New Course Request

Indiana University

IN Campus

Check Appropriate Boxes: Undergraduate credit □ Graduate credit □ Professional credit □

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 SF (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 __________ which __________ percent are expected to be graduate students.

14. Frequency of scheduling: every other ¥ 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 researcher

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, the focus is on being 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:  

Department Chairman/Division Director  

Dean of Graduate School (when required)

Approved by:  

Dean  

Chancellor/Vice-President

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.

UPS 724 University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 - 100</td>
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<tr>
<td>A</td>
<td>93 - 96</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
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<tr>
<td>C-</td>
<td>70 - 72</td>
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<tr>
<td>D+</td>
<td>67 - 69</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>60 - 62</td>
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<tr>
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<td>59 - 0</td>
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</table>

Class Participation Rating Scale

<table>
<thead>
<tr>
<th>Comments reflect actively listening 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>
</tr>
</thead>
<tbody>
<tr>
<td>Makes substantive comments that reflect trying to understand topic</td>
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<tr>
<td>Makes substantive comments that reflect trying to apply theory and/or research findings to topic</td>
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<tr>
<td>Shares readings that reflect support or not for theory and/or findings on topic</td>
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### Content Outline:

| I. Conceptualization and intervention within the context of given theoretical frameworks |
| II. Plan and evaluate theory-based interventions with families |
| III. Relevance of culture, ethnicity and social class |
| IV. Ethical issues |
| V. Family life cycle |
| VI. Self knowledge relevant to planned family system interventions |

### Learning Experience:

| Assigned readings, seminar, class discussion, oral presentation, detailed outline, paper (#4 under Evaluation). |
| Assigned readings, seminar, class discussion, oral presentation, paper (#4 under Evaluation). |
| Assigned readings, seminar, class discussion, papers. (#3 & 4 under Evaluation). |
| Assigned readings, seminar, class discussion, paper (#4 under Evaluation). |
| Assigned readings, seminar, class discussion, papers. (#3 & 4 under Evaluation). |
| 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://jaquars.iupui.edu/handbook/2002/academicmisconduct.html](http://jaquars.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](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