

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Social and Human Development	College/School	CRCO/CTC
Prepared by	Robert G Parr, HS-BCP	Phone	455-2842
Email Contact	rgparr@alaska.edu	Faculty Contact	Robert G. Parr, HS-BCP

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

2. ACTION DESIRED: Changes to be made to the existing course.

Change Course If Change, indicate below what change. Drop Course

NUMBER	<input type="text"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES	<input type="text"/>	FREQUENCY OF OFFERING		COURSE CLASSIFICATION	<input checked="" type="checkbox"/>
CREDITS (including credit distribution)	<input type="text"/>	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)			
CROSS-LISTED	<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>
STACKED (400/600) Include syllabi.	<input type="text"/>	Dept.	<input type="text"/>	Course #	<input type="text"/>
OTHER (please specify)	<input type="text"/>				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc)

4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES NO

IF YES, check which core requirements it could be used to fulfill:
 O = Oral Intensive, Format 6 also submitted W = Writing Intensive, Format 7 submitted Natural Science, Format 8 submitted

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDIT S

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

HUMS F140 Family Empowerment I
3 Credits
Offered As Demand Warrants
Introduction to the concepts of the empowerment approach, with application to families. Concepts include respect, focus on strengths and needed system changes. Prepares and supports workers in applying skills to families. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

HUMS F140 Family Empowerment-I Family Dynamics
3 Credits
Offered As Demand Warrants Offered Fall; As Demand Warrants
Introduction to the concepts of the empowerment approach, with application to families. Concepts include respect, focus on strengths and needed system changes. Prepares and supports workers in applying skills to families. Focus is on the family as a system and its involvement in the services provided to elders and children as well as services to family members with mental illness, with developmental disabilities and with substance abuse or dependence. (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:

PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Spoke with Karen Jensen by phone at 11:45 AM on 20 February 2013. Mixed media resources for this course are adequate and available at the library.

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

No positive or negative impacts noted. This course is not required by other departments or programs.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

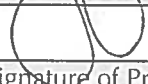
This will eliminate the need to contract with an outside agency in Anchorage that was done with HUMS F140 Family Empowerment. Family Dynamics has been offered as an HUMS F250 course and petitioned to replace HUMS F140. This change eliminates the need for petitions. This new course maintains the integrity of a quality family course that meets or exceeds the learning outcomes of the previous course.

APPROVALS: (Additional signature blocks may be added as necessary.)

 Date 2/28/13
Signature, Chair, Program/Department of: _____

John Maier Date 2/27/2013
Signature, Chair, College/School Curriculum Council for: _____

 Date 3/1/13
Signature, Dean, College/School of: _____ CRCD

 Date _____
Signature of Provost (if applicable)
Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Signature, Chair, Program/Department of: _____

Signature, Chair, College/School Curriculum Council for: _____

Signature, Dean, College/School of: _____

Family Dynamics

HUMS F140, 3 Credits, No prerequisites

Room 203, 604 Barnette Street, UAF-CTC

Thursday, 5:30-8:30 PM, 05 September 2013 – 12 December 2013

Paige Metzgar, M.A., LPC, NBCC (Adjunct Faculty)

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For office hours or to make an appointment call Kelly Peissner at 455-2842 or see her in Room 205, 604 Barnette Street, UAF-CTC.

Text (required): Thomlinson, Barbara. [Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment](#), Third Edition. (2010) Belmont, CA: Brooks Cole Publishing.

Course Description

Focus is on the family as a system and its involvement in the services provided to elders and children as well as services to family members with mental illness, with developmental disabilities and with substance abuse or dependence.

Course Goals

We will explore the dynamics of a family. When you leave the course, you should have a basic understanding of the definition of family, variations of family structure, how families function, how individuals in a family are impacted by the family and how families react to change. You should also leave with a solid understanding of intergenerational issues in the family and the impact of challenges presented when there is mental illness, developmental disability or substance abuse within the family. One goal of the course is to give you a broad understanding of what role family dynamics have when providing counseling services to individual or families.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Describe the impact of family on the individual.
2. Describe family functioning and define the various roles within a family.
3. Explain family stages and tasks accomplished within families.
4. Define family resilience and empowerment.
5. Describe and discuss the impact of change on the family.
6. Explain the processes used to engage the family in treatment.
7. Intergenerational issues in the family
8. Learn and list parenting issues in the family.
9. Understand and describe the impact of mental illness in the family.
10. Understand and describe the impact of developmental disabilities in the family
11. Understand and describe the impact of substance abuse and dependence on the family
12. Prepare a service plan for families receiving assistance from a human service agency.

Instructional Methods

This course includes lecture, class discussion, case study, small group discussion, and individual presentations for at least one assignment. Blackboard will be used for resource material, handouts, syllabus, and other materials that might include video clips and recommended reading.

Tentative Course Calendar

Week One: Introduction; read chapters 1 and 11
Week Two: Family roles, stages, resilience and reaction to change; read chapters 2 and 3
Week Three: Engaging the family; read chapter 8
Week Four: Case Study; read chapter 19; **Assignment One due**
Week Five: Intergenerational Issues; read chapter 4 and 15
Week Six: Parenting; read chapters 5, 12
Week Seven: Case Study; read chapters 6 and 13
Week Eight: Mental Illness in the family
Week Nine: Mental Illness continued; **Assignment Two due**
Week Ten: Developmental Disabilities in the family
Week Eleven: Developmental Disabilities continued; review chapter 1 on ethics
Week Twelve: Substance Abuse in the family; read chapter 18
Week Thirteen: Substance Abuse continued; read chapter 16
Week Fourteen: In class presentations of final assignment; **Assignment Three due**

COURSE POLICIES

Student Behavior

This is a mature learning atmosphere. Behave in a mature, responsible manner toward the instructor and other students. Be respectful of others and their time and experience. Students should be devoted to the effort of learning and retaining new information.

Class Attendance

Much of the learning occurs in the classroom setting and cannot be made up. Therefore, class participation is essential to your learning and attendance will be taken.

- Present yourself ready and willing to learn.
- Arrive to class and all scheduled activities on time.
- Have excellent attendance

Classroom Ground Rules

Basic Ground Rules for conduct in the classroom are as follows.

- Think safety first
- If you miss a scheduled session, you should: Contact instructor at the first opportunity.
- If you do not understand, you should: Ask questions.

Plagiarism:

“Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless the instructor of the course grants permission.....Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.....No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.....Students are encouraged to review the entire code at www.alaska.edu/bor/.” UAF Student Code of Conduct.

Student Evaluation

Attendance and Active Participation	10%
Assignment One	30%
Assignment Two	30%
Assignment Three	30%

Academic Regulations

The university grading policy (A, B, C, D, and F) will be used in computing your graded work for this class. + and – used as shown below.

92-99 Points = A, 90-91= A-, 100 = A+
82-88 Points = B, 80-81= B-, 89 = B+
72-78 Points = C, 70-71= C-, 79 = C+
62-68 Points = D, 60-61= D-, 69 = D+
59 and Below = F, No F+ or F-, Fail is Fail
Withdrawn = W
Incomplete = I
No Basis = NB

Support Services:

The instructor is available upon appointment for additional assistance outside session hours. For writing assistance: UAF Community & Technical College, Writing Center, 604 Barnette St, Room 120, 455-2856. Writing Center, 801 Gruening, 474-5314. Call either center for tutor appointment or hours of operation.

Disability Services: If you have a disability that you believe will affect your performance in this course, please speak with me directly AND contact the Disability Services coordinator at the Center for Health and Counseling. Further information is available on their website at <http://www.uaf.edu/chc/disability.html>. The instructor will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities.

Barrier Crimes: In accordance with the Alaska Administrative Code (7AAC 10.900 – 7 AAC 10.990) and Section 1128 (a) of the Federal Social Security Act 42.U.S.C. 1320a 7, *individuals seeking employment in Human Services in Alaska* will be prohibited from doing so if they have been convicted of particular crimes known as “barrier crimes.” This barrier to Human Services employment may remain in place for one, three, five or ten years or may be life time exclusion. Any student expecting to pursue Human Services employment should be aware of these prohibitions. The detailed information can be found with a search of the above cited Code or at <http://www.hss.state.ak.us/dhcs/CL/bgcheck/assets/BarrierCrimeMatrix.pdf> or <http://hss.state.ak.us/dph/CL/PDFs/Emergency%20Regulations%20Made%20Permanent%202-13-08.pdf>

Be aware that the search of records includes juvenile records, records that might at one time has been described as “sealed” and verdicts that might have been described as “set aside.” The background check includes national as well as state sources. No student will be placed in a Practicum site (i.w. an agency where there is access to vulnerable children and adults) without completion of a State and Federal background check. See the HUMS advisor for further details.

Assignment Directions

Assignment One

Due _____

This assignment will be different from Assignment Two and Three. The purpose of this assignment is for you to better understand how your family experiences influence your life and your perspective on families and how families function. The assignment is taken from Chapter Eleven in your text.

On Page 143 in the 3rd Edition of the Family Assessment Handbook complete Activity 11.3 Maximizing Strengths, Minimizing Weaknesses. For those that are using another edition the activity is reprinted verbatim here.

1. Name and describe the family members who lived in your childhood home. Describe how each member influenced you. From your family, who do you think had the most meaningful influence on you? Describe this.
2. Describe yourself as an adolescent – your interest and activities. How did others in your family see you? How did those in your peer group see you?
3. What three things do you like most and least about yourself?
4. What are your strengths and self-perception?
5. Then, using all the information from above, write a two- to three- page typed essay in which you discuss your talents and how these may influence your work with families. Include a picture of yourself as a child, and comment on it.

Assignment Two

Due _____

It is the policy of the Office of Children's Services to attempt family reunification if at all possible. If a child is removed from the home OCS will, in many cases, have expectations that the family will engage in some changes and a plan will be developed to map the changes and the progress toward those goals.

In the following scenario you will find a family that has, at least temporarily, lost custody of their children. 1) List the important factors to be considered in creating a plan for family reunification. 2) Complete an initial plan for family reunification. The plan should include the changes you would expect to see, resources to assist the family in making those changes and a timeline within which they are to make the changes. 3) Describe how you would present this plan to the family focusing on their possible objections and your need to create consensus if possible.

Their first meeting with you after this planning meeting is one week in the future. They do not appear for that meeting. You contact them again and set a new appointment time. They arrive 45 minutes late for this appointment and state that they have made no progress and have decided to cede custody to the state. 4) What are your ethical concerns? 5) What is your response? Consider what is in the best interests of the family and the best interests of the children.

Scenario

Mark, father of the children in question, is a 47 year old laborer and member of the laborers' union. He works sporadically at different locations around the state and experiences some lengthy periods of unemployment during which time he receives unemployment benefits. He is in recovery from poly-substance dependence and attends AA or NA meetings when in Fairbanks. He has 15 years of being clean and sober.

Florence, mother of the children in question, is a 23 year old woman who was diagnosed at age 17 with Bipolar Disorder. She has received behavioral health services in the past, including medication. She could not tolerate the side effects of her medication or the "tamped down" feeling she experienced when taking it. Florence loves the

manic phases of her illness, during which time she feels bright, attractive, productive and happy. She believes that her depressive symptoms are the price she pays for this happiness and equates those symptoms to "exhaustion." When depressed, she will remain in bed for days with the lights off, rising only to go to the bathroom or to gather junk food (which she keeps on hand for these occasions) that she will eat in her room. She may also move the television into her room and keep it on twenty-four hours each day.

Ralph is the 6 year old child of Florence from a previous relationship with her high school sweetheart. Ralph presents as withdrawn and anxious. He cringes when Mark approaches him and fawns over his mother, treating her as an invalid or a baby. Ralph often misses school in order to care for his mother and his siblings when she is having one of her "bad times" and Mark is not at the home. He speaks little and seldom makes eye contact. His teachers describe him as a "dreamer" who is always looking out the window or drawing, but not attentive to his school work and not engaged with his classmates.

Ruth is 3 years old and the child of Mark and Florence. Ruth was born with a congenital heart problem and has undergone surgery more than once to correct this condition. She is a smiling, if frail looking, child. She does not speak. She has had no evaluations other than medical. She is not toilet trained. Her play is usually solitary and highly imaginative.

Randy is 1 year old and the child of Mark and Florence. Randy is very active. He walks well and is always careening around the house making noises like machinery. He plays with household objects, which he delights in taking apart, leaving the pieces wherever they fall.

The family lives in a trailer located off the Parks Highway and about 15 miles from Fairbanks. The trailer has limited insulation and the pipes regularly freeze during the winter months. The family uses an outhouse as the toilet has not been repaired since the last freeze. Mark has added a wood stove to the trailer to provide heat since the original heater is inadequate.

The two older children are in the same foster home. Randy is in a separate foster home. Both foster placements are with long-time providers of foster care and located in the Fairbanks community. All of the children have needed assistance in their foster setting with self-care (including dressing, bathing, dental hygiene, choosing healthy foods). The foster families have purchased clothing for all of the children as their own clothing was in disrepair, stained or outgrown. The teachers report that the oldest child has been even more anxious and withdrawn since the disruption of the family.

Assignment Three

Due _____

Remember that this third assignment accounts for 30% of your grade (see syllabus).

Prepare a 20 minute presentation on the family aspects of a particular type of problem addressed by Human Services professionals. You may elaborate on one topic introduced in the class lectures (for example, families and children with developmental disabilities) or you may introduce a specialty topic (for example, the impact on the family of military deployment).

You must get permission from the instructor for your topic so that duplication is avoided. The deadline for topic approval is _____.

Your presentation may include a multi-media approach within the limits of the technology in the class room (use of VHS, DVD, and internet). You may provide handouts. If you need copies of materials, please provide those the week before the due date.

Printed materials will be gathered, copied and provided to all class members at the completion of the class. It is preferred that those materials be provided electronically if possible.