



HUMAN DEVELOPMENT & FAMILY STUDIES

Spring Semester 2009-10 Course Descriptions

Brief course descriptions are given below for the HDFS course offerings.

For more information, please see our website:

<http://www.sohe.wisc.edu/departments/hdfs>

For days/times, prerequisites, locations, see: <http://registrar.wisc.edu/timetable/>

HDFS, 1305 Linden Dr., University of Wisconsin—Madison * 608/263-2381 * Email: hdfs@mail.sohe.wisc.edu

HDFS 362	Development of the Young Child	Kristy Burkholder
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Web-Based Course (via Learn@UW) w/evening exams on campus. Basic foundation for understanding development from conception to middle childhood; includes theoretical foundations, research findings & practical applications. The family context is emphasized. (3 cr)

HDFS 363	Development from Adolescence to Old Age	Jill Steinberg
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Web-Based Course (via Learn@UW) w/ initial meeting & evening exams on campus. This lifespan course covers the more interesting aspects of human developmental continuity and change between adolescence and old age. Physical, cognitive, personality, and social development are discussed from the stand-point of theory, research, and practical application. (3 cr)

HDFS 425	Research Methods in HDFS	(to be determined)
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Students will learn the basics of research design used in studying family dynamics and individual development over the life course. The course will cover quantitative and qualitative research designs, participatory action research, and evaluation research. We will explore how research informs intervention & prevention programs. Students will learn to summarize and evaluate published research reports and will be introduced to the analytical strategies commonly used in HDFS research. (3 cr)

HDFS 464 [Evening Course]	Children's Play: Development & Role	Jill Steinberg
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Why do we play, and what do we gain from it? Philosophers, historians, linguists, anthropologists, ethologists, psychologists, and classroom teachers have considered these questions, and offered varying perspectives. In this "playful" class, students will gain an understanding and appreciation for the role and function of play and playfulness across the lifespan. We will consider what play contributes to individual development, as well as what it contributes to the durability of family and culture. Readings, discussions, in-class activities, observations, and projects will help students construct their own understanding of "play", and to learn how individuals and communities can foster play. (3 cr)

HDFS 471	Parent-Child Relations	Jill Steinberg
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The development of parents' relationships with their children across the life course, beginning with the transition to parenthood. Other topics to be covered are parenting and work, step parenting, single parenting, and parenting children with special needs. Parent education and support programs will also be discussed. (3 cr)

HDFS 474	Racial Ethnic Families in the U.S.	Jo Scheder
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This course will study contemporary family issues for racial ethnic families. We will examine how race, ethnicity and culture shape family life across the lifespan, and how contemporary family life is rooted in historical experiences. We will look at socio-political contexts, cultural image, expressions of ethnicity and family, and the diversity of family experience within groups.....(3 cr)

HDFS 501—Lecture 1	Child Development & Early Childhood Programs	Dave Riley
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Learn how "Duck, Duck, Goose" and nursery rhymes lead to the development of self-regulation and literacy. This course reviews child development in 8 areas (self-regulation, prosocial behavior, attachment, literacy, numeracy, art, music, and cognitive development) with a focus on the ways early care and education programs promote each type of development. Students will learn to observe and interpret child behavior in campus child care programs. Course materials are based on a statewide intervention project by Prof. Riley.

HDFS 501—Lecture 2	Couples Research and Outreach	Linda Roberts
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This course is an in-depth study of basic and translational research in the area of couple (romantic, marital) relationships. Students will be directly involved in research related activities and learn about research on relationship processes from a "hands on" perspective. The course will also provide learning opportunities related to the translation of research findings into programs designed to improve relationship outcomes. Recommended background: HDFS 425 and HDFS 517 or similar. (1-3 credits). Consent of instr.

HDFS 516	Family Stress and Coping	
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Lecture 1 Kristy Burkholder

Lecture 2 Laura Pinsonault/Lynet Uttal

This course will examine family stress and coping across the life cycle. Topics focus on normative and non-normative stress and strains, family coping, repertoire, protective factors in families and resiliency—How families recover from adversity. Students will become familiar with theory, research and how to use knowledge of families under stress. (3 cr)

HDFS 517	Couple Relationships	(to be determined)
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This course examines the ways in which close interpersonal relationships are formed, maintained, and dissolved. Relevant theory and empirical research will be used to examine a range of relationship processes (e.g., attraction, conflict, intimacy) that may predict development and quality of intimate relationships. (3 cr)

HDFS 521	African American Families	Adrienne Duke/Lynet Uttal
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This course is an interdisciplinary examination of the issues and experiences of African American families that have emerged out of the overlapping contexts of bondage, racism, sexism and economic exploitation. We will investigate how African Americans have

historically and continuously constructed, defined, and lived family life in the face of constant social, political, and economic challenges, and in ways consistent with their cultural values and needs. (Cross-listed w/Afro-Amer St/Soc Wk). (3 cr)

HDFS 535	Family Perspective in Policymaking	Bogenschneider
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The focus of this course is how policies shape the context in which families live and, in turn, influence human and family development. Students will assess the effectiveness of several current policies & programs from a family perspective. Different roles professionals can play in influencing policy development will also be examined. (3 cr)

HDFS 663 Service Learning Course:	Developmental and Family Assessment	Connie Lent/Julie Poehlmann
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This course introduces students to family-focused developmental assessment with children. It is designed for students who intend to work with families in a variety of settings, such as home visiting, nursing, early intervention, family support programs, education, childcare, etc., or students who plan on going to graduate school in HDFS, psychology, counseling, applied child development, or related fields. This course is skills-focused, and students will apply their understanding of child development and family processes in a number of ways. This course has a **required Service Learning component** (3 hours per week required). (3 cr).

HDFS 725	Theories & Issues in Human Development	Kristy Burkholder
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The course will cover both classic and contemporary theories, providing students with a firm grounding in the major theoretical perspectives that have shaped and are shaping our understandings of human development across the life-span. We will explore the historical roots of contemporary perspectives and examine the development of theoretical conceptualizations both within and across theoretical perspectives. We will consider a broad age range (from infancy through adulthood), normative changes as well as individual differences, and typical and atypical patterns of development. (Cross-listed with Ed Psych). (3 cr)

HDFS 761	Childhood and the Family	Janean Dilworth-Bart
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This is a "topics course". Over the span of the semester, students will examine a variety of interrelated issues impacting the development of young children within the family context. Each week is dedicated to a different aspect of child development (e.g., Cognitive and Emotional Development) or a special population (e.g., Medically Fragile Children and Family Functioning). (3 credits)

HDFS 763	Aging and the Family	Clifton Barber
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This course examines several issues concerning the social ecology of the ongoing development (aging) of the middle-aged and older adult and his/her family relationships. Topics covered include the demography of aging and families, theories of aging and families, aging in historical perspective, health in middle and older adulthood, health policy and the aging family, employment and retirement in midlife and older adulthood, the economics of aging, couple relationships and sexuality in middle and later life, intergenerational relationships and transfers, grandparenthood, sibling relationships in later life, family care giving and its consequences, public policy issues related to family care giving, widowhood, and family bereavement. (3 credits)

HDFS 766 Seminar 1	Current Issues: Professional Development Smr (PDS)	Janean Dilworth-Bart
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This seminar involves weekly presentations of ongoing research, scholarship, and outreach activities in our department. The "brown bag" provides a friendly forum in which students, staff, and faculty can share new ideas, work on progress, and results of completed projects. Professional development and professional issues seminars will be held as part of the course. (1 credit, registration for 2 credits requires instructor permission)

HDFS 766 Seminar 2	Current Issues: Incarceration and Family	Julie Poehlmann & Leslie Shear
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(also Law 939: Selected Problems in Family Law: Incarceration and the Family) This course presents an interdisciplinary approach to families and incarceration, emphasizing family law and behavioral science perspectives. When an individual is incarcerated, the family members they leave behind are affected in multiple ways. In the United States, 1.7 million children have a parent in prison or jail, an increase of nearly 80% since 1991. Children of incarcerated parents are at risk for negative outcomes, including attachment insecurity, behavior problems, cognitive delays, substance abuse, and criminal activity. Incarcerated parents themselves often face insurmountable barriers to maintaining meaningful relationships with their children and other family members. Key issues include contact between the child and the incarcerated parent, social stigma, race/ethnicity, and interfacing with other systems such as family court, child welfare and juvenile justice systems.

HDFS 766 Seminar 3	Current Issues: Community Based Research	Shannon Sparks
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This course will offer an interdisciplinary, graduate-level introduction to community-based research (CBR). Students will gain: (1) an understanding of the theory, principles, process, methods, and applications of CBR; (2) an appreciation of the advantages and limitations of a CBR approach; and (3) the knowledge necessary to effectively participate in CBR projects

HDFS 881	Capstone Seminar in Prevention Science	Steve Small
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This 1 credit course provides an opportunity for students to explore current and emerging issues of prevention research and professional practice. The class also provides a forum for advanced prevention students to share and receive feedback on their prevention research or practicum projects. **PREREQUISITES:** Prevention Science 3-credit theory course (HDFS/EDSCI/NURSING 880), completion of practicum or concurrent involvement in practicum, consent of instructor.

Inter-Disc HE 793	Research Methods	Lauren Papp
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Fundamental concepts and skills for designing, conducting, and interpreting social science research. Topics covered will include philosophy of science, formulation of research questions, and principles of design, analysis, and interpretation. (Cross-listed w/Ed Psych, Nurs, Soc Wk) (3 cr)