore crisis intervention theory and various models of assessment including multicultural perspectives in crisis work. Students will gain an understanding of various settings where crisis intervention can occur, and explore specific crisis situations and appropriate interventions. Students will learn ways to assist individuals who are experiencing crisis situations. Special focus will be given to mental health crises, suicidality, violence within families and community settings.

**FSHD 430 Evidence-Based Family Policy and Analysis (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) and FSHD 304 and an additional 6 credits from the Family Science and Human Development core. Students will use research evidence to examine historical and contemporary family policies from a social justice perspective. Students will use various research and policy analysis strategies to analyze family policies, including future family policy needs. Additionally, students will learn how to use advocacy to support and strengthen family policies to meet the needs of diverse families across the life course.

**FSHD 445 Poverty and Families (3 credits)**

Prerequisite(s): FSHD 304. Restriction(s): Majors and minors within the Family Science and Human Development department. Students examine the impact of economic structures, social conditions, gender, race and ethnicity as they affect the family system as well as various social factors that place families at risk including family structures and community conditions such as poverty, access to resources, and geographic locations. Community contact is a requirement of the course. Meets the Graduation Writing Requirement for majors in Family Science and Human Development.

**FSHD 448 Family Counseling (3 credits)**

Prerequisite(s): FSHD 141 and any FSHD 300 level course may be taken as a prerequisite or corequisite; or department permission. Restriction(s): Majors and minors within the Family Science and Human Development department. This introductory counseling-based course focuses on the core concepts fundamental to an understanding of marital and family therapy. Students learn about typical family functioning and atypical family dysfunction as well as strategies employed by practicing family therapists. The course emphasizes a multi-cultural approach to family counseling. Students review current research on family process and treatment.

**FSHD 470 Family Management (3 credits)**

Prerequisite(s): FSHD 101 (formerly FSHD 200) and FSHD 348. Restriction(s): Majors and minors within the Family Science and Human Development department. Students examine the many factors that influence and are influenced by the ways families use resources to maintain daily life and solve problems. They analyze different situations, considering such factors as the roles played by different family members, the goals of different family members in different situations, decision making, the use of human and nonhuman resources, and other factors influencing household management.

**FSHD 501 Seminar in Family Science and Human Development (3 credits)**

In this course students gain experience identifying issues in family science and human development and analyzing trends as a basis for managing change. Each student designs and plans for implementation of a project.

**FSHD 503 Program Development in Family Life Education (3 credits)**

Students analyze current problems, practices, trends, and the development of family living programs. Students also plan and design an innovative program for implementation.

**FSHD 505 Death in a Family Context (3 credits)**

Students will study death and dying from multidisciplinary perspective. Students will examine human responses to the dying process across the life span as well as the social functions of grief and mourning. Perceptions of death in various social, cultural, and religious contexts will be explored as will substantive topics relating to attitudes towards death, hospice, physician assisted suicide, end of life planning, and current policy and ethical issues related to the end of life. This course will be of interest for anyone who works with dying people and their families or students who want to find out more about death, dying and bereavement.

**FSHD 506 Introductory Statistical Methods in Family Science and Human Development (3 credits)**

This course provides students with an overview of basic statistics used in family science and human development taking an applied approach. Students develop a conceptual understanding of the methods used in data analysis. They learn about descriptive statistics, normal distributions, confidence intervals, significance tests, correlation, simple linear regression, multiple regression, logistic regression, analysis of variance, and analysis of covariance. Students are also introduced to several advanced statistical methods such as factor analysis, path analysis, and structural equation modeling.

**FSHD 507 Research in Family Science and Human Development (3 credits)**

Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in family and child studies.

**FSHD 508 Independent Study in Family Science and Human Development (1-3 credits)**

Prerequisite(s): Departmental approval. In this independent study students have the opportunity to study in-depth areas of family science and human development which are not offered in the regular curriculum. Topics vary in response to student interests, faculty expertise, and current issues in the field. May be repeated for a maximum of 6 credits.

**FSHD 509 Research Seminar (3 credits)**

Prerequisite(s): FSHD 507. Students will develop critical thinking skills as applied to original research and theoretical writing. This course is designed to facilitate the development of ideas and concepts that will be used by students to execute their master's thesis.

**FSHD 510 Qualitative Methods in Family Science and Human Development (3 credits)**

Prerequisite(s): FSHD 507 or departmental approval. In this course students develop introductory skills for conducting basic and applied qualitative research within the family science and human development discipline. Particular emphasis is on the connections between choice of theory, methodological approach, elements of research design, and analysis strategy. Students also develop skills related to the ethical practice of qualitative research, strategies to enhance validity, and rapport building with research participants.

**FSHD 512 Child Development I: Theories of Child Development (3 credits)**

In this course students examine and critique the standard theories of so-called "normative" child development along with newer contextual models that consider the role of oppressive structures in the lives of children.

**FSHD 513 Child Development II: Unique Perspective (3 credits)**

Students engage in an in-depth examination of a selected topic in child development. The course content is determined by the Department of Family Science and Human Development faculty. Students examine and critique recent and emerging knowledge with the aim of developing a sophisticated understanding of children's lives from a unique perspective. May be repeated for a maximum of 9 credits.

**FSHD 514 Child in the Family (3 credits)**

In this course, students engage in an intensive study of the theories and research related to child rearing techniques. Students also analyze of factors influencing parental practices and their effects on the child.

**FSHD 515 Child Development II: Adolescence (3 credits)**

Students utilize developmental and ecological approaches to study physical, cognitive, and social development of adolescents (11-18 years) in terms of change within and differences between individuals. Students also examine how family, peer, neighborhood, sociocultural factors, and politics can have an influence on adolescents. The roles of race/ethnicity, gender, sexual orientation, and socioeconomic status in adolescent development are likewise examined. Students also engage in out-of-class observations and/or interview projects as well as develop an APA style research literature review or proposal paper.

**FSHD 516 Human Development (3 credits)**

Restriction(s): Graduate Standing. In this course, students learn about theories and current knowledge of human development throughout the lifespan (from conception through death). Drawing on lifespan and life course perspectives, students critically examine various issues and topics related to social, emotional, cognitive, psychological, and biological change with an emphasis on the diversity of humans. The role of cultural context in shaping the course of human development is emphasized. Students explore topics related to both typical and atypical development, as well as research methods for assessing developmental change.

**FSHD 518 Families, Communities, and Schools: Diversity, Culture, and Democracy (3 credits)**

Students gain an understanding of how social and cultural influences shape children's development and learning. Students also explore how relationships among teacher, parent, children and community can affect learning and discuss how to develop school and family partnerships. Students learn to take into account issues of child diversity and culturally responsive teaching as they create learning experiences.

**FSHD 530 Consumer Behavior (3 credits)**

In this course students investigate consumer behavior from the consumer's perspective. Students also analyze how individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends can have an effect upon consumers.

**FSHD 535 Consumer and Family Law (3 credits)**

Students examine how the laws and policies of different institutions can affect family functions, relationships, and welfare.

**FSHD 540 Interdisciplinary Study of Family (3 credits)**

Students gain an understanding of how various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) contribute towards a more comprehensive understanding of family life.

**FSHD 542 Dynamics of Family Interaction (3 credits)**

Students engage in a critical review of current concepts and theories, both psychological and sociological, and how they are used in understanding patterns and problems of family relationships.

**FSHD 544 Intercultural Study of Family (3 credits)**

In this course students perform an analytical study of cross cultural regularities and differentials in family structures, while examining functions and impact of social change on family values and patterns. Students utilize a variety of conceptual approaches to the study of families as well as gain a broad acquaintance with empirical studies and research.

**FSHD 550 Fieldwork in Family and Child Studies (3 credits)**

Through this course students have the opportunity to develop and enhance their professional knowledge and skills under the mentorship of experienced professionals and faculty. Students use fieldwork as a chance to link and integrate theory, research, and practice. Students gain first-hand experience in a setting congruent with their area of interest and possible future employment. Settings can include but are not limited to agencies, government offices, schools, grant funded projects, and faculty or institutional research endeavors. Decisions about the type of location of field work are made in consultation with the student's advisor.

**FSHD 560 Housing the Family (3 credits)**

Analysis of location, structure, design, furnishings and equipment as a setting for the physical and emotional development of the individual and the family. Graduate status required.

**FSHD 570 Management of Family Resources (3 credits)**

Students examine the family as a decision-making unit and how to direct resources for more effective living. Students also analyze how philosophical, psychological, sociological and economic trends have a direct influence on the family's ability to maximize its resource potential and utilization.

**FSHD 571 Problem-Solving in Family Counseling (3 credits)**

Students gain an understanding of how to counsel families in problem solving on resource use, including the resources of time, energy, attitudes and material as well as non-material goods and services.

**FSHD 572 Management Seminar (3 credits)**

Students apply personal management concepts to their professional role with the goal of developing more effective ways of handling professional situations and responsibilities.

**FSHD 590 Special Topics in Family and Child Studies (3 credits)**

Prerequisite(s): Departmental approval. In this course students engage in an in-depth and interdisciplinary study of a current selected topic, issue, or trend. May be repeated for a maximum of 9 credits.

**FSHD 620 Social Policy and the Family (3 credits)**

Through this course students gain a historical overview of family policy in the United States and the role of the economy, politics, race, class, gender, and legal and advocacy issues. Students examine major social policies and programs and how they affect diverse families' well-being and quality of life across the life course. Through a social justice lens, students analyze intended and unintended family consequences of governmental policies as well as the policy implications of change in the structures and composition of families. Students also learn the basics of policy formation and the competing constituencies that help shape the process.

**FSHD 640 Family Theories (3 credits)**

Students gain an overview of the interface between theory, research, and application of various developmental and behavioral theories related to the study of families and interpersonal relationships. Students engage in an extensive and in-depth review and analysis of the major theoretical frameworks underlying the understanding of family functioning and development. Students also analyze current research on diverse families through varying theoretical lenses. They analysis emphasizes the influence of gender, age, ethnicity, disability, religion, language, immigration, cultural values and beliefs, education, social class, and sexual orientation on the development, understanding and application of family theories.

**FSHD 697 Master's Project (3 credits)**

Prerequisite(s): FSHD 509. In this course, students will develop and implement a project as part of the culminating experience of their course of study leading to the MA degree in Family Science and Human Development. Students will use the skills that they have acquired in their previous coursework and will select a topic for further inquiry based on their professional goals. Each student is required to develop a tangible product such as position paper, journal article, action research investigation, instructional videotape/CD ROM, review of curriculum, policy manual, etc. A formal written report of the completed project is to be submitted.

**FSHD 698 Master's Thesis (3 credits)**

Prerequisite(s): Departmental approval. Students develop an Independent research project done under faculty advisement. Students must follow the MSU Thesis Guidelines, which may be obtained from the Graduate School.

**FSHD 699 Master's Thesis Extension (1 credit)**

Prerequisite(s): FSHD 698. This thesis extension will be graded as IP (In Progress) until a student completes his/her thesis, at which time a grade of Pass or Fail will be given.

**FSHD 750 Partnering, Cohabitation, and Marriage (3 credits)**

Restriction(s): Matriculation into a graduate or doctoral program. In this seminar course students develop a critical understanding of the processes adults use to partner and maintain their relationships, including cohabiting and marriage. Students use multiple theoretical approaches to analyze how these processes are influenced by contextual factors, vary by demographic characteristics, and are related to factors associated with individual and couple well-being. Students critically analyze a self-selected problem area related to couple relationships related to their potential dissertation interests.

**FSHD 751 Divorce, Remarriage, and Stepfamilies (3 credits)**

Restriction(s): Matriculation into a graduate or doctoral program. In this seminar course students develop a critical understanding of the transitions related to divorce, remarriage, and stepfamily functioning with a strong emphasis on factors that promote adjustment and well-being. Students use multiple theoretical approaches to analyze how these transitions are influenced by contextual factors, vary by demographic characteristics, and are related to factors associated with individual and couple well-being. Students critically analyze a self-selected problem area related to these family transitions based on their potential dissertation interests.

**FSHD 801 Concepts and Theories of Human Development (3 credits)**

Restriction(s): Matriculation into a graduate or doctoral program. Students critically analyze major theories and concepts of human development throughout the lifespan. Students also critically analyze the application of these theories and concepts in contemporary research on human development. The connections between theory and methodology are stressed. In this course, we examine and discuss the historical, philosophical, and theoretical foundations of developmental science. The course stresses relational developmental systems models of development which are at the forefront of our current understanding of human development. These models provide the theoretical grounding for the role that developmental science plays in enhancing positive development across the life span through applications that include community-based programs and social policies. The idea that developmental science, when framed by relational developmental systems models, should contribute to the promotion of social justice and liberty, is also discussed.

**FSHD 802 Lifespan Human Development (3 credits)**

Restriction(s): Students in the Family Science and Human Development doctoral program or departmental approval. This class will provide you with an overview of human development throughout the lifespan, using a framework that emphasizes social justice and diversity. We will cover various topics regarding development spanning from conception through death, including the nature and course of human development as well as research methodologies that are used to study change. Social, emotional, psychological, cognitive, and biological change will be studied. There will be a clear emphasis on the applications of research findings, for example in terms of implications for social policy, education, intervention, and prevention. We will cover both typical and atypical development, as well as research methods for assessing developmental change. By the end of the class, students will (a) appreciate why it is important to study human development from a lifespan perspective, (b) be knowledgeable about aspects of typical and atypical development, (c) understand methodologies for assessing development and measurement issues that occur for different age groups.

**FSHD 812 Infant and Child Development (3 credits)**

Restriction(s): Students in the Family Science and Human Development doctoral program or departmental approval. This class will provide you with an overview of development during the first twelve years of life, using a framework that emphasizes social justice and diversity. We will cover various topics regarding development spanning from conception through the transition to adolescence, including the nature and course of child development as well as research methodologies that are used to study child development. There will be a clear emphasis on the applications of research findings, for example in terms of implications for social policy, education, intervention, and prevention. This class will require a high amount of active student learning; the class will be comprised of lectures and discussions, and primary and secondary source reading of scholarly material focusing on infant and child development. Students will also review and critique peer-reviewed empirical research, and will propose an empirical research project focused on youth age 12 and younger.

**FSHD 814 Adolescent Development (3 credits)**

Restriction(s): Students in the Family Science and Human Development doctoral program or departmental approval. This class will provide you with an overview of development during adolescence, using a framework that emphasizes social justice and diversity. We will cover various topics regarding adolescent development, including the nature and course of adolescent development as well as research methodologies that are used to study adolescent development. There will be a clear emphasis on the applications of research findings, for example in terms of implications for social policy, education, intervention, and prevention. This class will require a high amount of active student learning; the class will be comprised of lectures, primary and secondary readings, group discussions, and student-lead material facilitation. Students will also review and critique peer-reviewed empirical research, and will develop a research proposal focusing on a self-identified topic pertaining to human development during the adolescent years.

**FSHD 820 Grant Writing and Programming in Family Science and Human Development (3 credits)**

Restriction(s): Matriculation in the Family Science and Human Development PhD program. This course provides students with an overview of theory, research, and practice in prevention and intervention science and engages them in exploring factors that promote positive change processes in family life. Students are encouraged to examine factors that promote or inhibit healthy development; to apply empirically-based knowledge towards mitigating emotional, behavioral, academic, and social problems; and to promote healthy family development. They explore selected family health, behavior, and social problem areas (e.g., substance abuse, teen pregnancy, youth violence, gerontological sexual risk), depending on their potential dissertation interests. They examine grant funding processes related to prevention and intervention, including the identification of funding opportunities, application procedures, implementation, and evaluation strategies. Students are encouraged to view themselves as agents of change and to actively engage in formulating change models, exploring funding opportunities, and evaluating advocacy approaches. Students also examine the role of context and larger societal structures, such as power and oppression, in family functioning, change processes and advocacy.

**FSHD 821 Policy in Family Science and Human Development (3 credits)**

Restriction(s): Matriculation in the Family Science and Human Development PhD program. This course is designed as the culmination of graduate studies in policy in family science and human development. In this course, students critically examine issues of power, privilege, and competing political agendas as they are woven through the policy process, focusing on how historical and ideological debates shape current and future policy creation and implementation. Students extend their ability to critically examine and utilize theories, data, and research on policy in family science and human development via a close analysis of an issue in their area of interest. They apply their understanding of policy studies to their area of research, focusing specifically on how past political and historical contexts shape current iterations of policy and on who benefits from the proposed initiatives and current policies and who is placed at risk.

**FSHD 830 Scientific Writing and Dissemination of Research in Family Science and Human Development (3 credits)**

Restriction(s): Graduate standing. This class exposes students to the process of scholarly writing and a variety of academic writing opportunities across various informational outlets. Specifically, students will explore the writing process for publication in an academic journal, conference proposals, and translational mediums (e.g., blog posts, magazine articles, etc.). The course will consist of lectures, discussions, and research activities. As part of course requirements, students will learn how to write an academic report that can be submitted to an academic journal for publication, write a conference proposal that can be submitted to a conference for presentation, and a translational post that can be submitted to a mainstream media outlet for publication. Students will also get an introductory exposure to the grant writing process for dissertation work, post doctoral work, and non-profit work. Taken together, students will learn how to write and present scientific information to various audiences, in diverse ways, which are critical skills needed for graduate students in the social sciences.

**FSHD 831 Special Topics in Family Science and Human Development (1-3 credits)**

Advanced theoretical and practice-oriented, in-depth study of an aspect of Family Science and Human Development (FSHD), or the professoriate in FSHD. Topics will be determined prior to course offering and publicized. May be repeated twice for a maximum of nine credits, as long as topic is different.

**FSHD 842 Family Processes and Theories (3 credits)**

Restriction(s): Matriculation in the Family Science and Human Development PhD program. This course examines the theoretical frameworks in the fields of family science and human development and provides students with an advanced understanding of developing theories about family processes. Students consider and critique a variety of family science and human development research and theories. Through the lenses of theory and evidence-based research, students also explore the implication of family processes to research and practice in the fields of family science and human development. Students have the opportunity to tailor their coursework inquiry into family processes to reflect their dissertation research focus.

**FSHD 844 Power and the Intersectionality of Social Locations (3 credits)**

Restriction(s): Matriculation in the Family Science and Human Development PhD program. In this course, students explore how individuals experience, organize and negotiate their membership in the full range of social categories to which they belong. Individuals have multiple, layered identities that are derived from social relations, history and the operation of structures of power; the intersection of these identities allows for the simultaneous experiences of oppression and privilege. In the course, students explore intersection theory, which holds that modes of inequality based on factors such as race, class and gender can combine in ways that may do violence to individuals and families through institutional and systematic practices antithetical to their well-being. Using this theoretical lens, students explore patterns of inequality based on these interconnecting systems of advantage and disadvantage, which are dependent on the particular social positioning of individuals and families.

**FSHD 850 Advanced Practicum (3 credits)**

Prerequisite(s): EDFD 820 and EDFD 821; and EDFD 822 or EDFD 823. The advanced practicum experience is designed to enhance students' professional skills and development by directly linking and integrating theory and practice. Students can round out their experiences in the doctoral program and add professional dimensions they wish to further develop. Toward that end, they have considerable latitude to design and carry out an experience that directly meets their needs professionally. Students, mentors, and university faculty work closely in the design and implementation of a practicum experience that furthers the professional goals of the student. Experiences could include, but are not limited to, a combination of applied research/policy work, service/community outreach, teaching experiences, and administrative internships. Decisions about the type and location of the practicum are made in consultation with the student's advisor and must be approved by the doctoral program director.

**FSHD 860 Research Methodology in Family Science and Human Development (3 credits)**

Restriction(s): Students in the Family Science and Human Development doctoral program or departmental approval. This class provides students with a detailed, practical, translationally focused introduction to the methods and procedures used in conducting and evaluating research on human development and family science. Students will explore quantitative methodology, qualitative methodology, and mixed method designs. The course will be comprised of lectures, discussions, and research activities. As part of course requirements, students will learn how to critically evaluate social and behavioral research and will also develop their own ideas for conducting original research. Students will also discuss ethical issues in research on human development and family sciences and will also explore the research dissemination and peer review processes both of which are critical areas of knowledge for graduate students in the social sciences.

**FSHD 898 Dissertation Seminar (3 credits)**

This seminar is designed as a workshop that provides a supportive, focused, yet critical space for doctoral students to conceptualize and write a research proposal to be used as the basis for their dissertations. Much of the work is "hands on" in that students bring drafts of various components of the proposal to class, critique and provide feedback on each other's work, and present their ongoing work to the class as a whole. Students receive feedback from seminar classmates and the instructor to refine and finalize their plans for their proposed research. Students read purposefully in areas related to their proposed research methodologies as well as for their literature reviews.

**FSHD 900 Dissertation Advisement (3-12 credits)**

Restriction(s): Matriculation in the PhD in Family Studies Program; Advancement to Candidacy. This department requires 12 credits of FSHD 900. While enrolled in FCST 900, students will work with their Dissertation Chair and their Dissertation Committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of Pass or Fail will be recorded.

**FSDH 901 Dissertation Extension (1 credit)**

Prerequisite(s): 12 credits of Dissertation Advisement. Once students have acquired 12 credits of FSDH 900 Dissertation Advisement, they must enroll in 1 credit of FSDH 901 in every semester in which they intend to work on the dissertation, up to and including the semester of the defense. Credits are reported as IP (In Progress) while the dissertation is being written. At the conclusion of the dissertation defense, a final grade of pass or fail will be recorded. FSDH 901 may be repeated until the time limitation for completion of the doctoral program as specified in the Doctoral Policy Manual has been reached.

**FSDH 920 Qualifying Examination Preparation (0.5 credits)**

Restriction(s): Matriculation in the Family Science and Human Development PhD program.