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:** Thursdays 1:00-3:00  
**OFFICES:** 3818 SPH I and 3852 SSW  
**ROOM:** 2690 SPH I  
**OFC. HOURS:** Email for an appointment

**INTRODUCTION**

Families represent 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 examines 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) demographic trends in family structure, 4) family diversity with respect to social class, race/ethnicity and culture, and sexual orientation and their implications for understanding health phenomena and family models and theories, 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 family roles, and 7) family-based skills, programs, and practice concepts.

Readings for the course are 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 regarding families and social identity groups that may be different from our personal life experiences and knowledge.

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 provides you 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 for active and thoughtful participation 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 that aligns with: 1)
MPH competencies in HBBE and 2) the School of Social Work’s curriculum emphasis on PODS and issues of Privilege, Oppression, Diversity and Social Justice, as well as Advanced Practice Behaviors in relation to families.

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 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 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.

<table>
<thead>
<tr>
<th>HBHE MPH COMPETENCIES</th>
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<tr>
<td>THE FOLLOWING HBHE COMPETENCY(IES) IS/ARE A PRIMARY FOCUS OF THIS COURSE:</td>
</tr>
<tr>
<td>1) DESCRIBE THE ROLE AND INTERACTION OF KEY DETERMINANTS OF HEALTH STATUS FROM A SOCIAL-ECOLOGICAL PERSPECTIVE (E.G. INDIVIDUAL, FAMILY, ORGANIZATION, COMMUNITY, AND SOCIETY).</td>
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<tr>
<td>a) Describe public health from a human rights and social justice perspective.</td>
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<tr>
<td>b) Describe the impact of age, life course, gender, sexuality, ability, race, socioeconomic status, ethnicity, culture, and biology on health status, health behavior, and health behavior change.</td>
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<tr>
<td>c) Describe the role of structural and ecologic factors that influence health status, health behavior, and health behavior change.</td>
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<tr>
<td>d) Describe the role of policy, legal, and regulatory environments on health status, health behavior, and health behavior change.</td>
</tr>
<tr>
<td>e) Describe domestic and global disparities in health status and health behavior across settings and countries with varying levels of economic resources.</td>
</tr>
<tr>
<td>f) Describe the political, environmental, economic, cultural, and psychological influences on health status, health behavior, and health behavior change within and across settings and countries with varying levels of economic resources.</td>
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<tr>
<td>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 AFFECT HEALTH STATUS, HEALTH BEHAVIOR, SOCIAL CHANGE AND POLICY.</td>
</tr>
<tr>
<td>a) Identify theories, concepts and models from a range of social and behavior science disciplines that are used in public health research and practice involving multiple levels of change (e.g., individual, family, organization, community, and society).</td>
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<tr>
<td>b) Describe overlap between current models and frameworks, and their limitations</td>
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c) Describe how theory is useful in understanding why individuals do or do not engage in health behaviors.
e) Describe how theory is useful in understanding the determinants of health status.
f) Understand the merits of using theory to inform interventions and their evaluation in public health.
g) Describe some of the benefits and challenges of using social and behavioral theories and models to inform programs and policies involving multiple levels of change (e.g. individual, family, organization, community).
h) Describe key adaptations and challenges in applying theories and frameworks to conduct public health research and practice across cultures and in resource poor settings.

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<tr>
<th>3) DESCRIBE AND APPLY ETHICAL PRINCIPLES RELEVANT TO PUBLIC HEALTH RESEARCH AND PRACTICE.</th>
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<tbody>
<tr>
<td>a) Understand and be able to apply relevant professional codes of ethics (e.g., APHA Principles of the Ethical Practice of Public Health, SOPHE Code of Ethics for the Health Education Profession) to practice activities.</td>
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<tr>
<td>b) Know and be able to apply rules and regulations designed to uphold public health ethical principles (e.g. HIPAA to protect confidentiality).</td>
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<tr>
<td>c) Engage in responsible conduct of research through the awareness and application of established ethical guidelines for the social and behavioral sciences.</td>
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<tr>
<td>d) Describe important historical events that have shaped ethical guidelines for public health research and practice (e.g. Tuskegee Syphilis Study).</td>
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<tr>
<td>e) Identify the ethical implications of emerging research, technology, and societal trends relevant to public health (e.g. expansion of public health genetics and genomics, commercialization of health services and products).</td>
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<td>f) Recognize how public health activities support social justice principles including health equity, human rights, appropriate allocation of health resources, and community engagement.</td>
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<tr>
<td>g) Analyze and resolve conflicts between ethical principles that commonly occur in public health research and practice (e.g. individual rights vs. the “common good”).</td>
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<tr>
<th>6) DESCRIBE AND APPLY THE KNOWLEDGE AND SKILLS NECESSARY TO INTERACT WITH DIVERSE INDIVIDUALS AND COMMUNITIES WITHIN AND ACROSS SETTINGS AND COUNTRIES WITH VARYING LEVELS OF ECONOMIC RESOURCES.</th>
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<tr>
<td>a. Explain how professional practices relate to equity and accountability among diverse individuals and community settings</td>
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<tr>
<td>b. Use the concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities</td>
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<tr>
<td>c. Understand and apply the principles of cultural humility and cultural privilege</td>
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<tr>
<th>7) UNDERSTAND, MEASURE, AND INTERVENE TO ADDRESS HEALTH INEQUITIES WITHIN AND ACROSS SETTINGS AND COUNTRIES WITH VARYING LEVELS OF ECONOMIC RESOURCES.</th>
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<tbody>
<tr>
<td>a) Explain the key frameworks for understanding health inequities and disparities across fundamental causes including race/ethnicity, socioeconomic position, and gender.</td>
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<tr>
<td>b) Describe the social and environmental contributors to health inequities for different health problems and conditions.</td>
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<tr>
<td>e) Understand ethical and social justice implications of health inequities</td>
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**THE FOLLOWING HBHE COMPETENCY(IES) IS/ARE A SECONDARY FOCUS OF THIS COURSE:**

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<tr>
<th>4) APPLY BASIC PRINCIPLES OF RESEARCH AND EVALUATION METHODOLOGY RELEVANT TO UNDERSTANDING AND MODIFYING HEALTH STATUS AND HEALTH BEHAVIOR FROM A SOCIAL ECOLOGICAL PERSPECTIVE (E.G. INDIVIDUAL, FAMILY, COMMUNITY, AND SOCIETY) WITHIN AND ACROSS SETTINGS AND COUNTRIES WITH VARYING LEVELS OF ECONOMIC RESOURCES.</th>
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<tr>
<td>e) Be able to critique and synthesize scientific evidence, including evidence review.</td>
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<td>f) Translate research findings into public health practice, including identifying and disseminating evidence-based interventions and apply policy change.</td>
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<tr>
<th>5) PLAN, IMPLEMENT, AND MANAGE HEALTH EDUCATION AND HEALTH PROMOTION PROGRAMS ACROSS DIVERSE SETTINGS AND POPULATIONS FROM A SOCIAL-ECOLOGICAL PERSPECTIVE WITHIN AND ACROSS SETTINGS AND COUNTRIES WITH VARYING LEVELS OF ECONOMIC RESOURCES.</th>
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<tr>
<td>a) Identify, explain, and apply the appropriate intervention strategy (e.g. policy advocacy, mass media, community organizing, social marketing, one on one counseling) to specific health problems and conditions.</td>
</tr>
<tr>
<td>b) Identify, explain, and apply the appropriate level of intervention (e.g. individual, family, community, policy).</td>
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<tr>
<th>6) DESCRIBE AND APPLY THE KNOWLEDGE AND SKILLS NECESSARY TO INTERACT WITH DIVERSE INDIVIDUALS AND COMMUNITIES WITHIN AND ACROSS SETTINGS AND COUNTRIES WITH VARYING LEVELS OF ECONOMIC RESOURCES.</th>
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<tbody>
<tr>
<td>d. Design, implement, and evaluate culturally appropriate interventions for diverse individuals and communities</td>
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UM-SSW CURRICULAR THEMES

Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to differences in family structure, dynamics and process. Cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes will be examined. Key diversity dimensions (economic, ability status, race/ethnicity, immigration status, sexual orientation) will be examined in relation to family structure and process and health beliefs and health behavior.

Social Justice and Social Change will be addressed in content on differences in disparities in health behaviors, mortality and morbidity status, and access and barriers to care for families of different social, cultural and economic subgroups.

Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease within families and across the life span.

Behavioral and Social Science Research will be presented throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

SW ETHICS AND VALUES
This course will address ethical and value issues related to behavioral, psychological, social, and ecological aspects of the health of individuals and families. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to understanding the health of individuals within a family context and the social worker’s responsibility to promote the general welfare of society. In addition, ethical issues related to working with various client family systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination.

SSW EMPHASIS ON PRIVILEGE, OPPRESSION, DIVERSITY AND SOCIAL JUSTICE (PODS)
As a SSW course, this class integrates PODS content and skills with a special emphasis on the identification of theories, practice and policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. PODS content and skills will be applied in relation to individuals within families and across diverse families. A variety of instructional methods will be used to facilitate PODS learning. This course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness.

Council on Social Work Education (CSWE) CORE COMPETENCIES AND PRACTICE BEHAVIORS

**THE FOLLOWING CSWE COMPETENCY(IES) IS/ARE A FOCUS OF THIS COURSE (BOLDED):**

1. Identify with the SW profession, its mission and core values, and conduct oneself accordingly.
   a) Advocate for client access to services
   b) Practice self-reflection and self-correction
   c) Engage in life-long learning and professional growth
   d) Attend to professional roles and boundaries
   e) Use supervision and consultation as needed

2. Apply social work ethical principles to guide professional practice.
   a) Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics
   b) Recognize and manage personal values in a way that allows professional values to guide practice
   c) Tolerate ambiguity and cultural differences in resolving ethical conflicts
   d) Apply ethical reasoning to arrive at principled decisions

3. Apply critical thinking to inform and communicate professional judgments.
   a) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues
   b) Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
   c) Analyze models of assessment, prevention, intervention, and evaluation

4. Engage diversity and difference in practice.
   a) Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time
   b) Recognize the ways in which a culture’s structures and values may oppress, marginalize, alienate, or enhance privilege and power
   c) Appreciate the ways in which diverse cultures may foster strength and resilience
   d) Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups
e) Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences
f) View themselves as learners and engage those with whom they work as informants

5. Advance human rights and social and economic justice.
   a) Understand the forms and mechanisms of oppression and discrimination
   b) Advocate for human rights and social and economic justice
   c) Engage in practices that advance social and economic justice

   a) Use research evidence to inform practice
   b) Use practice experience to inform scientific inquiry
   c) Understand the process of evidence-informed practice

7. Apply knowledge of human behavior and the social environment
   a) Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation

8. Engage in policy practice to address social and economic well-being and to deliver effective social work services.
   a) Analyze, formulate and advocate for policies that advance social well-being
   b) Collaborate with colleagues, clients, administrators, policy makers, and legislators for effective policy implementation and action

9. Respond to contexts that shape practice.
   a) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10(a). Engagement.
    a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
    b) Use empathy and other interpersonal skills
    c) Develop a mutually agreed-on focus of work and desired outcomes

10(b) Assessment
    a) Collect, organize, and interpret client data
    b) Assess client strengths and limitations
    c) Develop mutually agreed-on intervention goals and objectives
    d) Select appropriate evidence informed intervention strategies

10(c) Intervention
    a) Initiate actions to achieve organizational goals
    b) Implement prevention interventions that enhance client capabilities
    c) Help clients resolve problems
    d) Negotiate, mediate, and advocate for clients
    e) Facilitate transitions and endings

10(d) Evaluation
    a) Critically analyze, monitor, and evaluate social work interventions

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, we can arrange a day/time to meet. I am 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, make your emails explicit and clear in identifying who you are (email addresses are often cryptic) and indicating the nature of your inquiry and/or request.

Laptops, Electronic Devices, Phones/Pagers: This class involves both lecture and interactive activities and discussion. Use of laptops, tablets, and cell phones during class are a distraction to both the user and fellow classmates. In consideration of your classmates and in order to promote a more engaged classroom environment, you are asked to refrain from their use in the classroom. All telephones and pagers must be turned off while you are in class. If you are required to carry a pager, please set it to vibrate only.

Class Participation and Activities
The course meets once a week on Fridays from 9-12. The class format includes lectures and class discussions based on assigned readings and small group activities and exercises. 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 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. Observance of religious holidays, participation in professional conferences and training sessions and incapacitating or contagious illnesses (influenza) are considered **excused absences**. 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.

**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.

**Class Norms and Behaviors**

**MICHIGAN STATEMENT ON CIVILITY**
The University of Michigan is a leader in education, research, and patient care. To sustain that leadership, we promote a healthy social and emotional work culture. We value all members of our community, and we know that a civil and considerate environment is integral to the health and well-being of students, faculty, and staff. The purpose of this statement is to foster good relationships throughout the University community.

We aspire to treat each other well, by adopting the following attitudes and behaviors:

- **Choose kindness.** Always treat each other with consideration and respect, whether in person, on the phone, over email, or on social media.
- **Think the best.** Assume we are all trying to do the right thing. Put yourself in the other person’s shoes, and be flexible and patient with others.
- **Act in a supportive way.** Encourage each other. Acknowledge each other’s contributions, and lend a hand when others need help. Be inclusive and welcoming.

**MULTICULTURAL GROUND RULES** From The Program on Intergroup Relations (IGR) University of Michigan

1. Our primary commitment is to learn from each other, from course materials and from our work. We acknowledge differences amongst us in backgrounds, skills, interests, values, scholarly orientations and experience.
2. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
3. We acknowledge that one of the meanings of sexism, classism, racism is that we have been systematically taught misinformation about our own group and members of devalued groups. The same is true about elitism and other forms of prejudice or bias -we are taught misinformation about others and ourselves.
4. We will try not to blame people for the misinformation we have learned. However, we hold each other responsible for not repeating misinformation or offensive behavior after we have learned otherwise.
5. Victims should not be blamed for their oppression.
6. We assume that people are always doing the best they can, both to learn the material and to behave in non-biased and multiculturally productive ways.
7. We will share information about our groups with other members of the class, and will not demean, devalue, or "put down" people for their experiences or lack of experiences.
8. We will actively pursue opportunities to learn about our own groups and those of other groups, yet not enter or invade others' privacy when unwanted.
9. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit individual development, group progress and cooperation and group gain.
10. We want to create a safe atmosphere for open discussion. Members of the class may wish to make a comment verbally or in an assignment that they do not want repeated outside the classroom. Therefore, the instructor and participants will agree not to repeat the remarks outside the session that links a person with his/her identity.
11. We will challenge the idea or the practice, but not the person.
12. We will speak our discomfort.
13. Are there other ground rules that the class would like to add...?

SENSITIVE CONTENT This course deals with family-related content that may be challenging and sensitive for class participants. Assignments and class activities require that we examine our own family(ies) of origin, creation and/or choice as part of our work in critically analyzing families and our personal assumptions and experiences. I regard any information contained in assignments as strictly confidential and it will not be shared or discussed with anyone. Personal information shared in the classroom is similarly regarded as confidential unless otherwise indicated. I ask that each participant understand and respect their own personal boundaries and comfort level concerning the information that you choose to or decline to share in assignments and class sessions.

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.

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, as well as the grading criteria for each assignment, will be posted on the CTools website.

1. **Individual Meeting:** 5% Each class member is required to have an individual meeting with me to discuss course objectives and content and their own professional goals as they relate to families and health. To the extent possible, meetings will be scheduled during the first half of the term.

2. **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 required readings for 1 specified week and to lead a discussion related to these materials. The format and guidelines for the written critique and facilitated discussion will be provided. Due date: Written critique is due on your assigned Thursday.
3. Exploration of Family Autobiography, Social Identities, and Professional Roles: 10% Written assignment exploring your family(ies) of origin, procreation, and/or choice, your social status and personal identities, as well as future professional roles.

4. Family Health Genogram: 25% A discussion of health beliefs, practices and behaviors within 3 generations of your family with analysis and integration of family theories, perspectives and health behavior models.

5. Family Health Issue Brief: 35% A focused, written report that a) reviews the research and practice literature on a specific health problem or health issue that is relevant for families and b) develops recommendations for families, practitioners and policy makers.

6. 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 below).

Important: Class participation is an 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.

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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 regularly and consistently demonstrates that she/he has read the assigned material.</td>
</tr>
<tr>
<td>7-5</td>
<td>Often makes helpful, relevant contributions to class discussions. Actively participates in small-group discussions. Actively pays attention lectures and discussions. Attends class regularly and shows up on time. Demonstrates that she/he has read the assigned material.</td>
</tr>
<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 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>
</tbody>
</table>

GRADES 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. General criteria for the overall course grade are:

**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.

**STANDARDS FOR CRITICAL THINKING, ANALYSIS AND WRITING**

(Adapted from 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 and Writing Resources
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:

SPH Writing Lab  sph.writing.lab@umich.edu  SPH I, Room 3838  M-F 9-5, with drop-in hours MWF 10-12, and TTh 1-3.

The Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; http://www.lsa.umich.edu/sweetland

The English Language Institute http://www.lsa.umich.edu/eli/  555 S. Forest Avenue

Online Writing Resources
http://owl.english.purdue.edu/workshops/hypertext/apa/index.html
http://www.lib.msu.edu/harris23/general/citation.htm

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
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

COURSE TOPICS AND READINGS
This is a reading-intensive course. The breadth of the theoretical, research and practice literatures devoted to families is extensive. Selected readings provide foundational information concerning the nature, form and dynamics of diverse families, as well as substantive content areas and issues that are pivotal for understanding families and health within diverse contextual (i.e., social, economic, racial/ethnic, political, historical, community) perspectives.

Readings for the course represent a very small sampling of the information that is available to academic, practice and lay audiences. Course articles/chapters and resources are available on the CTools website located in a folder labeled “Course Readings” and organized by class week. Sub-folders are labeled by week and topic areas and both Required and Additional Resources are provided. The CTools website contains a number of additional resources for the course including 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.

Course content is organized in four major sections: 1) background, ethical and theoretical perspectives on families, 2) family diversity and demographic transitions, 3) family health and health-related behaviors, and 4) family programs, interventions and policy. Rather than viewing these course content areas as separate, we examine 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.

PART I: BACKGROUND, ETHICAL AND THEORETICAL PERSPECTIVES ON FAMILIES

JAN 8  INTRODUCTION AND COURSE OVERVIEW
Discussion of course content and format; review of course syllabus and the CTools site.

READINGs FOR IN-CLASS DISCUSSION:

JAN 15  HISTORICAL AND SUBSTANTIVE PERSPECTIVES ON FAMILIES AND FAMILY-BASED HEALTH

REQUIRED READINGS:

Additional Resources:
JAN 22 ETHICAL PERSPECTIVES ON FAMILY-BASED HEALTH, GOVERNMENT-SPONSORED FAMILY INTERVENTIONS, AND SOCIAL JUSTICE

REQUIRED READINGS:

Additional Resources:

JAN 29 PERSPECTIVES ON FAMILY DIVERSITY; THEORECTICAL AND CONCEPTUAL MODELS OF THE FAMILY

REQUIRED READINGS:

FEB 5 FAMILY DEMOGRAPHY: CURRENT PROFILES AND DEMOGRAPHIC CHANGE
REQUIRED READINGS:

Choose 1 additional required reading from below:

Additional Resources:

FEB. 12 FAMILY DIVERSITY: “RACE,” ETHNICITY/CULTURE, IMMIGRATION, AND GENDER
REQUIRED READINGS:

Choose 1 additional required reading from below:

Additional Resources:

FEB. 19 FAMILY DIVERSITY: ECONOMIC STATUS, SEXUAL MINORITY GROUPS, AND AGING
REQUIRED READINGS:


Additional Resources:


PART III: FAMILY HEALTH AND HEALTH-RELATED BEHAVIORS

FEB. 26 HEALTH BEHAVIORS, NORMS FOR HEALTH AND ILLNESS AND COMMUNICATION AND DECISION-MAKING

REQUIRED READINGS:


Choose 1 additional required reading from the following:


Additional Resources:


MAR. 12 HEALTH OF FAMILY CAREGIVERS AND DIVERSITY IN CAREGIVING EXPERIENCES

REQUIRED READINGS:


Additional Resources:


MAR 19 FAMILY STRESS AND TRAUMA
PART IV: FAMILY PROGRAMS, INTERVENTIONS AND POLICY

MAR 26 FAMILY-BASED HEALTH: PROGRAM SKILLS
REQUIRED READINGS:

Additional Resources:

APR 2 FAMILY-BASED HEALTH PRACTICE AND INTERVENTIONS
REQUIRED READINGS:

Additional Resources:

APR 9 FAMILY HEALTH POLICY
REQUIRED READINGS:
Choose 1 additional required reading from the following:
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.

Additional Resources:

**APR 16 COURSE SUMMARY AND FUTURE DIRECTIONS**
We will discuss in-depth case studies of families and health issues from Andrew Solomon (2012). Far From The Tree: Parents, Children and the Search for Identity.
Select 1 of the following chapters from his book: Deaf, Down Syndrome, Autism, Schizophrenia, Disability, or Transgender.
In class final activities on course content.