

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD383														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) <b>Interdisciplinary Understanding of Children, Youth &amp; Families</b>														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Interdisc Child Youth Fam														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  Examines the psychosocial, cultural dynamics and importance of the family from multidisciplinary and multicultural perspectives useful in working with children, youth and families. Engenders understanding of effective program development for addressing needs of children, youth and families. Gives special consideration to assets- and resilience-based perspectives. <i>Prerequisites: Anth 200, HD 101, HD 102. HD 230 or HD 231</i>														
9. Why is this course being proposed? This course is part of the new curriculum being developed for the HD major. The Department determined that a course focused on an interdisciplinary perspective on children, youth and families is important to be reflected in the new HD curriculum.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab			
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Lecture	3	C-2												
Activity														
Lab														
11. Grading Method:*														
<input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course \_\_\_\_\_ and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No *Prerequisites: Anth 200, HD 101, HD 102. HD 230 or HD 231*

17. Corequisite(s):  Yes  No

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\* Once a year.

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No  
 If yes, please specify: B.A.  
 Human Development only.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Sociology Discipline	<u>see email</u> Signature	<u>2/10/16</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Psychology Discipline	_____ Signature	_____ Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

**SIGNATURES : (COLLEGE LEVEL) :**

Fernando I. Soriano, Ph.D  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_

Alicia M. L. Zucodis 2/22/16  
 2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_

[Signature] 2/19/16  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_

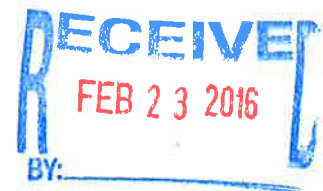
Jemise Garcia 2/22/16  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Virginia Mann

SOC re HD 383,384

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**Subject:** FW: Social Policy in Human Development and Interdisciplinary Understanding of Children, Youth and Families...

**Importance:** High

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**From:** Sharon Elise  
**Sent:** Wednesday, February 10, 2016 4:44 PM  
**To:** Miriam Schustack; Fernando Soriano  
**Cc:** Heidi Jones; Alice Quioco; Denise Garcia; Staci Beavers; Martha Stoddard-Holmes; Rodney Beaulieu  
**Subject:** Re: Social Policy in Human Development and Interdisciplinary Understanding of Children, Youth and Families...  
**Importance:** High

I did not review the P form, just the C forms. Sociology does have a robust curriculum in Children, Youth and Families. However, it seems your focus is different from ours and I do not foresee a conflict nor do we mind the healthy competition.

Sharon

Syllabus  
**Interdisciplinary Understanding of Children, Youth and Families (3 units)**  
**Fall 2016**

Tuesday/Thursday 2:30- 5:15PM, University Hall 440  
(HD383, CRN --)

**Professor:** Fernando I. Soriano, Ph.D.

**Office Hours:** 10:15-12pm, Tuesdays and Thursdays and by appointment.

**Office Location:** UH312 **Email:** fsoriano@csusm.edu **Office Phone:** 760-750-8033

**Course Catalog Description:** Examines the psychosocial, cultural dynamics and importance of the family from multidisciplinary and multicultural perspectives useful in working with children, youth and families. Engenders understanding of effective program development for addressing needs of children, youth and families. Gives special consideration to assets- and resilience-based perspectives. *Prerequisites: Anth 200, HD 101, HD 102. HD 230 or HD 231*

**More Complete Course Description** The course gives consideration to multidisciplinary perspectives in understanding the role of the family in the development of children and youth within social, biological, psychological and multicultural perspectives. Reviews theories and research employing assets- and resilience-based perspectives for working with families, children and youth. The course focuses on protective rather than risk factors. Special consideration is given to how multidisciplinary research findings can help develop effective prevention and intervention programs to address the concerns of underserved populations and their families.

**Relevance to Program Student Learning Outcomes (PSLOs)** This course contributes to the accomplishment of primarily PSLO 2:

PSLO 2: Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.

**Course Overall Learning Objective Related to PSLO 2:** Students will be able to give examples of how gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan influence families and in turn influence the development of culturally diverse children, youth and families.

The course also partly contributes to PSLO 1:

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.

**Course Overall Learning Objective Related to PSLO 1:** While less so, this course contributes to PSLO 1 by helping the student demonstrate an understanding of how theories help explain how

psychosocial, cultural and historical factors influence developmental processes, which determine the well-being and integration of children and youth within society.

**Course Student Learning Outcomes (CSLOs)** Upon completion of this course students will be able to:

1. Demonstrate understanding of the role of social, cultural, economic and educational factors in developing healthy families and healthy children, youth and communities.
2. Explain how assets- and resilience-based perspectives contrast with deficiency-based perspectives to inform the development of children, youth, adults and families.
3. Demonstrate familiarity with interdisciplinary and multicultural theories in how they explain the role of the family in the development of children and youth.
4. Describe the theoretical and conceptual characteristics of successful programs that serve socially, culturally and economically diverse children, youth and families.
5. Demonstrate understanding of the destructive effects of family violence on the development of children and youth.

### **Course Requirements**

**Credit Hour Policy: Study Time Required Outside of Class** Per University policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a three unit course and so you are expected to devote a minimum of six hours of study time per week. This class will meet the University Credit Hour Policy.

#### **Readings:**

Congress, Elaine Piller & Gonzalez, Manny J. (Eds.) (2005). *Multicultural perspectives in working with families* (2<sup>nd</sup> Ed.). Springer, New York.

Maholmes, Valerie (2014). *Fostering resilience and well-being in children and families: Why hope still matters*. Oxford University Press, New York.

#### **Exams (midterm and final):**

Two True/False and Multiple Choice exams based on lectures, presentations, films and readings.

#### **Final Paper (signature assignment):**

A 10 to 20 page critical analysis research paper will be written on resiliency and protective factors and their relevance to programs and/or services addressing social, health or educational concerns of children, youth or families.

### **Grading**

#### **Exams:**

Worth 50 percent of final grade or 25 percent each exam (30 item exams):	500
Critical analysis research paper (40 percent of grade):	400
Participation in Class Participation (10 percent—includes attendance and class discussion):	100

Total Points	<hr/> 1000
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## **Grade Breakdown**

### **Percent of Total Points**

A	95-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	59 and below

## **Course Format**

This course is a traditional face-to-face mode of instruction with the use of Cougar Courses for submission of assignments and for receiving additional instructions.

**Class Participation and Discussion** Everyone is expected to participate in class discussion. This includes asking questions and participating in answering questions the instructor and guest presenters pose to students.

**Writing Requirement** In accordance with the University's "All-University Writing Requirement", students in this class will have a writing assignment, which will meet or surpass the minimum of 10 page or 2,500 word University requirement. In this course the requirement will be achieved through the critical analysis research paper, which will be between 10 and 20 double-spaced pages not counting references and any appendices. This writing assignment will cover the minimum writing requirement of 10 pages or 2,500 words.

### **Required Materials and Technological Competency Requirements**

As a student you will need to have access to a computer, to be competent in typing and be able to utilize the internet to gain access to Cougar Courses, which will be used for submitting completed assignments and to receive any further additional class instructions. Students may contact the CSUSM Help Desk for assistance. You can contact them by email at [sth@csusm.edu](mailto:sth@csusm.edu) or by phone at 760-6505 or you can stop by for help at the Student Technology Helpdesk on the second floor of Kellogg Library.

**Late Submissions of Assignments or Missing Exams** Late submissions of assignments will lead to a 25% reduction in points allocated to the assignment. Points will be lost for exams if not taken, unless valid excuse is provided. In which case, the instructor will work with the student to administer the exam as appropriate.

### **Attendance Policy, Arriving Late to Class Policy and Being Dropped from the Class**

**Administratively** Not attending the first week of class will result in you being administratively dropped from the class, unless you have provided a valid reason (e.g., illness). You are expected to attend all class meetings. It is too disruptive to have people arriving late or leaving early so please arrive on time and leave when the class is over. Please limit bathroom visits. Each unexcused absence will result in a reduction in 50 points and late arrivals or early departures will result in 25 point loss. Missing over 25% of the class sessions will lead to failing the class.

### **Use of Cell Phones, Computers and Laptops in During Class**

1. No cell phones are permitted to be used during class time. Turn them off as soon as you arrive.

2. Computers are only allowed only for course notes taking in class. Emailing or reading personal messages is forbidden and will lead to being asked to leave class immediately.
3. Students are required to use a computer for the course outside of class. We will use Cougar Courses for posting all class materials including the syllabus, as well as for submitting all course assignments. You will use optical scanning forms for exams, which you are required to purchase and bring to class (green optical scanning form).

### **CSUSM Academic Honesty Policy**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

### **ADA Statement**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

### **Code of Conduct**

Students are expected to conduct themselves in a manner appropriate for class and comply with the rules of student conduct. The rules of student conduct are included in the California Code of Regulations, Title 5, and beginning at Section 41301. A student who violates university policies or regulations is subject to disciplinary action, which can result in a warning, reprimand, probation, suspension, or expulsion. The Chancellor of the California State University specifies procedures under which the university may take disciplinary action against a student. These procedures are on file in the Office of the Dean of Students, Craven Hall, Room 5306.



## Course Schedule

### Course Calendar

Weeks	Days	Topics
1. Sept	1	Class Introduction, Introductions and Class Expectations
2. Sept	6 & 8	Understanding socially, culturally and economically diverse families.
<b>Readings:</b>		
<ul style="list-style-type: none"> <li>• Chapters 1&amp; 2: Using the Culturagram to assess and empower culturally diverse families + Integrative practice with multicultural families (CG)</li> <li>• Chapter 1: Hope: The motivation to overcome adversity (VM)</li> </ul>		
3. Sept	13 & 15	Models for understanding children, youth and families.
<b>Readings:</b>		
<ul style="list-style-type: none"> <li>• Chapters 3-4: Evidences-based models of care with multicultural families + Managing agencies for multicultural services (CG)</li> <li>• Chapter 2: Thriving in adversity: Toward a framework of hope, optimism, and resilience. (VM)</li> </ul>		
4. Sept	20 & 22	Family and developmental life stage consideration of multicultural children, youth, young adults, adults and elderly.
<b>Readings:</b>		
<ul style="list-style-type: none"> <li>• Chapters 5-9: The multicultural triangle of the child, the family and the school + Issues with multicultural adolescents + Young working men + Working with culturally diverse older adults + Grandparents raising grandchildren (CG)</li> <li>• Chapter 3: Wired for hope?: Examining our capacity for recovery, renewal and resilience (VM)</li> </ul>		
5. Sept	27 & 29	Practice with and perspectives of African, Hispanic, Asian, Arab and Native American families.
<b>Readings:</b>		
<ul style="list-style-type: none"> <li>• Chapters 10-14: An Afrocentric approach in working with African American families + practice with Hispanic American families + Practice with Asian American families + Practice with Native American/Indigenous families + Arab American families: Assessment &amp; treatment (CG)</li> <li>• Chapter 4: Parenting and family matters: Contrasting parenting family processes— Examining family strengths and assets (VM)</li> </ul>		
6. Oct	4 & 6	Review of concepts (Tuesday) and <b>Exam One (Thursday)</b>
7. Oct	11 & 13	Spiritual, legal and educational considerations when working with families.

**Readings:**

- Chapters 16-18: Spirituality and culturally diverse families + Legal issues that impact clinical practice + Clinical practice with immigrants and refugees (CG)
- Chapters 5-6: Do you believe in me?: Promoting hope through quality education and opportunities to learn + Friends and mentors: The protective power of relationships (VM)

8. Oct 18 & 20 Family violence and trauma.

**Reading:**

- Chapters 19, 22, 23: Trauma & immigrant/refugee families + Working with domestic and family violence + multicultural populations and suicide (CG)
- Chapter 7: Empowering neighborhoods and communities to foster resilience

9. Oct 25 & 27 Health and families.

**Reading:**

- Chapters 20, 21 & 24: Working with HIV-affected culturally diverse families + Working with families with substance abuse + Health and disability in multicultural families (CG)
- Chapter 8: Hope, optimism, and resilience: Cultural frames of reference (VM)

10. Nov 1 & 3 Observing and listening to families.

**Reading:**

- Chapter 25: Ethical issues & future discussion (CG)
- Chapters 9 & 10: Hope in action: Stories of overcoming, motivation, and striving toward well-being + Why hope (still) matters (VM)

11. Nov 8 & 9 Review of concepts (Tuesday) and **Final Exam (Thursday administered during normal class time)**

12. Nov 15 & 17 Review of requirements for critical analysis research paper

**Reading:**

- Class handouts on paper assignment.

13. Nov 22 (25 Thanksgiving) Student presentation of paper outline (Tuesday).

14. Nov 29 & Dec 1 Small group feedback on progress with final paper.

15. Dec 6 & 8 Student presentation of final paper.

**Note: Turn in your final papers by midnight on Cougar Courses, Monday, December 12th.**

### **Rubric for PSLOs and SLOs**

**In Regards to Program Student Learning Outcomes (PSLOs)** Students successfully passing the class will be able to:

PSLO 2: Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.

**Course Goal:** Will be able to give examples of how gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan influence families and in turn influence the development of culturally diverse children, youth and families.

While less so, the course also contributes to PSLO 1, since it reviews research informing theories related to families, children and youth and how such knowledge can be used in applied settings.

PSLO 1: Demonstrate understanding of developmental theories and how biological, psychological, social, historical and cultural dynamics influence developmental processes, and use theory as a framework to address real-world problems relating to lifespan development in applied settings such as counseling, healthcare, and education.

**Course Goal:** While less so, this course contributes to PSLO 1 by helping the student demonstrate an understanding of how theories help explain how psychosocial, cultural and historical factors influence developmental processes, which determine the well-being and integration of children and youth within society.

Will be able to identify a model or theory for understanding family functioning in multicultural families and be able to discuss the implication of the model for family services.

**Student Learning Outcomes for the Course** By the end of the semester, students are expected to have gained the following learning outcomes:

1. Understand the role of social, cultural, economic and educational factors in developing healthy families and healthy children, youth and communities.

**Rubric Outcome:** Indicate at least one salient specific social, cultural, economic and educational factor which research has shown impacts families, their children youth and communities favorably or unfavorably.

2. Understand asset and resiliency-based perspectives and how they inform us about the development of children, youth, adults and families, while contrasting them with pathologic perspectives.

**Rubric Outcome:** Will be able to name at least one salient asset and one salient resiliency perspective and discuss how it differs from a more traditional pathological perspective.

3. Become familiar with interdisciplinary and multicultural theories in how they explain the role of the family in the development of children and youth.

**Rubric Outcome:** Name at least one interdisciplinary and/or multicultural theory and discuss how it is unique in explaining the role of the family in affecting the development of children and youth.

4. Be aware of the theoretical and conceptual characteristics of successful programs that work with socially, culturally and economically diverse children, youth and families to address their social, educational and health needs.

**Rubric Outcome:** Name a theory or a conceptual characteristic underlying a successful program, which works with socially, culturally, and/or economically diverse children, youth and/or their families.

5. Learn the main debilitating or destructive effects of family violence on the development of children and youth.

**Rubric Outcome:** Describe the debilitating or destructive effects of family violence on the development of children and/or youth.

**Course Student Learning Outcomes (CSLOs)** By the end of the semester, students are expected to have gained the following learning outcomes:

1. Demonstrate understanding of the role of social, cultural, economic and educational factors in developing healthy families and healthy children, youth and communities.
2. Explain how assets- and resilience-based perspectives contrast with deficiency-based perspectives to inform the development of children, youth, adults and families.
3. Show familiarity with interdisciplinary and multicultural theories in how they explain the role of the family in the development of children and youth.
4. Describe the theoretical and conceptual characteristics of successful programs that serve socially, culturally and economically diverse children, youth and families.
5. Demonstrate understanding of the destructive effects of family violence on the development of children and youth.

### Rubric for Signature Assignment

PSLO #2	CSLO #1	Signature Assignment	Rubric
<p>Demonstrate understanding of how social categories such as gender, race, ethnicity, class, age, ability, sexuality, and religion—and the intersections of these identities—relate to diverse experiences across the lifespan.</p>	<p>Demonstrate understanding of the role of <u>social, cultural, economic and educational factors</u> in developing healthy families and healthy children, youth and communities.</p>	<p><u>Critical Analysis Research Paper</u> A 10 to 20 page critical analysis research paper on <u>resiliency and protective factors and their relevance to programs and/or services addressing social, health or educational concerns of children, youth or families.</u></p>	<p><u>Exceeds</u> (1) Describes <i>well</i> how social categories such as gender, race, ethnicity, class, and age are important to the well-being of children, youth and families. (2) Identifies and describes <i>well</i> resiliency and protective factors of children and youth. (3) Discusses well how human service programs and services relate to knowledge of risk and resiliency and protective factors.</p> <p><u>Meets</u> (1) Describes <i>fairly well</i> how social categories such as gender, race, ethnicity, class, and age are important to the well-being of children, youth and families. (2) Identifies and describes <i>fairly well</i> resiliency and protective factors of children and youth. (3) Discusses <i>fairly well</i> how human service programs and services relate to knowledge of risk and resiliency and protective factors.</p> <p><u>Does Not Meet</u> (1) Does not or poorly describes how social categories such as gender, race, ethnicity, class, and age are important to the well-being of children, youth and families. (2) Does not or poorly identifies and describes resiliency and protective factors of children and youth. (3) Does not or poorly discusses well how human service programs and services relate to knowledge of risk and resiliency and protective factors.</p>

