

HUMAN DEVELOPMENT AND FAMILY STUDIES (HDFS)

The department’s mission is to support the well-being of individuals and families through research, teaching, and service. Programs emphasize both theoretical and practical knowledge about development across the lifespan, family dynamics, the social and economic conditions that support or impede families, teacher and parent education, and prevention and intervention programs that aid individuals and families. The department is committed to acknowledging and supporting diversity, to providing an educational environment that stresses excellence and innovation, and to developing exemplary programs to serve students, helping professionals, and the larger community.

The department offers three areas of study for undergraduate majors: child development, family support, and lifespan development. Candidates for degree requirements in any of the department options must satisfy all University Discovery Program requirements in addition to satisfying specific program requirements.

The department offers two types of optional year-long internships, which students can apply for during their junior year. The child development concentration offers students a preschool-third grade teacher preparation (P-3) internship. The family support and lifespan concentration offers the family internship, which is required for Certified Family Life Educators (CFLE).

https://chhs.unh.edu/hdfs/

Programs


Courses

Human Development and Family Studies (HDFS)

HDFS 444 - We Don't All Play the Violin: Stories and Stereotypes of Asians in America
Credits: 4
An interdisciplinary course that examines perceptions of difference and foreign culture through and exploration of the process of emigration of Chinese, Japanese, Cambodian, and Vietnamese families from Asia to America and their experiences here. Class considers history, economics, state and national legislation and regulations, politics, art, gender and generational differences, and family relationships, as well as North American American reactions to the presence of Asians, how stereotypes by both Asians and Americans were developed, and their impact on family members. Writing intensive.
Attributes: Historical Perspectives(Disc); Inquiry (Discovery); Writing Intensive Course

HDFS 444A - Children at Risk
Credits: 4
This course considers child sexual molestation in the Boy Scouts, YMCA’s, and churches. Child pornography, prostitution, trafficking, and slavery are also explored. Together we will try to answer the following six questions: Who is at risk of molestation, How are children molested? Where are they molested? Who molests children and why do they molest them? What are the impacts on children and society? What responsibilities do adults and institutions have to protect children? Writing intensive.
Attributes: Social Science (Discovery); Inquiry (Discovery); Writing Intensive Course

HDFS 525 - Human Development
Credits: 4
Developmental information from conception through death; theoretical perspectives and research methods in human development, emphasis on student’s communication and analytical skills.
Attributes: Social Science (Discovery)

HDFS 525H - Honors/Human Development
Credits: 4
Developmental information from conception through death; theoretical perspectives and research methods in human development, emphasis on student’s communication and analytical skills.
Attributes: Social Science (Discovery)

HDFS 545 - Intimate Relationships and Families
Credits: 4
Theories and research relating to the family and its role in individual development.
Attributes: Social Science (Discovery)

HDFS 553 - Personal and Family Finance for Family Life Professionals
Credits: 4
Applied financial management emphasizing teaching financial issues to a variety of audiences. Topics include savings, credit, insurance and retirement, and programs and resources available to facilitate financial education.
HDFS 565 - Introduction to Child Life  
Credits: 4  
When facing acute, chronic, or life-threatening illness and traumatic injuries, children and families have unique needs within the medical system. The purpose of this course is to provide an introduction to the theory and practice of the child life profession and family centered care. Topics include children's emotional reactions to hospitalization, use of play, preparation, and family support, designing healing environments, and specializations within the field. (Also listed as RMP 565).

HDFS 586 - Families at Risk  
Credits: 4  
This course is designed to look at the biological, cultural, and situational factors that affect parenting in the twenty-first century. Concerns such as terrorism, disease, and media influences are discussed. Paradigms for positive parenting in a negative world are developed. The current problems of global warming, war, gangs, alcohol and drug abuse, and a depressed economy have an effect on daily life and how families cope. Possible remedies, solutions, and support networks that help families are discussed. Prereq: HDFS 545 or permission.

HDFS 605 - Child Study and Development Center Field Experience  
Credits: 2 or 6  
Supervised experience in the UNH Child Study and Development Center with children infancy-kindergarten, intended for students interested in early education and development. Weekly 3 hours per credit on site engaged in classroom activities as contracted with supervisor. Regular journaling and a final integrative paper on a classroom topic of interest are required. Prereq: a minimum of 12 credits in child development and education (3 credits may be taken concurrently with HDFS 605), and permission. Materials fee. May be repeated up to a total of 8 credits. Cr/F.

HDFS 623 - Developmental Perspectives on Infancy and Early Childhood  
Credits: 4  
Integrative view of the developing child from conception through childhood within the family context. Prereq: HDFS 525.

HDFS 624 - Developmental Perspectives on Adolescence and Early Adulthood  
Credits: 4  
Developmental information from pubescence through early adulthood; the concept of identity and influences on identity formation.

HDFS 625 - Adult Development and Aging  
Credits: 4  
Covers the general biological, psychological, and sociological theories and issues related to adult development and aging. Focuses on diversity in the process of aging and the influence of various contexts on that process. Course is helpful for students who plan to work in adult and gerontological research or in social services settings with adults, and/ or those who wish to become more knowledgeable on issues related to successful adult development and aging.

HDFS 635 - Teaching and Learning in Early Childhood Settings  
Credits: 4  
Current theoretical approaches to communicating with children and influencing their behavior. Weekly four-hour laboratory experience working with preschool children is required at UNH Child and Family Center. Weekly three-hour seminar. Prereq: HDFS 525, HDFS 623; permission. Special fee.

HDFS 641 - Parenting Across the Life Span  
Credits: 4  
Examination of parent-child relations across a range of developmental time periods and situations. Explores issues affecting parent-child relationships. Prereq: HDFS 525, HDFS 545.

HDFS 653 - Family Economics  
Credits: 4  
Exploration of family economics and well being; public policy and family structure influences on the economic well being of families. Prereq: HDFS 545. Writing intensive.

Attributes: Writing Intensive Course

HDFS 695 - Independent Study  
Credits: 1-6  
Scholarly project in the area of child, family, and consumer studies. Regular conferences with supervising faculty required. Prereq: approval of departmental faculty.

HDFS 697 - Special Topics  
Credits: 1-6  
Focused examination of a particular theoretical, methodological, or policy issue. May be repeated to a maximum of 8 credits. Prereq: permission.

HDFS 697W - Special Topics  
Credits: 1-6  
Focused examination of a particular theoretical, methodological, or policy issue. May be repeated to a maximum of 8 credits. Prereq: permission. Writing intensive.

Attributes: Writing Intensive Course

HDFS 707 - Practicum  
Credits: 1-6  
Supervised in-depth experience in teaching, research, or advocacy in a professional setting to increase the student's understanding of children, families. 01) Child, 02) Family. Prereq: HDFS major; permission. Special fee. Cr/F.

HDFS 709 - Child Development Internship  
Credits: 4  
Supervised teaching internship at the UNH Child Study and Development Center with children 6 wks-6 years old age for 9 hours each week. Internship experiences include teaching, documentation, and assessment. In addition students attend a weekly one-hour seminar for an in-depth reflection and analysis of the internship experience. Prereq: HDFS 525; HDFS 623; HDFS 635; and permission. Materials fees. May be repeated up to a total of 8 credits. Special fee.

HDFS 710 - Community Internship  
Credits: 1-12  
Supervised position in community early childhood settings. 1) Infant-toddler assistant; 2) Preschool-child care assistant; 3) Kindergarten assistant; 4) Child Life. May be repeated up to a total of 12 credits. Section 4 requires a minimum of 8 cr. Prereq: permission. Cr/F.

HDFS 712 - Child Advocacy and Family Policy Internship  
Credits: 4-8  
Supervised experience working in state, federal, international, or statewide advocacy organization or agency that advocates for children and/ or families. Students spend a required number of hours per week in their selected program, based on the number of credit hours. (Spring semester, possibly Summer). Prereq: HDFS major; senior status; HDFS 525; HDFS 545; 28 credit hours of human development and family studies coursework; permission. May be taken for 4 to 8 credits. Cr/F.

Co-requisite: HDFS 714
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>HDFS 714</td>
<td>Seminar for Child Advocacy and Family Policy Interns</td>
<td>2</td>
<td>This biweekly seminar focuses on issues of concern to child advocacy and family policy internship students, and develops students’ professional skills. Prereq: HDFS major, senior status; permission. (Spring semester, possibly Summer). Co-requisite: HDFS 712</td>
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<tr>
<td>HDFS 733</td>
<td>Supervising Programs for Young Children</td>
<td>4</td>
<td>Philosophical bases and theoretical rationales of various programs for young children; program alternatives and resources; issues in administration including supervision, finances, and regulations. Prereq: permission. (Fall semester only.) Writing intensive.</td>
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<tr>
<td>HDFS 734</td>
<td>Curriculum for Young Children</td>
<td>4</td>
<td>Designing and implementing developmentally appropriate activities for young children; assessing the effectiveness of activities; evaluating materials and equipment. Prereq: HDFS 525; HDFS 623; HDFS 635. (Spring semester only.) Only open to Human Development and Family Studies and HDFS: Child and Family Studies majors. Writing intensive.</td>
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<tr>
<td>HDFS 743</td>
<td>Families, Schools, and Community</td>
<td>4</td>
<td>Emphasizes the critical value of effective family-school-community partnerships in enhancing the education of young children. The literature assessing the interactive nature of parent and school resources with cultural influences is examined. Current models of family-school-community partnerships are explored. Students participate in parent/school/community activities within early childhood education centers and schools. Prereq: permission. Writing intensive.</td>
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<td>HDFS 746</td>
<td>Human Sexuality</td>
<td>4</td>
<td>Investigation of physiological, psychological, and sociological aspects of human sexuality. Particular attention to various social practices, policies, and programs that affect sexual attitudes and behaviors.</td>
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<td>HDFS 757</td>
<td>Race, Class, Gender, and Families</td>
<td>4</td>
<td>Explores the intersection of race, class, and gender in family life in the U.S. Theory, research, and other relevant literature is used to examine the variety of family configurations in our society today and the diverse experiences that families have as a result of existing social, political, and economic institutions. The strengths of various family types are considered, as well as the particular challenges these families may encounter in contemporary society. Prereq: seniors or graduate students only. Writing intensive.</td>
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<tr>
<td>HDFS 771</td>
<td>Observation and Assessment of Young Children</td>
<td>4</td>
<td>Comprehensive view of various observation techniques for determining children’s strengths and emerging skills. Exploration of issues regarding the use of formal assessments and testing with young children, retention and transitional placements, and the parent’s role in testing. Prereq: HDFS 525; HDFS 623; HDFS 635. (Fall semester only.)</td>
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<td>HDFS 772</td>
<td>International Approaches to Child Advocacy</td>
<td>4</td>
<td>An investigation into the rationales for advocacy, types of advocacy, advocacy techniques and strategies, and current domestic and international advocacy issues and approaches. Prereq: seniors only. Writing intensive.</td>
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<tr>
<td>HDFS 773</td>
<td>International Perspectives on Children and Families</td>
<td>4</td>
<td>An investigation of historical and modern conceptions of children and families in selected African, Asian, European, and Latin countries. Emphasis is placed on the contribution of these populations to the changing ethnic portrait of America. Prereq: seniors only.</td>
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<tr>
<td>HDFS #773W</td>
<td>International Perspectives on Children and Families</td>
<td>4</td>
<td>An investigation of historical and modern conceptions of children and families in selected African, Asian, European, and Latin countries. Emphasis is placed on the contribution of these populations to the changing ethnic portrait of America. Prereq: seniors only. Writing intensive.</td>
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<td>HDFS 771</td>
<td>Observation and Assessment of Young Children</td>
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<td>Comprehensive view of various observation techniques for determining children's strengths and emerging skills. Exploration of issues regarding the use of formal assessments and testing with young children, retention and transitional placements, and the parent’s role in testing. Prereq: HDFS 525; HDFS 623; HDFS 635. (Fall semester only.)</td>
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<td>International Approaches to Child Advocacy</td>
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<td>An investigation into the rationales for advocacy, types of advocacy, advocacy techniques and strategies, and current domestic and international advocacy issues and approaches. Prereq: seniors only. Writing intensive.</td>
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<td>HDFS 773</td>
<td>International Perspectives on Children and Families</td>
<td>4</td>
<td>An investigation of historical and modern conceptions of children and families in selected African, Asian, European, and Latin countries. Emphasis is placed on the contribution of these populations to the changing ethnic portrait of America. Prereq: seniors only. Writing intensive.</td>
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<td>HDFS 776</td>
<td>Children, Adolescents and the Law</td>
<td>4</td>
<td>This course is designed to familiarize students with the specialized laws and adjudicative systems that govern children, adolescents and families and reflect society's effort to balance competing interests and goals. It provides the chance to explore laws and processes that affect children and adolescents as they interact with their caregivers, families and society at large. Prereq: HDFS 525, HDFS 545 and HDFS 623 or HDFS 624. Open to HDFS and Justice Studies majors only. Writing intensive.</td>
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<td>HDFS 785</td>
<td>Seminar for Student Teachers</td>
<td>2</td>
<td>Supplements the student teaching experience and effects a transition to the profession of teaching for those students admitted to the early childhood certification option.</td>
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**Attributes:** Writing Intensive Course
HDFS 786 - Seminar for Student Teachers
Credits: 2
Supplements the student teaching experience and effects a transition to the profession of teaching for those students admitted to the early childhood certification option.

HDFS 788 - Student Teaching Young Children
Credits: 8
Supervised teaching experience. Students spend a minimum of 20 hours per week in a selected program for young children working with a cooperating teacher. Students must apply during the fall semester of their junior year. Coreq: HDFS 785 and HDFS 786. (Spring semester only). Special fee. Cr/F.

HDFS 792 - Family Internship Seminar
Credits: 2
This biweekly seminar focuses on issues of concern to family internship students, provides advanced training in educational strategies for working with families, and develops students’ professional skills. This is a two-semester course with 2 credits being taken each semester. Prereq: HDFS major; admission to family internship program; permission. (Fall and spring semester) IA (continuous grading).
Co-requisite: HDFS 782

HDFS 792W - Family Internship Seminar
Credits: 2
This biweekly seminar focuses on issues of concern to family internship students, provides advanced training in educational strategies for working with families, and develops students’ professional skills. This is a two-semester course with 2 credits being taken each semester. Prereq: HDFS major; admission to family internship program; permission. (Fall and spring semester) IA (continuous grading). Writing intensive.
Co-requisite: HDFS 782
Attributes: Writing Intensive Course

HDFS 794 - Families and the Law
Credits: 4
Exploration of laws effecting families and the interaction of family members with each other and with society. Prereq: HDFS 545. Writing intensive.
Attributes: Writing Intensive Course

HDFS 795 - Advanced Independent Study
Credits: 1-6
Students in the major may undertake advanced study in child development, lifespan development or family support in consultation with a HDFS faculty memeber. The result of the study is to be a significant written product of a quality comparable to a 700 level course. A learner/sponsor contract will be required. Prereq: permission.

HDFS 797 - Advanced Special Topics
Credits: 1-6
Highly focused examination of a particular theoretical, methodological, or policy issue.

HDFS 799 - Honors Senior Thesis
Credits: 2-4
Under direction of a faculty sponsor, students plan and carry out an independent investigative effort in an area of family, child, and/or consumer studies, resulting in a written thesis and an oral presentation before students and faculty. Prereq: majors only; senior standing; permission. Two-semester sequence as continuing course.

Faculty
https://chhs.unh.edu/our-faculty-and-staff-model-excellence