Family is among the most powerful influences on health, as it provides economic, social, and psychological resources (and strains) that protect (and threaten) the health of its members. --Carr and Springer, 2010

INSTRUCTOR: Linda M. Chatters, Ph.D. EMAIL: chatters@umich.edu
SCHEDULE: Fridays 9:00-12:00 OFFICES: 3818 SPH I and 3852 SSW
ROOM: 1170 SPH II OFC. HOURS: Email for an appointment

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 composition and marital status and history, 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 and identities. 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 OVERVIEW AND 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 media. The inclusion of writings from the popular media fosters awareness of the types of concerns and issues faced by contemporary families, as well as how family concerns are portrayed and framed with respect to questions such as family responsibility and autonomy, family “values,” and government intervention and regulation. 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 perspectives and information concerning the nature of families in the U.S. As part of your professional socialization and development, the course will provide you with directed opportunities to develop your skills in the areas of critical thinking and writing. In order to accomplish this, we attempt to establish an environment in which individuals actively and thoughtfully participate in discussions and class presentations. Further, it is expected that written assignments reflect the standards of critical analysis and will be evaluated and graded accordingly. Each person must commit to participating in the course in an active manner and define specific goals for their own professional development.
Along with an emphasis on family diversity, the course will address the concepts of: 1) family demography, 2) different family intervention modalities, 3) the role of various professions in providing for the conditions that support the health and well-being of families, 4) critical thinking and writing about the family, and 5) family health policy and the impacts of other types of social and economic policies on family health. The course includes substantive content in accordance with the School of Social Work’s curriculum emphasis on PODS and the examination of the issues of Privilege, Oppression, Diversity and Social Justice in relation to families. Course content is organized in five major sections: 1) background information and historical perspectives on families, 2) family diversity, 3) family health and health-related behaviors, 4) family interventions and policy, and 5) course summary and future directions. Rather than viewing them as separate content areas, we will explore the interconnections between these areas and focus on how they collectively assist us in understanding family structure, function, and process and how to effectively address family health needs and develop best practices with respect to families and health.

COURSE OBJECTIVES

Upon completion of the course, you should be able to:

1. Identify and discuss models of the family in relation to physical/mental health and health-related behaviors.
2. Identify and discuss significant demographic trends and their impact on families in relation to health status, health-related behaviors and informal caregiving.
3. Identify current family forms and their prevalence and trends for various population groups.
4. Understand 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, 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 within and across family generations.
7. Understand 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, describe their orientations towards, and practice models for family health.
9. Identify models of public health and social work 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.
11. Identify and apply the standards of critical analysis and thinking in relation to course content and activities.
12. Identify and discuss issues of social justice and privilege in relation to the health and well-being of diverse families in society.

HBHE MPH COMPETENCIES AND SOCIAL WORK CURRICULUM THEMES

As professional practice degrees, the MPH and MSW are concerned with developing and applying knowledge regarding how biological, psychological, social, and structural factors contribute to the health and well-being of individuals and diverse communities and populations. Both professions seek to generate knowledge to help develop and promote evidence-based health interventions and social change strategies. Further, UM-SPH and UM-SSW articulate a set of professional competencies and practice themes (listed below) to guide the education of professional students. These competencies and themes shape course curriculum and content and are reinforced in the content and learning objectives of courses and in the development of class assignments.
### HBHE MPH COMPETENCIES

Competencies and subcompetencies that are italicized will be covered in the course.

#### 1) DESCRIBE THE ROLE AND INTERACTION OF KEY DETERMINANTS OF HEALTH STATUS, HEALTH BEHAVIOR, AND HEALTH BEHAVIOR CHANGE FROM A BIOPSYCHOSOCIAL PERSPECTIVE ACROSS THE LIFESPAN

- a. Describe the impact of age, gender, race, socioeconomic status, ethnicity, culture, and biology on health status, health behavior, and health behavior change
- b. Describe public health from a human rights and social justice perspective
- c. Describe the role of structural and ecologic factors that influence health status, health behavior, and health behavior change
- d. Describe the role of policy, legal, and regulatory environments on health status, health behavior, and health behavior change

#### 2) DESCRIBE AND APPLY RELEVANT THEORIES, CONCEPTS, AND MODELS FROM SOCIAL AND BEHAVIOR SCIENCE THAT ARE USED IN PUBLIC HEALTH RESEARCH AND PRACTICE TO BOTH UNDERSTAND AND MODIFY HEALTH STATUS AND HEALTH BEHAVIOR

- a. Identify theories, concepts and models from a range of social and behavioral disciplines that are used in PH research and practice
- b. Describe how theory is useful in better understanding why individuals do or do not engage in health behaviors
- c. Describe how theory is useful in understanding the determinants of health status
- d. Understand the merits of using theory to inform interventions and their evaluation in public health
- e. Apply behavior change theory principles across different settings and audiences
- f. Recognize the need to adapt programs and messages when applying theory in diverse populations
- g. Describe some of the challenges of using social and behavioral theories and models to inform programs involving multiple levels of change (e.g., individual, family, community, organizations).

#### 3) APPLY BASIC PRINCIPLES OF RESEARCH AND EVALUATION METHODOLOGY RELEVANT TO UNDERSTANDING AND MODIFYING HEALTH STATUS AND HEALTH BEHAVIOR

- a. Apply qualitative research methods (e.g., focus groups, key informant interviews) to understand health status and design and evaluate PH programs, including appropriate data collection and analysis techniques
- b. Apply quantitative methods, e.g., behavioral surveys and biometrics, to understand health status and design and evaluate PH programs, including appropriate data collection and analysis techniques
- c. Describe the differences among and appropriately apply the major types of evaluation (e.g., formative, outcome, and process)
- d. Describe the basic principles of study design including interpretation of alternative hypotheses and threats to internal and external validity
- e. Critique and synthesize scientific evidence, including evidence reviews
- f. Translate research findings into PH practice, including dissemination of proven interventions
- g. Be able to make an effective scientific presentation
- h. Describe the key elements of writing a scientific manuscript

#### 4) DESCRIBE AND APPLY ETHICAL PRINCIPLES RELEVANT TO PH RESEARCH AND PRACTICE

- a. Describe the Public Health Code of Ethics and its relevance for PH programs
- b. Describe rules and regulations designed to uphold PH ethical principles (e.g., HIPAA to protect confidentiality, research ethics requirements to protect human subjects)
- c. Describe important historical events that have shaped ethical guidelines for PH research and practice (e.g., Tuskegee Syphilis Study)
- d. Identify the ethical implications of emerging research, technology, and societal trends relevant to PH (e.g., expansion of PH genetics and genomics, commercialization of health services and products)
- e. Identify conflicts between ethical principles that commonly occur in PH practice (e.g., individual rights vs. the “common good”)
- f. Recognize how PH activities support social justice principles including health equity, human rights, appropriate allocation of health resources, and community engagement

#### 5) PLAN, IMPLEMENT, AND EVALUATE HEALTH EDUCATION AND HEALTH PROMOTION PROGRAMS ACROSS DIVERSE SETTINGS AND POPULATIONS.

- a. Describe the steps and procedures for planning, implementing, and evaluating PH programs
- b. Apply evidence-based approaches to the development and evaluation of PH programs
- c. Identify the appropriate level of intervention (e.g., individual, family, micro-community, macro-community)
- d. Apply the appropriate intervention channel and strategy (e.g., policy, mass media, social marketing, one on one counseling) to specific health problems and conditions
- e. Incorporate multidisciplinary perspectives in program design
- f. Describe the key elements of an effective grant proposal
- g. Identify potential funding sources for research and practice programs
- h. Apply key principles of health communication in design of program content and format

#### 6) DESCRIBE AND APPLY THE KNOWLEDGE AND SKILLS NECESSARY TO INTERACT WITH DIVERSE INDIVIDUALS AND COMMUNITIES.

- a. Explain how professional practices relate to equity and accountability among diverse individuals and community settings
- b. Use the concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities
- c. Apply the principles of community-based participatory research to improve health in diverse populations
- d. Design, implement, and evaluate culturally appropriate interventions for diverse individuals and communities

#### 7) MANAGE PUBLIC HEALTH AND BEHAVIOR CHANGE PROGRAMS

- a. Structure and manage project budgets, including use of relevant spreadsheet software
- b. Identify key budget categories and be able to allocate resources appropriately
- c. Understand the basic principles of effective personnel management, organizational behavior, and group process

#### 8) DESCRIBE KEY ISSUES AND CHALLENGES OF GLOBAL HEALTH

- a. Describe global disparities in health status and health behavior between resource-poor and resource-rich settings
- b. Describe the political, environmental, economic, cultural, and psychological influences on health status, health behavior, and health behavior change in resource-poor countries
- c. Describe how globalization influences health status and health behavior
- d. Describe key institutions, actors, concepts, and issues in the history of global health initiatives and programs, and lessons learned from this history
- e. Describe key methodological and theoretical approaches and challenges specific to the conduct of health behavior research in global settings

#### 9) DESCRIBE AND APPLY THEORIES, CONCEPTS AND MODELS OF COMMUNITY-BASED PARTICIPATORY PRACTICE THAT ARE RELEVANT TO PROGRAM PLANNING, IMPLEMENTATION AND EVALUATION.

- a. Identify and explain theories, concepts, principles of practice, and models of community organization and participation relevant to PH practice
- b. Understand and critically evaluate the health educator and community members relevant to PH practice
- c. Identify critical community members and organizations for the planning, implementation and evaluation of PH programs, policies and interventions.
- d. Apply advocacy strategies to achieve policy change
ADMINISTRATIVE ISSUES
Offices and Office Hours and Communication
I maintain two offices—one at the School of Public Health (3818 SPH I) and the other at the School of Social Work on South University (3852 SSWB). I am generally available for late morning and early afternoon meetings on Wednesdays at the SSW and afternoons on Fridays at the SPH. If you wish to schedule a meeting with me during those days, please send an email requesting an appointment. However, if you are not able to meet on those days, please email so that we can set up a day/time to meet.

I am generally most readily accessible via email (chatters@umich.edu). I attempt to respond to emails in a timely manner. In order to respond more effectively to your requests, I expect that emails are explicit and clear in identifying who you are (email addresses are often cryptic) and indicating the nature of your inquiry and/or request.

Course Readings and Resources
This is a reading-intensive course. The breadth of the theoretical, research and practice literatures devoted to families is quite extensive. Selected readings provide foundational information concerning the nature, form and dynamics of different families, as well as substantive content areas and issues that are pivotal for understanding families and health. Nonetheless, readings for the course represent only a small fraction of the information that is available to academic, practice and lay public audiences.

The entire selection of course articles/chapters and resources are available on the CTools website organized by class week. Required readings for each week are located in a folder labeled “Course Readings.” The CTools website contains a number of additional resources for the course. They include websites to government agencies and organizations, links to professional organizations that are focused on family issues, and other materials and resources of interest. Please contact me if you are unfamiliar with the use and operation of CTools or have any questions about how to access information.
Class Participation and Activities
The course meets once a week on Fridays from 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. The class format includes lectures and class discussions based on assigned readings and small group activities and exercises.

As adult learners, I expect you to take responsibility for your learning and to make appropriate decisions about being prepared for and attending class sessions. Please notify me as soon as possible if you must miss a class. It is your responsibility to obtain materials, handouts, or class notes from a classmate if you are unable to attend class. **Missing three unexcused classes** will reduce your final grade by a ½ grade (e.g., 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, enter the classroom as quietly as possible and wait until break to inquire about class activities.

**Important:** Turn off cell phones/pagers during class sessions. I support the use of laptops for note-taking in class and reviewing course materials. However, during class sessions, please refrain from checking email or engaging in other activities not directly related to the course.

Course Requirements and Assignments (Percentage of overall grade)
Each class participant will complete several assignments involving topics that are focused on families and health. Assignments are due at specified times during the term. Instructions for the assignments will be posted on the CTools website, as well as the grading criteria for each assignment.

1. **Readings Critique:** 15% Assigned materials should be read prior to class sessions. In order to facilitate your reading and learning experience, each class participant is required to complete a written critique of the **entire set of readings for a specified week and to lead a discussion of these materials.** The format and guidelines for the written critique and facilitated discussion will be provided. The written critique is due on your assigned Friday. **Due date: Based on the week assigned.**

2. **Professional Ethics, Research and Evidence-based Family Practice:** 15% Discussion of child and family health in relation to US immigration policy. This assignment is based on content and readings from the Fauri lecture presented by School of Social Work on September 28, 2012. **Due October 5, 2012.**

3. **Family Health Genogram:** 25% A discussion of health beliefs, practices and behaviors within your family and integration with family models and frameworks and health behavior theories. **Due October 26, 2012.**

4. **Family Issue Brief:** 35% A focused brief that reviews the research and practice literature concerning an issue, health problem or health concern that is relevant for families and develops recommendations for families, practitioners and policy makers. **Due October 26, 2012.**

5. **Participation in discussion and class activities:** 10% You are strongly encouraged to actively contribute to class discussion and other activities as 10% of the course grade will be based upon contributions to class sessions. Final grade assessments take into account measures of class involvement and conduct such as attendance, tardiness, level and quality of class participation, and preparation for and involvement in class discussion and activities. See description of Class Participation and Grading Criteria below.

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<th>Points</th>
<th>Class Participation and Grading Criteria</th>
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<tr>
<td>10-8</td>
<td>Regularly makes helpful, relevant contributions and observations to class discussions that challenge/encourage other participants to think about the material in new ways. Actively participates in small-group discussions. Actively attends to lectures and discussions. Attends class regularly and shows up on time. Consistently demonstrates that she/he has read the assigned material.</td>
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<tr>
<td>7-5</td>
<td>Often makes helpful, relevant contributions to class discussions. Actively participates in small-group discussions. Actively pays attention to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that she/he has read the assigned material.</td>
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<tr>
<td>4-2</td>
<td>Occasionally contributes to class discussions. Participates to some extent in small-group discussions. Is attentive to lectures and discussions. Attends class regularly and shows up on time. Demonstrates that she/he has usually read the assigned material.</td>
</tr>
<tr>
<td>1-0</td>
<td>Rarely contributes to or is prepared for small-group discussions. Does not attend regularly or is often tardy. Inattentive to lectures and discussions and has not read the assigned material.</td>
</tr>
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</table>

**Important:** Class participation provides the opportunity to practice public speaking and persuasive skills, as well as the ability to listen effectively and contribute to the efforts of the group. In evaluating class participation, I consider: 1) the extent to which your participation contributes to the learning process (e.g., valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism and relevant observations), 2) demonstration of cognitive dimensions such as developing logical arguments, demonstration of relevant knowledge...
and clarity in the expression of ideas, and 3) your ability to express yourself with precision, conciseness, enthusiasm and interest. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively.

GRADES
The general criteria for the overall course grade are as follows:

A+, A or A-
Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. Differences are 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+, 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.

STANDARDS FOR CRITICAL THINKING, ANALYSIS AND WRITING
(By Michael Scriven & Richard Paul for the National Council for Excellence in Critical Thinking Instruction)

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. As part of our activities over the course of the term, we will devote time exploring the process of critical thinking as it applies to the subject matter of this course. All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

CLARITY: Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?

ACCURACY: Is that really true? How could we check that? How could we find out if that is true?

PRECISION: Could you give more details? Could you be more specific?

RELEVANCE: How is that connected to the question? How does that bear on the issue?

DEPTH: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?

BREADTH: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view?

LOGIC: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true?

General Expectations and Format for Written Work
• You must use the professional 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 2 weeks 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.
• Written work should incorporate the standards of critical analysis and thinking. In evaluating your written work, I will apply these standards.
• 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/ or The English Language Institute http://www.lsa.umich.edu/eli 500 East Washington Street Ann Arbor, MI 48104-2028 Phone 734.764.2413.

- APA style online resources
  http://owl.english.purdue.edu/workshops/hypertext/apa/index.html
  http://www.lib.msu.edu/harris23/general/citation.htm

PERSONAL AND ACADEMIC WELL-BEING
Students are encouraged to contact the University's office for Counseling and Psychological Services (CAPS; http://www.umich.edu/~caps) and the University Health Services (www.uhs.umich.edu) for a range of services to help meet students' physical, psychological, and emotional well-being needs. Student Services Offices for the School of Public Health (Office of Academic Affairs http://www.sph.umich.edu/students/prospective/contact.html) and the School of Social Work (Office of Student Services http://ssw.umich.edu/contact/oss.html) also provide support resources for personal and academic concerns.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you think you need an accommodation for a disability, please let me know early in the term. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

RELIGIOUS HOLIDAYS AND ACADEMIC CONFLICTS
From the Provost's Office: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

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 see websites:
SPH Academic Integrity Policies http://www.sph.umich.edu/students/handbook/rights.html
SSW Academic Integrity Policies http://www.ssw.umich.edu/studentGuide/2006/page.html?id=4.03
PART I: BACKGROUND AND HISTORICAL PERSPECTIVES ON FAMILIES

SEPT. 7 INTRODUCTION AND COURSE OVERVIEW

Discussion of course content and format; review of course syllabus and the CTools site.

IN-CLASS READING:
Coleman, M., & Ganon, L. (Fall 2011). Who gets custody of Grandma after the divorce? NCFR Reports: Family Focus on Intergenerational Relations.

SEPT. 14 HISTORICAL, SUBSTANTIVE, AND ETHICAL PERSPECTIVES ON FAMILY-BASED HEALTH


SEPT. 21 CONTEMPORARY PERSPECTIVES ON FAMILY LIFE; THEORECTICAL AND CONCEPTUAL MODELS OF THE FAMILY


Chapter 1: Symbolic Interactionism Theory.
Chapter 3: Family Development Theory
Chapter 8: Feminist Family Theory


PART II: FAMILY DIVERSITY AND DEMOGRAPHIC TRANSITIONS

SEPT. 28 SCHOOL OF SOCIAL WORK FAURI MEMORIAL LECTURE:
U.S. IMMIGRATION POLICY AND CHILD WELFARE - A CLASH OF AGENDAS?

8:15am - 5pm
University of Michigan School of Social Work 1080 South University Avenue, Ann Arbor, Michigan

Our class session will run from 9-12 during which we will view the proceedings by live streaming (SPH room TBD).

The Fedele F. and Iris M. Fauri Memorial Lecture Series on child welfare is presented annually in recognition of former University of Michigan Dean and Vice President Fedele F. Fauri and his wife.

The 2012 Fauri Memorial Lecture addresses the timely and contested topic of U.S. immigration policy which includes in its mission to
identify, arrest, and remove illegal aliens, and the goals of the child welfare system, which are to ensure child safety, permanency, and well-being. The Faun Memorial Lecture will inform participants about dilemmas experienced by families and children when immigration policy is enforced but also to generate feasible solutions.

**Readings:**
1. Amy Bess, MSW, Senior Practice Associate. The impact of immigration and detention on children and families. NASW International Committee.
2. Paying the Price: The Impact of Immigration Raids on America's Children
5. Ariz. Immigration Law Opponents File New Offensive

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<tr>
<th>OCT. 5</th>
<th>FAMILY DEMOGRAPHICS: CURRENT PROFILES AND DEMOGRAPHIC CHANGE</th>
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<tr>
<th>OCT. 12</th>
<th>FAMILY DIVERSITY: “RACE,” ETHNICITY/CULTURE AND GENDER</th>
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<th>OCT. 19</th>
<th>FAMILY DIVERSITY: ECONOMIC STATUS, SEXUAL ORIENTATION AND AGING</th>
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**PART III: FAMILIES, HEALTH AND HEALTH-RELATED BEHAVIORS**

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<th>OCT. 26</th>
<th>HEALTH BEHAVIORS, NORMS FOR HEALTH AND ILLNESS AND COMMUNICATION AND DECISION-MAKING</th>
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### NOV. 22-23  THANKSGIVING HOLIDAY

### NOV. 30  FAMILY-BASED HEALTH PRACTICE AND INTERVENTIONS


### DEC. 7th  FAMILY HEALTH POLICY AND COURSE SUMMARY AND FUTURE DIRECTIONS


Letiecq, B. L., Bailey, S. J., & Porterfield, F. (2008). "We have no rights, we get no help": The legal and policy dilemmas facing grandparent caregivers. *Journal of Family Issues*, 29(8), 995-1012.