



# Human Development and Family Studies

## Fall Semester 2005-06 Course Descriptions

Brief course descriptions are given below for the course offerings in Human Development & Family Studies. For more information, please see our website: <http://www.sohe.wisc.edu/departments/hdfs> (see "teaching") or email us at [hdfs@mail.sohe.wisc.edu](mailto:hdfs@mail.sohe.wisc.edu) For days/times & class locations, see: <http://registrar.wisc.edu/timetable/>  
**HDFS, 1430 Linden Drive, University of Wisconsin—Madison, 608/263-2381**

### HDFS 362

#### Development of the Young Child

Kristy Ashleman

3 credits

Lecture 1: Live section (in studio)

<http://distance.education.wisc.edu>

Lecture 2: Video course

Basic foundation for understanding development from conception to middle childhood; includes theoretical foundations, research findings, and practical applications. The family context is emphasized. Evening exams on campus.

### HDFS 363

#### Dev from Adolescence to Old Age

Jill Steinberg

3 credits

Lecture 1: Live section (in studio)

<http://distance.education.wisc.edu>

Lecture 2: Video course

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. Evening exams on campus.

### HDFS 461

#### Social & Emotional Dev of Young Children in Early Childhood Ed

Janean Dilworth-Bart

3 credits

Social and emotional development of the young child with special reference to guidance of children.

### HDFS 469

#### Family & Community Influences on the Young Child

Jill Steinberg

3 credits

Parent-child interaction & child development in the family context. The effect of forces and systems outside the family upon the family's capacity to successfully raise children. **[Evening Course]**

### HDFS 471

#### Parent-Child Relations

Maureen Ittig

3 credits

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 also discussed.

### HDFS 474

#### Racial Ethnic Families in the U.S.

Lynet Uttal

3 credits

This course will study contemporary family issues and human development for racial ethnic families and individuals. The first part of the course addresses cultural awareness, cultural conflict, and cultural competency and how contemporary situations are rooted in historical experiences. Then we will examine how racial status, ethnic identity, and transforming cultural practices and beliefs shape family life and human development across the lifespan. Topics will focus on biculturalism (psychologically, in interpersonal relationships, and inter and intra group relations) and how our understanding of different family matters shift when we take race, ethnicity and culture into account.

## HDFS 501

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### SPECIAL TOPICS:

#### Parenting Education & Support Programs

3 credits

##### Lec 1 Kerry Bolger

This course examines programs that support and educate parents in providing good care for their children. The course will emphasize principles of parenting support and education programs; characteristics of effective prevention and intervention programs; and the historical and cultural context of parenting support and education. **This course has a service learning component (25 hours of service required)**

#### Research Methods in HDFS

3 credits

##### Lec 2 Bill Aquilino

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.

#### Hmong Families

3 credits

##### Lec 3 Mai Zong Vue [Evening Course]

This course will cover topics and issues related to Hmong Families in the United States. Historical background, immigration, generational patterns, family practices, and cultural variations will be addressed.

#### A Team-Based Approach to Working with Families of Children with Disabilities

3 credits

##### Lec 4 Amy Fruchtman [Evening Course]

This course will focus on best practices in service provision to young children with multiple disabilities and their families. The format will emphasize community resources and will include guest presentations from family members and professionals in the field. Students will:

\* Gain knowledge of family-centered principles and how they apply to service delivery systems for children birth-eight with significant disabilities.

\* Become familiar with issues related to delivering intervention services to families of linguistically and culturally diverse backgrounds.

\* Explore values and processes of inter-professional teaming and the importance of including families as full team members.

\* Become familiar with the IFSP/IEP process, including identification of family-centered outcomes to be implemented within natural/inclusive environments.

**Students must be pre-authorized to register; contact Amy Fruchtman at 263-4186 for consent**

## HDFS 516

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#### Family Stress and Coping

3 credits

##### Lec 1 Joanne Scheder [Evening Course]

##### Lec 2 Kristy Ashleman [Evening Course]

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.

## HDFS 517

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#### Couple Relationships

Laurel Crown

3 credits

Fundamental to the philosophy of this course is the notion that prevention, intervention and policy efforts *informed by basic research on the nature and dynamics of relationships* have the greatest likelihood of contributing to improving the quality and stability of couple relationships. This course reviews current research on the nature, dynamics, and developmental course of couple relationships and then explores the implications of this scientific knowledge for prevention/intervention programs and policy.

## HDFS 521

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#### African American Families

Jeffrey Lewis

3 credits

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.

## HDFS 535

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#### Family Perspective in Policymaking

Mark Lederer

3 credits

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. (Note: The Service Learning component originally attached to this course has been cancelled.)

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## HDFS 662

### Advanced Study of the Young Child

Janean Dilworth-Bart

3 credits

The purpose of this course is to provide students with an introduction to theories and current issues related to the causes, presentation, and study of atypical emotional and/or behavioral development in early childhood. Study will move beyond introductory child development courses to evaluate the continuum between "typical" and "atypical" development. This course will not provide practical training in assessment, diagnosis, or treatment, but will emphasize the importance of social contexts and the social ramifications of early developmental concerns.

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## HDFS 663

### Developmental and Family Assessment

Julie Poehlmann

3 credits

This course introduces students to the process of family-focused developmental assessment with infants and young children, including interviewing families, obtaining developmental histories, and assembling a child's portfolio. It is designed for students who intend to work with families (especially those with young children) in a variety of settings, such as home visiting, early intervention, family support programs, early childhood education, childcare, etc., or students who will go 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 service learning component** (4 hours per week practicum at campus childcare center required)

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## HDFS 664

### Proseminar in HDFS

Julie Poehlmann

3 credits

This course is an introduction to graduate study in the Dept. of Human Development & Family Studies. In addition to discussing some of the formal and informal aspects of graduate studies, we will meet the faculty in the department and learn of their research interests and projects. This course is required for 1<sup>st</sup> year graduate students in HDFS.

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## HDFS 725

### Theories & Issues in Human Development

Deborah Vandell

3 credits

This course is Cross-listed with Ed Psych. For more information, contact the instructor at [dvandell@wisc.edu](mailto:dvandell@wisc.edu) or the Educational Psychology Department at 608/262-3432.

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## HDFS 766

### Current Issues in Family Living

#### Smr 1: Global Violence & Human Development

Jeffrey Lewis

3 credits

This seminar explores structural violence (e.g., war, occupation, sanctions, imperialism, poverty) as formative contexts for individual, family, and community survival and development. Through an examination of violence and conflict around the world that will include Gaza, Brazil, Sudan, and Iraq among others, we will examine the social and historical roots of violence, its consequences for individuals and groups, as well as the creative and resilient ways in which many respond to threats to their social, cultural, and psychological well-being.

#### Smr 2: Couple Relationships: Theory, Research, & Prog. Implications

Linda Roberts

3 credits

(Description unavailable at time of printing)

#### Smr 3: Community-Based Research Models & Action Research Methods

Lynet Uttal

3 credits

This course will cover the philosophies, approaches, and methods of integrating social research with program development, local advocacy, community empowerment, and social change. Different approaches of how university and community partners collaborate using diverse methods and collecting diverse forms of data to address community-identified questions will be surveyed.

#### Smr 4: Children, Social Sciences and the Law

Kerry Bolger

3 credits

This course examines social science theory and research in relation to children and the law. We will explore how social science research can inform law and policy in areas such as children's rights and capabilities, intervention in families, juvenile justice, and children as victims and witnesses.

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## HDFS 865

### Family Theory I (Survey)

Nadine Marks

3 credits

This course provides an overview of several theories scholars have used/use to think about and study families. Theories covered include: symbolic-interactionism, structural-functionalism, systems, family development, exchange and resource, ecological systems theory, the family life course perspective, the new home economics and social capital perspectives, social conflict and critical perspectives, feminist perspectives, and racial ethnic perspectives. For each theoretical approach, historical development and future promise, basic assumptions and concepts, strengths and weaknesses, support and critique will be discussed. Reading for the course will also include research examples that draw on the assumptions and concepts of each theory.

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## HDFS 868

### Family Life Course: Changes in Roles & Processes

Bill Aquilino

3 credits

The seminar explores family transitions using the family life course theoretical framework as the paradigm for studying change. Transitions include home-leaving, union formation, the transition to parenthood, divorce and remarriage, empty nest, grandparenthood, and widowhood. The course highlights the interconnection between family change and individual change over the life course."

## **HDFS 880**

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### **Prevention Science**

**Tom Kratochwill**

**3 credits**

Cross-listed with Ed Psych, Social Work, and Nursing. For more information, contact Tom Kratochwill (Educational Psychology) at [tomkat@educatin.wisc.edu](mailto:tomkat@educatin.wisc.edu) (608/262-5912).