

Queens College
Department of Family, Nutrition, and Exercise
Major: Family and Consumer Sciences

Human Development and Family Science (HDFS)

Specialization

Student Handbook

Human Development and Family Science

Table of Contents

Introduction	3
Mission and Goals	3
Program Requirements	4
Family Life Education Certification (CFLE)	9
Career Opportunities	13
Faculty	15
Students	16
Resources.....	19

Human Development and Family Science

Introduction

The Human Development and Family Science (HDFS) Specialization at Queens College is part of the Family and Consumer Sciences Program in the Department of Family, Nutrition, and Exercise Sciences (FNES).

The program offers a Bachelors of Arts degree in Family and Consumer Sciences that requires the completion of *120-credits*, including general college curriculum and courses specific to the program and specialization of human development and family science.

The Human Development and Family Science Specialization is approved for the Family Life Education Certification (CFLE) by the National Council on Family Relations (NCFR). The certification attests that the curriculum includes appropriate course work for each of the 10 family life substance areas required for the CFLE designation.

Human Development and Family Science programs are an important presence across the country. Similar programs are at many universities, such as Human Development and Family Studies –Penn State; Human Development and Family Science at Syracuse University, University of Texas Austin, and East Carolina University.

Strong families are the foundation for healthy communities and societies. Families today are confronted with different challenges (e.g., divorce, illness, poverty, death). Human Development and Family Science professionals help families use resources to promote optimal development and find solutions to their problems using a multi-disciplinary approach (e.g., human development, family relations, family economics and resource management).

Mission and Goals

The mission of the Human Development and Family Science Specialization is to prepare students to have knowledge of the human development and family science concepts and theories, and to apply the current and emerging knowledge to enhance the wellbeing of individuals, families and communities.

The Goals of the Human Development and Family Science Specialization are:

1. to prepare HDFS graduates to be competent family life educators and to obtain entry-level positions in child, family and social services and programs
2. to prepare students to become effective critical thinkers
3. to enable students develop effective oral and written communication skills

4. to develop individuals who are prepared to gather, interpret, and assess the research literature in order to evaluate complex problems and issues
5. to enable students to understand the role of cultural diversity in their profession
6. to develop individuals who are able to demonstrate collaboration and teamwork, positive attitudes towards work, ethical and professional demeanor, and leadership skills

Program Requirements

Requirements for a Bachelor of Arts degree in Family and Consumer Sciences include satisfactory completion of the general college curriculum and courses specific to the specialization (a total of 120 semester hours are needed for graduation). The courses in Human Development and Family Science offer a range of formats, which accommodate different learning styles. Lectures (using PowerPoint slides) are combined with discussions, small group student work, student presentations, exams and research projects.

Advising and Course Registration Procedures

HDFS Admissions Procedures

Students who want to major in Family and Consumer Sciences with the Specialization of Human Development and Family Science come to the advisor. Students may declare this Major as long as they are in good standing at the college. During the advising session, the advisor goes over the structure of the department, the requirements for the major, the courses, the fieldwork, the Family Life Education Certification (CFLE), job opportunities after the graduation or applying to graduate school and the possible fields. During the session the student's program is planned and the student can proceed to sign up for the courses during the pre-registration. The Majors can see the advisor at any time during her office hours and other times by appointment.

HDFS Program Requirements (Total: 55 credits):

Human Development and Family Science Core (36 credits)

Required Out-of-department Courses (7 credits)

Early Registration (Pre-Registration)

Pre-registration is available to HDFS / FNES students. Only students who have declared their major in HDFS / FNES can pre-register.

Early registration is in October for the Spring Semester Courses.

Early registration is in March for the Fall Semester Courses.

Check your QC email for notification or visit the FNES office in Remsen 306. The forms must be filled by students and returned to the department office by the stated due date. If students are late for early registration they most likely will not be able to be placed into the classes they require.

Please note that if a course is full / closed there is nothing the Advisor can do. Students cannot be added to a full class. This is why it is extremely important that students register during the pre-registration period.

Advising Procedures

Students are advised to consult with the Student Advisor, regularly, to ensure proper progress through the program. Advising takes place during the Advisor's designated office hours. Prior to or during the meeting with the Advisor, students must fill out the attached Advising Session Form, indicating the reason for the meeting.

**Queens College - Department of Family, Nutrition, and Exercise
Major: Family and Consumer Sciences
Specialization**

HUMAN DEVELOPMENT AND FAMILY SCIENCE (HDFS)

PROGRAM REQUIREMENTS

This program is for students interested in working with individuals, families and children in such settings as family service agencies, family service departments of hospitals and clinics, financial institutes, financial counseling agencies, consumer agencies nursing homes for the aged, adolescents' and children's residencies, day care centers, departments of social welfare, etc. This specialization is recommended for those wishing to obtain an advanced degree in social work, marriage and family counseling, school counseling, mental health, child and family studies, human resources management, or consumer studies

PROGRAM REQUIREMENTS (Total: 55 credits)

* FNES 140: Child Development and Parenting		3 cr.
FNES 147: Family Relations		3 cr.
FNES 151: Families as Consumers		3 cr.
* FNES 153: Family Resource Management		3 cr.
FNES 163: General Nutrition (OR FNES 263 & 264 Nutrition)		3 cr.
* FNES 248: Problems in Marriage and Family	(FNES 147 Prereq.)	3 cr.
** FNES 249: Child and Family Policies	(FNES 147 Prereq.)	3 cr.
** FNES 250: Research Methods in HDFS	(FNES 147 Prereq.)	3 cr.
** FNES 251: Child Life: Coping with Medical Problems	(FNES 140 Prereq.)	3 cr.
** FNES 256: Counseling Sexuality	(FNES 147 Prereq.)	3 cr.
* FNES 345: Theories of Lifespan Development	(FNES 147 Prereq.)	3 cr.
** FNES 347: Families in Cross-Cultural perspectives	(FNES 147 Prereq.)	3 cr.
* FNES 348: Family and Community Program Development	(FNES 147 Prereq.)	3 cr.
** FNES 349: Family Issues and Conflict Resolution	(FNES 248 Prereq.)	3 cr.
* FNES 360: Professional Development and Ethics		3 cr.
FNES 376: Fieldwork – Community		3 cr. (1+2)

REQUIRED OUT-OF-DEPARTMENT COURSES (7 credits)

PSYCH 107(Statistical Methods) OR SOC 205 (Social Statistics)	4 cr.
Biology 22 (Introduction to Human Physiology)	3 cr.

*Offered Fall only **Offered Spring only

- Please note that students must have a C or better in all courses listed above.
- A student may not repeat a major course more than once beyond the initial enrollment in the course.
- Students should take the Statistics and Biology courses after their first semester in the program and no later than their third semester.

HDFS Coordinator & Advisor – Dr. Mihaela Robila
HDFS Advisor – Dr. Elizabeth Riina

✉ Mihaela.robila@qc.cuny.edu
✉ eriina@qc.cuny.edu

Queens College - Department of Family, Nutrition, and Exercise

Major: Family and Consumer Sciences

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Recommended Schedule of Courses by Semester

This is the guide for the HDFS Schedule of Courses by Semester.

Students should develop their course schedule by meeting with HDFS advisors: Dr. Mihaela Robila, Mihaela.Robila@qc.cuny.edu or Dr. Beth Riina Elizabeth.Riina@qc.cuny.edu .

<u>1st Semester / Fall</u>	<u>2nd Semester / Spring</u>	<u>3rd Semester / Fall</u>	<u>4th Semester / Spring</u>
FNES 140	FNES 249 (pre req FNES 147)	FNES 248 (pre req FNES 147)	FNES 347 (pre req FNES 147)
FNES 147	FNES 250 (pre req FNES 147)	FNES 348 (pre req FNES 147)	FNES 349 (pre req FNES 248)
FNES 151	FNES 251 (pre-req FNES 140)	FNES 345 (pre req FNES 147)	FNES 256 (pre req FNES 147)
FNES 153	FNES 163	FNES 360	FNES 376 (2+1 cr)
	Statistics (PSYCH 107/SOC 205)	Human Physiology (Bio 22)	

**Queens College - Department of Family, Nutrition, and Exercise
Human Development and Family Science (HDFS)**

Student Program of Study Form

Student Information - Please complete the information below

Name: _____

Email: _____

Phone: _____

Address: _____

Declaration of Major Date: _____

Schedule of Courses by Semester – using the HDFS Recommended Schedule of Courses

Courses already taken in HDFS: _____

Use the following table to plan out what courses you will take and when. Due to schedule changes, courses may not always be available as anticipated. It is important to regularly meet with your advisor before registration to make sure you take what is required in time for graduation.

<u>1st Semester</u> 20__	<u>2nd Semester</u> 20__	<u>3rd Semester</u> 20__	<u>4th Semester</u> 20__
	Statistics	Bio 22	

<u>5th Semester</u> 20__	<u>6th Semester</u> 20__	<u>7th Semester</u> 20__	<u>8th Semester</u> 20__

Please Note: Any change to the above approved schedule must to be approved and signed by the Advisor.

Form completed by advisor (signature) _____ date _____

Form received by student (name/signature) _____ date _____

**Queens College
Department of Family, Nutrition, and Exercise**

Major: Family and Consumer Sciences

Specialization: Human Development and Family Science (HDFS)

Advising Session Form

*Student **must** fill out the following **before** meeting with the HDFS Advisor.*

Date_____

Student Name_____

Student email:_____@mail.qc.edu_

Anticipated Graduation (Semester & Year) _____

Reason for Meeting (be as descriptive as possible)_____

Advisor's comments:

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Course Descriptions

FNES 140. Child Development and Parenting. 3 hr.; 3 cr. Child development and parenting as they relate to promoting human growth and development and strengthening the well-being of individuals and families.

FNES 147. Family Relations. 3 hr.; 3 cr. Interpersonal relations in contemporary American marriage and family life. Topics include dating, courtship, sex attitudes and behavior, family preplanning, communication, marital conflict, the unmarried, and elements of a successful marriage.

FNES 151. Families as Consumers. 3 hr.; 3 cr. A study of consumer issues as they affect the family, with special emphasis on cultural, social, psychological, and economic factors influencing consumer behavior; consumer rights and responsibilities; and public policy issues.

FNES 153. Family Resource Management. 3 hr.; 3 cr. The effective management of resources for individuals and families.

FNES 163. General Nutrition. 3 hr.; 3 cr. Fundamental principles of normal nutrition and their application to the selection of adequate diets for individuals and families.

FNES 248. Problems in Marriage and the Family. 3 hr.; 3 cr. Prereq.: FNES 147. An exploration of current factors that precipitate family crisis, and the effect of crises on the family as a group.

FNES 249. Child and Family Policies. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different child and family policies and their effects on families. Examination of the policy-making process and the roles that family professionals can play in influencing government policies that support and strengthen families.

FNES 250. Research Methods in Human Development and Family Science. 3 hr., 3 cr. Prerequisite: FNES 147. An overview of quantitative and qualitative research methods. Examination of the research process stages (e.g., literature review, development of research questions, data collection and analysis, writing and presenting the results).

FNES 251: Child Life: Coping with Medical Problems. 3hr., 3 cr. Prereq: FNES 140. An overview of child life profession and skills. Examination of the child life theories, research, assessment and techniques. Strengthen students' skills needed in providing support to children and their families in health care settings.

FNES 256. Sexuality Counseling. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of different issues related to sexuality in the family. Examination of how sexuality impacts family life and the factors that impact sexuality. Counseling strategies to provide support with sexual issues will be discussed.

FNES 345. Theories of Lifespan Development. 3hr.; 3cr. Prereq.: FNES 147. This course provides an overview of family theories across the lifespan.

FNES 347. Families and Cross-Cultural Perspectives. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family dynamics (marital relations, gender roles, parenting) in different cultures. Examination of childhood development and patterns of socialization from cross-cultural perspectives.

FNES 348. Family and Community Program Development. 3 hr.; 3 cr. Prereq.: FNES 147. An overview of family and communities dynamics. Examination of different types of community programs. Understanding the process of program development and evaluation.

FNES 349. Family Issues and Conflict Resolution. 3 hr.; 3 cr. Prereq.: FNES 248. This course is designed to examine communication and parenting skills and various counseling techniques to facilitate conflict resolution.

FNES 360. Professional Development and Ethics. An exploration of different career options and of career development. Understanding ethics and the professional Code of Ethics, and use critical thinking in examining ethical questions and make ethical decisions.

FNES 376. Fieldwork in the Community. FNES 376.1, 3 hr.; 1 cr., & FNES 376.2, 6 hr.; 2 cr. Prereq.: Junior or senior standing and permission of the department. Fieldwork courses provide professional experience for majors in approved institutions, agencies, firms, or community activities in areas related to family and consumer sciences.

Family Life Education Certification (CFLE)

In 2005 the program was approved for the Family Life Education Certification by the National Council on Family Relations (<http://www.ncfr.org/cfle-certification>). NCFR is the largest organization focused on family issues, family research, and family policy and programs in the United States (www.ncf.org). The CFLE is a national certification, recognized and accepted in all the States. In 2010 and 2015, the program was Re-Certified (this process occurs every 5 years).

The approval for the certification requires a thorough external peer-review process which attests that the curriculum is in line with national CFLE standards. NCFR recognizes regionally-accredited schools offering degree programs with course work that includes content covering the ten family life content areas required for approval as a Provisional Certified Family Life Educator (CFLE) (www.ncfr.org). NCFR approval allows the school to offer their graduates the opportunity to apply for Provisional Certification using the Abbreviated Application process. The Major itself does not lead automatically to the certification; the students have to individually apply for it to NCFR, but the curriculum of the program ensures that the students' applications are approved. In New York State, there are only three programs CFLE approved – ours, at Queens, at SUNY –Oneonta and at Syracuse University.

Table 1. The 10 Family Life Content Areas and the HDFS Courses

Family Life Education Content Areas	HDFS Courses
1. Families & Individuals in Societal Contexts	FNES 347 Families and Cross-Cultural Perspectives FNES 348 Families in Communities
2. Internal Dynamics of Families	FNES 248 Problems in Marriage and the Family FNES 251 Child Life: Coping with Medical Problems
3. Human Growth & Dev Across the Life Span	FNES 140 Child Development and Parenting FNES 345: Theories of Lifespan Development
4. Human Sexuality	FNES 256: Counseling Sexuality FNES 147 Family Relations
5. Interpersonal Relationships	FNES 349 Family Issues and Conflict Resolution FNES 147 Family Relations
6. Family Resource Management	FNES 153 Family Resource Management FNES 248 Problems in Marriage & the Family
7. Parent Education & Guidance	FNES 140 Child Development and Parenting FNES 349 Family Issues and Conflict Resolution
8. Family Law & Public Policy	FNES 249 Child and Family Policies FNES 151 The Family and Consumer
9. Professional Ethics & Practice	FNES 360 Professional Development and Ethics
10. Family Life Education Methodology	FNES 348 Family and Community Program Development FNES 250 Research Methods in HDFS
11. Internship/Practicum (minimum 3 semester credits and 120 clock hours)	FNES 348 Family and Community Program Development FNES 376 Fieldwork in the Community

Career Opportunities

The purpose of the Specialization in Human Development and Family Science is to prepare individuals for education and service careers working with individuals and families. Given the applied nature and coursework of our program, our graduates are well equipped to find employment. They have jobs in areas such as social service agencies for children, and elderly, mental health services, or parenting programs. Some students decide to continue their graduate studies in Social Work, Family Counseling/Family Therapy, Human Resources, and other fields, and they report great experiences due to their education at Queens College.

Employment

Students develop the knowledge and skills necessary to help families successfully manage challenges they may encounter across the lifespan and work in settings such as: State Department of Family and Child Services, Health and Human/Family Services agencies, Day care centers, Family life education centers, Family Service Departments of Hospitals and Clinics, Adolescents' and children's residencies, Cooperative Extension services, Consumer Relations Departments of Business and Industry, Non-profit agencies.

Possible **Employment Settings***:

4-H Development	Health Promotion Organizations
Adoption and Foster Care	Hospices
Adult Education Centers	Hospitals
Child Protective Services	International Agencies
Civic Groups	Latch Key Programs
Colleges and Universities	Mental Health Institutions
Community Action Programs	Military Family Support
Community Education/Extension	Neighborhood Youth Corporations
Community Health Centers	Nursing Homes
Correctional Facilities	Parenting Centers
Criminal Justice	Planned Parenthood
Crises Centers	Preschool/Day Care
Crisis or Hotline Services	Project Head Start
Day Care Centers	Recreation Programs
Disability Services	Religious Organizations
Divorce Mediation	Research
Domestic Violence Prevention	School Dormitories
Drug/Alcohol Rehab Centers	Schools - Public & Private
Early Childhood Family Education	Schools for Deaf/Blind
Economic Opportunity	Senior Citizen Programs
Employee Assistance Programs	Social Welfare Offices
Extension	Student Services
Faith Communities	Vocational Guidance

Family Life	Women's Centers
Family & Individual Therapy	YMCA/YWCA
Fathering Programs	Youth Organizations
Girl Scouts/Boy/Scouts/Campfire USA	
Halfway Houses	

* Source: National Council on Family Relations - www.ncfr.org

Graduate School

Students are encouraged to pursue graduate studies to increase their knowledge base and professional experience. Many of them chose to apply for Graduate Programs in the area. Examples of possible fields include: Child and Family Studies, Marriage and Family Therapy, Social Work, Human Resources, School Counseling and Guidance, among others.

Examples of Graduate Programs in New York City Area:

Columbia University – Social Work <http://socialwork.columbia.edu/>
 Hunter College, CUNY- Social Work <http://www.hunter.cuny.edu/socwork/>
 John Jay College, CUNY - Public Administration <http://www.jjay.cuny.edu/academics/694.php>
 Lehman College/CUNY – Social Work <http://www.lehman.edu/academics/social-work/>
 Fordham University – Social Work
http://www.fordham.edu/academics/colleges_graduate_s/graduate_profession/social_service/master_of_social_wor/index.asp

Hofstra University – Marriage and Family Therapy
<http://www.hofstra.edu/academics/Colleges/healthscienceshumanservices/MAMFT/index.html>

Hofstra University –Human Resources Management
<http://www.hofstra.edu/ACADEMICS/Colleges/Zarb/MGMT/MSHRM/index.html>

Iona College – Marriage and Family Therapy
<http://www.iona.edu/Academics/School-of-Arts-Science/Departments/Marriage-and-Family-Therapy.aspx>

New York University – School Counseling and Guidance
http://steinhardt.nyu.edu/appsyh/ma/counseling_guidance

Touro College – Social Work <http://legacy.touro.edu/MSW/>

St John’s University – Mental Health Counseling
<http://www.stjohns.edu/academics/program/mental-health-counseling-master-science-education>

Seton Hall (NJ) – Marriage and Family Therapy
<http://www.shu.edu/academics/education/eds-family-therapy/index.cfm>

Faculty

The HDFS Faculty members have a broad and in-depth expertise in the field of human development and family studies. They have conducted research and published in the areas of parenting, impact of poverty on families, cultural diversity, child and family policies, child and adolescent development. The faculty is enthusiastic, caring and committed to students' success. Faculty strongly encourages student participation in research projects. Conducting research as undergraduates increases students' chances for acceptance to top graduate schools programs and increases the chances for employment.

Mihaela Robila, Ph.D., CFLE, is Professor of Human Development and Family Studies and joined Queens College in 2003. She has a B.A. in Psychology (1997), a M.A. in Marriage and Family Therapy (1999) and a Ph.D. in Child and Family Studies (2002). She has been teaching courses on Child and Family Policies; Child Development and Parenting; Conflict Management; Families in Communities; Families in Cross-Cultural Perspectives, Problems in the Family; Counseling Sexuality; Community Programs and Research Methods. Dr. Robila's scholarship is on family functioning, family policies, international migration, and cultural diversity. She co-edited a book on "Global Perspectives on Family Life Education" (Springer, 2018), edited the "Handbook on Family Policies across the Globe" (Springer, 2014), wrote a book on "Eastern European Immigrant Families" (2010; Routledge), edited a book on "Families in Eastern Europe" (2004; Elsevier), published numerous peer-reviewed articles and book chapters, and presented to many national and international conferences. Her work has been supported by grants and contracts from the American Councils for International Education/ U.S. Department of State, Fulbright, Spencer Foundation, United Nations, Fahs-Beck Fund, Jacobs Foundation, and CUNY Research Foundation, among others. She is a Certified Family Life Educator (CFLE) by the National Council on Family Relations (NCFR) and a Fellow of the American Psychological Association Divisions 52 (International), 43 (Family), and 37 (Child and Family Policy).

Elizabeth Riina, Ph.D., earned her doctoral degree in Human Development and Family Studies from Penn State University (2011), her M.S. in Human Development and Family Studies from Penn State (2007) and her B.A. in Psychology and Brain & Cognitive Sciences (2004) from the University of Rochester. She completed a postdoctoral fellowship at the National Center for Children & Families at Teachers College, Columbia University before joining the faculty as Assistant Professor of Human Development and Family Studies at Queens College in 2013. Dr. Riina's research concentrates on the well-being of families and individual family members within sociocultural and developmental contexts. Driven by family systems and ecological theories, Dr. Riina considers in the mutual influences between family members that unfold over time, in addition to connections between families and outside contexts, in both normative and at-risk populations. Her recent work has focused on the development of coparenting relationships across children's adolescence. She is also interested in identifying family and neighborhood protective factors for at-risk youth. For example, she has several studies that examine the protective function of neighborhood social cohesion for youth who experience risks in various contexts (i.e., family violence, racial discrimination).

Alan Stein, M.A., has been an Adjunct Professor at Queens College since 1998. His professional background includes a B.A. in Psychology and in Political Science, a M.A. degree in Psychology, and a M.A. degree in Social Work. He is also trained in and Certified in Psychoanalysis. Professor Stein has been teaching several courses over the years at Queens College, including Problems in the Family (FNES 248), Conflict Resolution (FNES 349), and Counseling Sexuality (FNES 256). He has been continuously teaching the course on Family Relations (FNES 147). His teaching is greatly benefiting from his rich clinical experience. He is incorporating his experiences working with individuals and families as examples of typical family related issues that he sees every day outside the classroom. In addition to teaching at Queens, Professor Stein teaches two classes on Clinical Social Work at Fordham University's Graduate School of Social Service. He also maintains a private practice in Manhattan and on Long Island, and is the Director of Behavioral Medicine at Winthrop University Hospital. At Winthrop, Professor Stein has also become involved with Stony Brook Medical School, currently on the new Learning Communities project which includes mentoring Stony Brook students who are placed at Winthrop.

Students

Student Knowledge

The program provides students with broad knowledge on issues in human development and family science. The HDFS Courses offer a range of formats, which accommodate different learning styles. Lectures (using PowerPoint slides) are combined with discussions, small group student work, student presentations, exams and research projects. Students have thus access to excellent education through their courses. In most of the courses they are required to conduct literature reviews, to write papers, to prepare and deliver presentations in class. For these presentations they are required to use PowerPoint and encouraged to use other materials and technology (e.g., videos, media). Students are also conducting hands-on activities and role play; they work in small groups or in student teams. All of these activities increase their written and oral communication skills.

Students are also encouraged to collaborate with the faculty on different research projects. Several students served as Research Assistants on several funded projects and presented their work to national and regional/local professional meetings. Being involved in research provides a great opportunity to increase one's knowledge base and acquire skills that could be further used in graduate school or in the job market.

Student Fieldwork

Students are required to have a fieldwork experience. This exposes them to different social services and community programs. They have the opportunity to apply what they learn in their courses to real life cases. Students are responsible for finding their own placements, under guidance from the faculty.

Students are required to find a Fieldwork Placement that accepts them before they register for the FNES 376: Fieldwork Course.

Students are required to read the Fieldwork Experience Guide which includes more details about this process. This Guide can be found in the main office or at their advisor.

Examples of programs where previous students went include different child care services, Head Start Programs, Safe Horizon (www.safehorizon.org), Child Advocacy Center, Foster Care Agencies (.g., Forestdale www.forestdaleinc.org), Coalition for Child Abuse and Neglect (www.ccanli.org), Adoption Agencies, nursing homes, etc. Some students find employment during their fieldwork experience or at their fieldwork placements. Even before their fieldwork experience students are encouraged to volunteer at different agencies, depending on their interests. Volunteering experiences are contributing positively to students' applications for graduate studies or employment.

Student Club

The Student Club provides an opportunity for students to develop professional and leadership skills. All of the HDFS students are encouraged to participate in the Club activities and show leadership roles by becoming a Club Officer. The Club has five Officers: President, Vice-President, Secretary, Treasurer, and Public Relations. Joining the Club does not involve any financial cost.

A successful college experience includes academic excellence complemented by meaningful extracurricular activities. Being part of the Student Club provides students with guidance and support in becoming a well rounded Human Development and Family Science professional. Students are encouraged to join the Club in order to develop communication and social skills, develop leadership skills, participate in activities, grow in professionalism by learning to participate cooperatively and assume responsibilities, make friends and have fun. The Club organizes several activities per semester that are advertised and open to the whole college community. For these activities the Club Officers invite as speakers professionals from different community programs. This provides them with opportunity to network, reach out, make connections and understand the field further. The club also maintains the specialization bulletin board with support from the Club Faculty Advisor. Dr. Mihaela Robila was the Faculty Advisor for the AAFCS Club (2004-2015). Dr. Beth Riina is currently the Advisor for the Club (2015 - Present).

National Council on Family Relations Student Affiliate

Students are encouraged to become members of the **National Council on Family Relations (NCFR)** (www.ncfr.org), the biggest organization in the family science field. We are considering developing the **National Council on Family Relations (NCFR) Student Affiliate** (<https://www.ncfr.org/membership/member-groups/affiliate-councils/student-affiliates>)

at Queens College. To start a new student affiliate, we will need at least 10 NCFR members at our college (combination of students, and faculty). While the HDFS faculty members are NCFR members, to meet the membership requirement, students would need to become members as well. Students are encouraged to join NCFR so that they can develop (with faculty support) the NCFR Student Affiliate at Queens College. Developing such an affiliate would increase networking, visibility and professional opportunities.

Professional Organizations

Advantages of being a member of a professional organization include: knowing and connecting with professionals in the field, receiving a professional journal, job/career opportunities listings, etc. Participation to professional meetings strengthens students' professional development by increasing their knowledge through attending different sessions, knowing and connecting with professionals in the field, and exposing them to job/career opportunities. Conference participation and presentation also improves their resume, by indicating that they are participating actively in the field and they connect with other scholars.

Professional Organizations in Human Development and Family Science Field:

- National Council of Family Relations (NCFR)
- American Psychological Association (APA) (Division 43: Family)
- Society for Research on Child Development (SRCD)
- American Association of Family and Consumer Sciences (AAFCS)
- Family Science Association (FSA)
- International Association for Cross-Cultural Psychology (IACCP)
- Society for Cross - Cultural Research (SCCR)
- Stress and Anxiety Research Society (STAR)
- Society for Research on Adolescence (SRA)
- Gerontological Society of America (GSA)
- International Society for the Study of Behavior Development (ISSBD)

Alumni

The HDFS Program Coordinator and Advisor has maintained contact with most of the alumni. Alumni are invited back to the program as guest speakers for different courses and to serve as role models and resources for the current students.

Our graduates have gone for graduate studies to New York University (School Counseling and Guidance; Social Work), John Jay College/CUNY (Public Administration); Columbia University (Social Work), Touro College (Social Work), Hofstra University (Human Resource Management), St John's University (School Guidance Counseling), Iona College (Marriage and Family Therapy), SUNY Stony Brook (Social Work), Converse College (Family Therapy), Hunter College (Mental Health; Social Work), Converse College (Marriage and Family Therapy) etc.

Given the applied nature and coursework of our program, our graduates are also well equipped to find employment. Our students have been working in community programs providing different

types of social services, for example, at the Hispanic Committee for Families and Children, NYC Early Childhood Professional Development Institute, Child Care Centers, Forestdale Foster Care Agency, etc.

Resources

Queens College of CUNY

Queens College enjoys a national reputation for its liberal arts and sciences. The college is ranked fourth in the nation for “diverse student population,” with students coming from 140 countries, reflecting the diversity of the New York City area.

Peer Counseling Program

The Peer Counseling Program website indicates: “Peer Counselors see their role as helping other students to learn more about themselves, the college, and its offerings, and then clarifying available alternatives and options.” The website also indicates that “The Student Services and Counseling Minor is designed for students who are interested in pursuing graduate work or employment in the area of counseling, psychology, counselor education, teaching, communications and social work. If you are at least a lower sophomore in good academic standing (minimum 2.5 GPA or better) and willing to commit to a minimum of two (2) semesters of coursework, you are eligible to apply.”

Many of our students pursue careers in counseling, family therapy, social work, and thus such a program could strengthen their resume and increase their experience. Several of our HDFS students got their minor in Peer Counseling and reported a great experience. Two of HDFS courses (FNES 147 and FNES 248) are accepted as part of this Minor. Please contact the Peer Counseling Program if you are interested in this.

(Program Address: Student Union, LL 37; Program Website
<http://www.qc.cuny.edu/StudentLife/services/counseling/peer/Pages/default.aspx>)

Computer Lab

The computer lab located in Remsen Hall room 308 is for FNES students only. It is available for use when the lab technician is present. Please check the hours on the lab’s door.

Child Development Center

We have close collaborations with the Child Development Center on QC Campus. The Center Website indicates that “The Child Development Center provides quality child care and an early education program to meet the needs of both the student-parent and the child. Additionally, we provide after school care for student-parent’s children between the ages of 5 and 10”.

We encourage our students to visit the Center and they are always welcomed there. Visiting the Center provides our students with a great opportunity to familiarize themselves with a Child Development facility and its operations. As many of our students chose to work in early childhood settings and services, this experience is invaluable. As part of the Child Development and Parenting Course (FNES 140) some students are visiting the Center and conduct child observations. Sometimes students volunteer or even become part-time student workers at the Center. The Center personnel have taught on occasions in our program courses such as FNES 140: Child Development and Parenting, and many times they are guest speakers to our classes or student club activities.

(Center Address: 245 Kiely Hall; Website:

<http://www.qc.cuny.edu/StudentLife/services/ChildDevelopment/Pages/default.aspx>)

Writing Center

Students are strongly encouraged to visit the Writing Center on Campus. The Center website indicates that “The Writing Center’s mission is to help students grow and mature as writers by helping them build on their strengths and overcome whatever difficulties they may have with writing”. As professionals in the Human Development and Family Sciences field our students are required to write articles, reports, reviews, sometimes to conduct research and disseminate their findings. Thus, it is important for them to be very good writers. All of the HDFS courses include assignments that require students to write high quality papers. Students who inquired support from the Writing center indicated positive experiences.

(Center Address: Kiely Hall 229; Website:

<http://www.qc.cuny.edu/Academics/SupportPrograms/SupportCenter/Pages/WritingCenter.aspx>)

Library

Students are encouraged to familiarize themselves with the Library Services since many of their courses assignments involve library research. The QC –CUNY library is very reach and many of the peer - reviewed journals are available online, students being able to access them remotely by using their library ID card number.

Note. This document was written by Dr. Mihaela Robila (2014; revised 2016, 2018)