TO ACCOMPANY PROPOSAL FOR ADDITION OF COURSE TO AN EXISTING UNST CLUSTER

Name of proposing faculty member: Carol A. Morgaine.
Title of proposed course: Working with Diverse Families
From which department(s): Child & Family Studies
For which cluster: Family Studies
Name of cluster coordinator:

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COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S): Cathleen Smith DATE: 
Cathleen Smith DATE: 4/4/00
CLUSTER COORDINATOR: Cathleen Smith DATE: 
CHAIR, CLUSTER COORDINATORS: DATE: 
CHAIR, UNST COMMITTEE: DATE: 

Copies of completed document are to be filed with appropriate cluster coordinator(s) as well as sent to appropriate department chair(s), UNST Scheduling, and Chair, Cluster Coordinators.

University Studies: March, 1999
Proposal: CFS 485 Working with Diverse Families
as a Junior Cluster Course

A. Course Description:

**Working with Diverse Families:** For individuals who are preparing to work, professionally, with families. Theoretical perspectives on working with families. Issues involved when working with diverse US families (African American, Asian, Russian, and Hispanic) as well as international families.

B. Course Development:

This is a newly approved course. It will be taught for the first time during the winter term of 2001.

C. General Education Goals: The pedagogical goals for this course can easily promote the University’s goals of General Education. Specifically, the course has been designed to:

- introduce students to family systems theory as well as other conceptual models for understanding family interaction and communication;
- facilitate students’ exploration of cultural, ethnic, geographic, and global influences, differences, and issues that affect families;
- facilitate students’ exploration of various models for interacting with families in a professional manner;
- require students to be involved in a community learning experience with refugee, immigrant, or culturally diverse families; and
- use active learning strategies.

These course objectives will be used as a backdrop for facilitating an increase in students’ communication abilities. The course will also involve students in more sophisticated levels of research and critical inquiry by asking them to use 1) articles from professional journals, 2) issues from films, and 3) analytical thinking processes to link at least one family theory with one “issue” that is of concern in their community involvement settings.

CFS 485 has been designed to meet the other General Education goals of Human Experience and Ethical Issues and Social Responsibility. In the area of Human Experience, students will learn about various human development and family systems theories as well as have direct interaction with diverse families.

Class discussion will be designed to

- enhance students’ awareness and appreciation for societal diversity in the local, national, and global communities;
- help students explore the relationships between physical, intellectual, emotional, and social well-being including the means by which self-actualization is developed and maintained throughout life; and
- help students develop the capacity to adapt to life challenges and to foster human development amongst self and others throughout the life span.

Through readings, viewing films, community involvement and class discussions, students will

- appreciate the impact of life choices on personal, social, and environmental health;
•gain an understanding of ethical dilemmas confronted by individuals, groups, and communities and the foundations upon which resolution might be possible;
•explore the personal implications and responsibilities in creating an ethical and safe familial environment, neighborhood, work environment, society, and global community; and
•explore the personal implications and responsibilities in creating an ethical and safe familial environment, neighborhood, work environment, society, and global community.

Child and Family Studies 485 will function in tandem with other Family Studies Cluster courses by specifically addressing diversity, professional applications, and ethical issues.

D. Course Outline:
Carol Morgaine is committed to teaching this course.

Topical Outline of Course
A. Introduction (4 hours)
   1. Families Today: At Home and Abroad
   2. Family Systems Theory and Other Conceptual Models
   3. Culture, Context and Family Interaction
   4. Learning from Community Involvement
B. Diverse Families in the US (15 hours)
   1. African American Families
   2. Chicano/Latino Families
   3. Asian Families
   4. Immigrant and Refugee Families
C. Families of the World (10 hours)
   1. African Families
   2. Latin American Families
   3. Eastern European Families
   4. Middle Eastern Families
D. Working with Diverse Families (11 hours)
   1. Power Dynamics When Working with Families
   2. Personal Biases and Attitudes
   3. Conceptual Models for Working with Families
   4. Practical Applications when working with Families

Preliminary Reading List:
Steinmetz (Eds.), *A sourcebook of family theories and methods: A contextual approaches.* New York: Plenum.


