INTRODUCTION
The family represents the primary setting within which individuals acquire information concerning health, learn specific health-related behaviors, and function as caregivers to others. Because the family and the health and well-being of its constituent members are interconnected in fundamental ways, it is critical that we develop an understanding of this primary institution, the factors that impact on its form and functioning, and their relation to health and health-related concerns. Our general goals will be to examine the ways that families provide for the mental and physical well-being of their members and interface with health institutions and agencies. A primary emphasis of this course is on the concept of family diversity with respect to issues of ethnicity and cultural background, socioeconomic status (i.e., income, education), family headship and marital status, sexual orientation, and family extendedness. A concomitant focus will be on exploring the range of diversity that is present within defined population subgroups, as well as the intersection of various social statuses. This approach will provide some sense of the complexity of structure and function apparent within contemporary American families. Finally, a life course perspective is adopted for understanding the nature of the family and the dynamic forces (i.e., individual, family, culture and social change) that influence it.

COURSE DESCRIPTION
This course will examine families as a primary context for understanding health and health-related behaviors. Major topics include: 1) substantive and ethical overview of families and health, 2) historical perspectives on the family, 3) the impact of demographic trends on family structure and functioning, 4) family diversity with respect to social class, race/ethnicity and culture, and sexual orientation and their implications for understanding health phenomena and models and theories of the family, 5) families as the context for socialization to health beliefs and practices, 6) the provision of family-based care, 7) health profiles of family members and their family roles, and 7) the history and current status of family-based skills, programs, and practice concepts.

Readings for the course represent a combination of professional journal articles and chapters related to specific content areas, as well as writings from the popular press. The inclusion of writings from the popular press will foster awareness of the types of concerns and issues faced by contemporary families. It is anticipated that some of this work will be provocative with the intention of encouraging us to consider points of view that may be different from our own. This course provides a context within which participants can critically and actively explore a broad range of information concerning the nature of families in America. In order to accomplish this, we attempt to establish an environment in which individuals actively and thoughtfully participate in discussions and class presentations. Further,
each person must commit to participating in the course in an active manner and define specific goals for their own professional development. The course includes substantive content in accordance with the School of Social Work’s emphasis on PODS (examination of the issues of Privilege, Oppression, Diversity and Social Justice).

The class format includes lectures and class discussions based on assigned readings and small group activities and exercises.

**COURSE OBJECTIVES/EXPECTED COMPETENCIES**

The student will be able to:

1. Identify and discuss various models of the family generally and specifically as they relate to concepts of physical and mental health and health-related behaviors.

2. Identify and discuss significant demographic trends and their impact on families in relation to health status and health-related behaviors.

3. Identify current family forms and their prevalence and incidence for various population groups.

4. Understand the nature of social status group differences (i.e., ethnicity, culture, socioeconomic status) in the structure and organization, and functions of families in relation to health and health-relevant behaviors.

5. Identify the major functions of the family as a context for primary health socialization (i.e., self-care, informal care and support, help-seeking behaviors and formal resource use).

6. Describe the role of family beliefs and norms in relation to health and health-related behaviors and their impact on health orientations.

7. Understand the position of families within a life course framework that highlights salient tasks and goals for various stages of family development.

8. Identify primary institutions and organizations (i.e., medical, educational, social service, public health) that interface with families and describe their orientation to issues of family health.

9. Identify models of public health practice that are targeted toward the family and describe their similarities and differences.

10. Identify behavioral and educational intervention models aimed at improving the health of families.

**COURSE REQUIREMENTS**

The overall grade in this class is based on the following components (described below):

1. Active participation in class activities and discussions (10% of grade)
2. Article/chapter critique and facilitated discussion (10% of grade)
3. Course assignments
   - Assignment #1: Family Health Genogram-20%
   - Assignment #2: Family-based Practice-20%
3. Final paper (40%)
Class Participation and Activities
The course meets once a week; Fridays 9-12. Regular attendance and participation in discussions of the readings, speaker presentations, and group activities are required. You are expected to attend and be prepared to take part in each class session. Attendance is important for you to keep up with course work. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Missing three classes will reduce your final grade one half grade (e.g., an A will be reduced to an A-); each additional absence will reduce your final grade an additional half grade. Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with class activities.

Readings Critique
It is a requirement of this course that assigned materials are read prior to class sessions. In order to facilitate your reading and learning experience, each class participant is required to complete one (1) critique of all of the readings for a specified week. They are also required to organize and lead a class discussion or activity (lasting not more than 30 minutes) based on the readings and your critique. Format and guidelines for the written critique will be provided. The written critique is due on the Friday of your assigned readings and constitutes 10% of your overall final grade.

Course Assignments
Each class participant will complete 2 assignments involving an examination of contemporary families or the health and human service agencies, organizations or programs that serve them. Assignments are due at specified times during the term. Instructions for the assignments will be posted on the Coursetools website, as well as the grading criteria for each assignment.

Assignment #1: Complete a family health genogram  Due date: October 22nd
Assignment #2: Review a family-based agency, organization, or service provider and make a class presentation. Due date: November 19th

Family and Health Paper
The purpose of the final paper is to research a particular topic of your choosing that is related to the broad area of families and health. The specific form for the paper is a review of the literature that is relevant to your topic, focusing on the health problem or health concern and its significance for the family. The paper should discuss the identified health problem or health concern with specific attention to topics and issues that are covered in the course. Guidelines for the paper outline and final version will be provided. The final paper is worth 40% of your overall grade. Successful completion of the final paper requires that you start work on it early and plan your time carefully to meet specified deadlines. Please inform me of the topic that you have selected by Friday, September 24th. The due date for the paper is Monday, December 13th.

GENERAL EXPECTATIONS AND FORMAT FOR WRITTEN WORK
You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words. Assignments are due on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the paper’s due date. Unless an extension contract has been arranged, any assignment that is not completed on the due dates will have points deducted. All papers must be typewritten and double-spaced using a 12 point font and one
inch margins. Use APA style for your papers, including proper headings and citations (Publication Manual of the American Psychological Association. Fifth edition. (2001). Washington, D.C.: Author). You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. For assistance with writing, contact The Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; http://www.lsa.umich.edu/swc/contact.html

COURSE MATERIALS


Coursepack: PHISA E-reserves and SPH Library Reserves.

GRADES

Each assignment will be given a letter grade. The criteria for each grade are as follows:

A or A-
Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A and A- is based on the degree to which these skills are demonstrated.

B+
Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

B
Mastery of subject content at level of expected competency – meets course expectations

B-
Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

C or C-
Demonstrates a minimal understanding of subject content. Significant areas need improvement to meet course requirements.

E
Assignment fails to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

ACADEMIC CONDUCT AND INTEGRITY

The conduct of a student registered or taking courses offered by the Schools of Public Health and Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not
acceptable and will be assigned 0 points. Additional resources for discussions of academic conduct and integrity include the Schools of Public Health and Social Work and the Center for Research on Learning and Teaching (CRLT).

**TOPIC OUTLINE AND READINGS**

**SEPT. 10TH  INTRODUCTION AND OVERVIEW OF COURSE**
No readings required. Review the course syllabus.

**SEPT. 17TH  SUBSTANTIVE AND ETHICAL PERSPECTIVES ON FAMILY-BASED HEALTH**


**SEPT. 24TH  HISTORICAL AND CONTEMPORARY PERSPECTIVES ON FAMILY LIFE; CONCEPTUAL MODELS OF THE FAMILY**


Coontz, Stephanie (1992). Chapter 1: The way we wish we were: Defining the family crisis in *The Way We Never Were: American Families and the Nostalgia Trap* (pp. 8-22). New York: Basic Books.


OCT. 1ST FAMILY DEMOGRAPHICS: CURRENT PROFILES AND DEMOGRAPHIC CHANGE


OCT. 8TH FAMILY DIVERSITY: “RACE,” ETHNICITY AND CULTURE


OCT. 15TH FAMILY DIVERSITY: ECONOMIC STATUS, SEXUAL ORIENTATION AND AGE


**OCT. 22ND HEALTH-RELATED BEHAVIORS: NORMS FOR HEALTH, ILLNESS AND HEALTH PRACTICES, COMMUNICATION AND DECISION-MAKING**


**OCT. 29TH HEALTH OF THE FAMILY: INDIVIDUAL MEMBERS, INFORMAL CAREGIVERS AND CARE RECIPIENTS**


**NOV. 5TH  MODELS OF FAMILY-BASED HEALTH PRACTICE**


**NOV. 12TH  FAMILY-BASED HEALTH: PROGRAMS AND SKILLS**


NOV. 19th CLASS PRESENTATIONS: SESSION I

NOV. 26TH THANKSGIVING HOLIDAY

DEC. 3rd CLASS PRESENTATIONS: SESSION II

DEC. 10th COURSE SUMMARY AND FUTURE DIRECTIONS


