University Studies
Cluster Proposal Cover Sheet

Cluster: __Family Studies__

Title of course: __Child & Family Studies__

Course Number: __CFS 481__

Proposing Faculty: __Carol Morgaine__

Cluster Coordinator: __Carol Morgaine__

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Cluster Course to New Cluster

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New Course to Cluster

_____ Removal

Other clusters this course is assigned to: ______________________

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University Studies
Cluster Course Addition
Adding a previously unapproved course to a cluster
(Revised September 9, 2002)

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY: Carol A. Morgaine, Child and Family Studies

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION

   CES 481 (4): This class is a general overview of issues related to family health, including
   health promotion/prevention, domestic violence/child abuse, alcohol/chemical dependence,
   chronic and terminal illnesses, and accessing health systems. Special attention will be given
   to ethnic, political, ideological, religious, economic, and geographic influences. Community-
   based learning components will provide additional insight for students.

B. DEVELOPMENT

   This is a new course that was proposed to the CLAS Curriculum Committee in early October.
   It has been approved by that committee and will go to UCC next.

C. AVAILABILITY

   The course will be offered annually during the winter term.

D. PREREQUISITES

   Students will be required to be of junior status.

2. COURSE OUTLINE.

   Conceptual Frameworks for Healthy Families (7 hrs)
   Cultural, political, and geographic influences
   Health Promotion and Prevention (7 hrs)
   Political and economic influences
   Domestic Violence/Child Abuse (6 hrs)
   Cultural, religious, and ideological influences
   Alcohol/Chemical Dependency (6 hrs)
   Historical perspectives and ideological influences
   Chronic and Terminal Illnesses (6 hrs)
   Political and economic influences
   Accessing Health Issues (8 hrs)
   Cultural, political, geographic, economic, and ideological influences

GENERAL READING LIST

Therapy, 30(3), 257-274.

of employment context and family structure in rural and urban setting. Journal of Family
Issues, 16(4), 488-510.


**NAME OF INSTRUCTOR COMMITTED TO TEACHING THE CLASS:**

Permission has just been granted to hired a fixed term, shared position between CFS and UNST for the 2003-04 academic year. The person hired will teach this class.

3. **GENERAL EDUCATION GOALS.**

**A. COURSE CONTENT & SUITABILITY FOR CLUSTER**

The content of this course will focus on families and their health issues and needs. As social units, families have a variety of health needs that must be addressed by societal institutions. Many PSU students will be interested in extending their study and understanding of families by engaging in an overview of health issues and needs. Community based learning experiences will provide a real-life, practical emphasis for students as they interact with a variety of agencies that serve families and their health needs.

**B. UNST GOALS**

*Inquiry & Critical Thinking:* Students will use critical thinking when they analyze economic and social values and institutional policies that serve various societal groups differentially. Fact-finding activities, guest speakers, readings, and simulations will serve to facilitate students’ increased awareness, inquiry processes, and critical thinking skills.

*Communication:* Small perspective-taking groups, in-class writing reflections, and oral presentations will provide opportunities for students to improve their communication abilities.

*Diversity of Human Experience:* By exploring how health issues and health services are experienced differently by different groups of people (African Americans, TANS families, Immigrants and Refugees, and Latinos) the diversity of human experience as related to health issues and service needs occur. These explorations will be facilitated as students interview agency clients, review health statistics, and discuss readings.
Ethical Issues and Social Responsibility: Students will explore related policy issues, hear
panels of policy makers and administrators, and reflect on the ethical issues that have
emerged from their community based learning experiences. Readings and a final reflection
will be used as a basis for students culminating perspectives.

C. CLASSROOM ENVIRONMENT
Teaching strategies and activities used will include:
• Fact-finding activities
• Guest speakers and panels
• Readings
• Simulations
• Small perspective-taking groups
• Reflective writings
• Oral presentations
• Interviewing others

These activities will be used in order to be respectful of diverse learning styles, incorporate
students’ community based learning, hear directly from real people, and consider formal
sources of information. The integration of these experiences will create a student-centered,
active learning classroom climate.

PROPOSING FACULTY: Carol A. Morgaine

COURSE TITLE AND NUMBER: Child and Family Studies 481

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES
BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT CHAIR(S): Carol A. Morgaine DATE: 10-31-02

______________________________ DATE:____________________

CLUSTER COORDINATOR: Carol A. Morgaine DATE: 10-31-02

All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.
THE ORIGINAL + 12 COPIES OF THE PROPOSAL
MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163)
BY OCTOBER 31, 2002

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: ___________________________. DATE: ________________

CHAIR, UNST COMMITTEE: _________________________________. DATE: ________________