New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit ☐ Graduate credit ☑ Professional credit ☐

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

3. Course Number F700 (must be cleared with University Enrollment Services) 4. Instructor TBD ☐

5. Course Title Theories for Family Health

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

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

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

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

9. Is variable title approval being requested? Yes ☑ No ☐

10. Course description (not to exceed 50 words) for Bulletin publication: The focus of this course is identifying, analyzing, and evaluating theories relevant to physical, mental and social issues in family health. Emphasis will be on the application of theories to specific health problems to guide theoretically driven research questions and hypotheses. Future theoretical development in family health will also be addressed.

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: ___ 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? ☐

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, their focus is on preparing clinicians and not distance accessible. Proposed courses prepare researchers and an 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: 

[Signature] Date 4/15/08

Department Chairman/Division Director

[Signature] Date

Dean of Graduate School (when required)

[Signature] Date

Chancellor/Vice-President

[Signature] Date

University Enrollment Services

Approved by:

[Signature] Date 5/16/08

Dean

[Signature] 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
F700 Theories for Family Health
Course Syllabus

Total Credit Hours: 3

Placement in Curriculum: Open

Prerequisites: Admission to the PhD program; D607; D608; or permission from the faculty

Co-Requisite Courses: None

Faculty: TBA

Course Description: The focus of this course is identifying, analyzing, and evaluating theories relevant to physical, mental and social issues in family health. Emphasis will be on the application of theories to specific family health problems to guide theoretically driven research questions and hypotheses. Future theoretical development in family health will also be addressed.

Course Competencies:

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

1. Evaluate selected theories for relevance to family health.
2. Evaluate theories for theoretical adequacy.
3. Analyze and critically evaluate empirical support for driving theories commonly used in family health research.
4. Integrate knowledge of the methods of theory development to derive models to guide research in family health.
5. Derive hypotheses and research questions from selected theories and models used in family health.
6. Develop recommendations for future theoretical development in family health.

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, 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.
Required Textbooks:


There will also be required reading assignments from a variety of articles throughout the course.

Recommended:


Evaluation:

1. Class participation in seminars and online interactions (see rating scale) (30%).
2. Oral presentation comparing/contrasting 3 theories/models (20%)
3. Detailed outline for written paper with introduction section (10%)
4. Written state-of-the-art of theory development paper (40%).

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+ |

**Rating of Class Participation**

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<thead>
<tr>
<th>Comments reflect actively listening and paying attention to class discussion</th>
<th>Not at all</th>
<th>Some of Time</th>
<th>Most of Time</th>
<th>All of the time</th>
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<tr>
<td>Makes substantive comments that reflect trying to understand discussion topic</td>
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<tr>
<td>Makes substantive comments that reflect trying to apply theory and/or research findings to discussion topic</td>
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<tr>
<td>Shares readings that reflect support or not for theory and/or findings on discussion topic</td>
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<tr>
<td>Respects other’s ideas, allowing them to discuss their ideas</td>
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Content Outline:

<table>
<thead>
<tr>
<th>I. Evaluation of selected theories for relevance to family health</th>
<th>Learning Experience:</th>
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<tbody>
<tr>
<td>II. Assumptions for theories relevant to family health</td>
<td>Assigned readings, seminar, class discussion, oral presentation, detailed outline, written paper as delineated in Evaluation</td>
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<tr>
<td>III. Criteria for evaluating theories for family health</td>
<td>Assigned readings, seminar, class discussion, oral presentation, detailed outline, written paper as delineated in Evaluation</td>
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<tr>
<td>IV. Driving theories commonly used in family health (examples)</td>
<td>Assigned readings, seminar, class discussion, oral presentation, detailed outline, written paper as delineated in Evaluation</td>
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<tr>
<td>V. Methods of theory development</td>
<td>Assigned readings, seminar, class discussion as delineated in Evaluation</td>
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<tr>
<td>VI. Hypotheses and research questions derived from theory</td>
<td>Seminar, class discussion, oral presentation, detailed outline, written paper as delineated in Evaluation</td>
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<tr>
<td>VII. Future recommendations for theory development</td>
<td>Detailed outline, written paper as delineated in Evaluation</td>
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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 2-25-08