

AUG 12 2008

New Course Request

Indiana University

IN

Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 88

1. School/Division NURSING 2. Academic Subject Code NURS

3. Course Number F701 (must be cleared with University Enrollment Services) 4. Instructor TBD

5. Course Title Family Systems Interventions

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Summer 2009

7. Credit Hours: Fixed at 3.0 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: The goal of this course is to develop an understanding of theory-based interventions for research with family systems. The course will facilitate an in-depth understanding of family systems concepts. The course will also address ethical issues when working with families, and it will have a focus on culture, social class, and ethnicity.

11. Lecture Contact Hours: Fixed at Distance or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: every other yr of which _____ percent are expected to be graduate students.

14. Frequency of scheduling: every other yr Will this course be required for majors? _____

15. Justification for new course: Family internal minor course is needed for PhD students whose focus is family as well as being distance accessible. The course needs to focus on being family research

16. Are the necessary reading materials currently available in the appropriate library? _____ researcher.

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. Social work has family courses; however, the focus is on being a clinician and is not distance accessible, plus, students must be a social work student to take

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Sham Amis Date 4/15/08
Department Chairman/Division Director

Approved by: Janis Desaut Date 5/8/08
Dean

Date _____
Dean of Graduate School (when required)

Merry L. Quener Date Aug 08
Chancellor/Vice-President

Jake O'Palie Date 6/9/08
UPUI Curriculum Subcommittee Date _____

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**Indiana University School of Nursing
F701 Family Systems Interventions
Course Syllabus**

Total Credit Hours: 3

Placement in Curriculum: Open

Prerequisites: Admission to the PhD program; D607; D608 F700 Theories for Family; Health; or permission from the faculty

Co-Requisite Courses: None

Faculty: TBA

Course Description: The goal for this course is to develop an understanding of theory-based interventions for research with family systems. The course will facilitate an in-depth understanding of family system concepts. The course will also address ethical issues when working with families, and it will have a focus on culture, social class, and ethnicity.

Course Competencies

By the completion of this course, students will be able to:

- 1. Develop an in-depth understanding of an intervention within the context of given family system theoretical frameworks.**
- 2. Critique and plan theory-based interventions for families.**
- 3. Evaluate the relevance of culture, ethnicity and social class for family interventions.**
- 4. Develop an in-depth awareness of ethical issues related to family systems interventions.**
- 5. Incorporate knowledge of the family life cycle stages as related to family systems interventions.**
- 6. Develop self knowledge relevant to planned family system interventions.**

Teaching Strategies:

To meet the course objectives, students will be active participants with one another and with faculty on a weekly basis. Faculty will guide the learning activities; students are expected to actively engage in discussions each week and to demonstrate mastery of the course content. The primary teaching strategies used are seminars, online interactions, written critiques, class presentations, class exercises (e.g. role plays to develop intervention skills), written paper, and independent readings. All activities inherent in the course are expected to contribute to the development of the student's program of study, particularly the dissertation.

Textbooks

Required:

D. Russell Crane & Elaine S. Marshall (Eds.). **Handbook of Families and Health: Interdisciplinary Perspectives**

Betty Carter and Monica McGoldrick: **The Family Life Cycle**

Michael P Nichols and Richard C. Schwarz: **Family Therapy, Concepts and Methods**

Recommended:

Froma Walsh (Ed): **Spiritual Resources in Family Therapy**

Augustus Napier and Carl Whitaker: **The Family Crucible**

Monica McGoldrick, Randy Gerson and Sylvia Shellenberger: **Genograms: Assessment and Intervention**

Evaluation:

1. Class participation in seminars and online interactions (30%). [See Participation Rating Scale]
2. Oral presentation comparing/contrasting family system models/theories as applied to a particular research intervention (20%).
3. Self-reflective paper focusing on culture, ethnicity, social class, family history, and family system structure and process of one's own family. (20%).
4. Written research protocol applying theoretical approaches to intervention with family systems around their research problem (30%).

Grading Scale:

97 – 100	=	A+	73 – 76	=	C
93 – 96	=	A	70 – 72	=	C-
90 – 92	=	A-	67 – 69	=	D+
87 – 89	=	B+	63 – 66	=	D
83 – 86	=	B	60 – 62	=	D-
80 – 82	=	B-	59 - 0	=	F
77 – 79	=	C+			

Class Participation Rating Scale

	Not at all	Some of Time	Most of Time	All of the time
Comments reflect actively listening to class discussion				
Makes substantive comments that reflect trying to understand topic				
Makes substantive comments that reflect trying to apply theory and/or research findings to topic				
Shares readings that reflect support or not for theory and/or findings on topic				

Content Outline:	Learning Experience:
I. Conceptualization and intervention within the context of given theoretical frameworks	Assigned readings, seminar, class discussion, oral presentation, detailed outline, paper (#4 under Evaluation).
II. Plan and evaluate theory-based interventions with families	Assigned readings, seminar, class discussion, oral presentation, paper (#4 under Evaluation).
III. Relevance of culture, ethnicity and social class	Assigned readings, seminar, class discussion, papers. . (#3 & 4 under Evaluation).
IV. Ethical issues	Assigned readings, seminar, class discussion, paper (#4 under Evaluation).
V. Family life cycle	Assigned readings, seminar, class discussion, papers. (#3 & 4 under Evaluation).
VI. Self knowledge relevant to planned family system interventions	Seminar, class discussion, written paper (#3 under Evaluation).

COURSE POLICIES:

Academic Honesty Policy

Plagiarism is the violation of academic expectations about using and citing sources. The Indiana University Code of Student Rights and Responsibilities (available in CA 401) explains institutional penalties for plagiarism, or you may visit

<http://jaguars.iupui.edu/handbook/2002/academicmisconduct.html> for more information.

These IUPUI policies will be enforced.

Confidentiality

Students agree to keep confidential all information about others, other students and the families interviewed, discussed or understood as part of the class.

Special Challenges and Disabilities

Adaptive Educational Services (AES) provides accommodations for students with special challenges or disabilities that may affect their classroom performance. If you are eligible you may register with AES by calling 274-3241. Visit <http://life.iupui.edu/aes/index.asp> for more information.

Absences

Class attendance is necessary to complete the course successfully. You should make every effort to attend class. Should you have a problem with attendance, please call me or see me during office hours.

Incompletes

A grade of "Incomplete" is given only in cases of documented emergency late in the course.

Approved SON Grad Curric 3/24/08