Term Information

Effective Term: Spring 2015

General Information

Course Bulletin Listing/Subject Area: Human Dev and Family Science
Fiscal Unit/Academic Org: Department of Human Sciences - D1251
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7500
Course Title: Family, Systems, and Health
Transcript Abbreviation: Famly, Systm, Hlth
Course Description: This course is a study of illness and its impact on individuals, couples, and family systems across the lifespan. Covered are common illnesses (especially chronic), family systems interventions, challenges, and collaborative models of care. A collaborative approach to interdisciplinary healthcare practice, intervention design, and research will be discussed, applied, and reinforced.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Grad standing or instructor permission.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 19.0701
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

**Course goals or learning objectives/outcomes**

- Develop knowledge of various interventions, challenges, and collaborative opportunities common to working with people diagnosed with a variety of illnesses across the lifespan.
- Interpret illness across the lifespan from a family systems and family science framework.
- Identify the shared and unique characteristics common to working diverse populations, diagnosed with illness, across the lifespan.
- Analyze available empirical evidence related to chronic illness across the lifespan.
- Summarize mitigating factors relevant to loss and resiliency, as they relate to illnesses across the lifespan.
- Describe how to help families adjust/cope despite the presence of an illness or disability.
- Learn when and how to apply models of collaboration to clinical situations involving chronic illness.

**Content Topic List**

- Introduction to the course, syllabus, and theories/models
- Impacts of chronic illness on patient(s) and families
- Family intervention, and Multidisciplinary models of care
- Common childhood illness
- Sexual Health
- Adult conditions specific to aging
- Adult conditions specific to the endocrine system: diabetes, obesity,
  - Adult conditions specific to autoimmune: dx, cancer
  - Adult conditions specific to cardiovascular system
  - Adult conditions specific to digestive and gastro-intestinal dx

**Attachments**

- HDFS 7500 Families Systems and Health.pdf
  (Syllabus. Owner: Kamp Dush,Claire)
- HDFS 7500 Support.pdf
  (Other Supporting Documentation. Owner: Kamp Dush,Claire)

Comments

**Workflow Information**

<table>
<thead>
<tr>
<th>Step</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Kamp Dush,Claire</td>
<td>05/12/2014 01:58 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Buckworth,Janet</td>
<td>05/21/2014 09:38 AM</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L, Warnick,Bryan R., Odum,Sarah A., Zircher,Andrew Paul</td>
<td>05/21/2014 09:38 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Instructor: Keeley J. Pratt, Ph.D., IMFT, Assistant Professor
109-C Campbell Hall
614-247-7883 (office - preferred)
317-902-7233 (cell)
pratt.192@osu.edu (email)

Class Location: Campbell Hall, room XXXX

Office Hours: By appointment

Course Description: This course is a study of illness and the impact that it may have on individuals, couples, and family systems across the lifespan. It is designed to cover some of the more common illnesses (especially chronic), family systems interventions, challenges, and collaborative models of care. Students will be able to interpret and critique existing research as it pertains to advancing the possible influence of family systems intervention in the care of diverse populations across the lifespan coping with illness. A collaborative approach to interdisciplinary healthcare practice, intervention design, and research will be discussed, applied, and reinforced throughout the course.

Required Texts/Downloads:

Additional articles and downloads—see list below for Carmen listings

Course Objectives:
At the conclusion of the course students will be able to…
1. Develop knowledge of various interventions, challenges, and collaborative opportunities common to working with people diagnosed with a variety of illnesses across the lifespan.
2. Interpret illness across the lifespan from a family systems and family science framework
3. Identify the shared and unique characteristics common to working diverse populations, diagnosed with illness, across the lifespan
4. Analyze available empirical evidence related to chronic illness across the lifespan
5. Summarize mitigating factors relevant to loss and resiliency, as they relate to illnesses across the lifespan
6. Describe how to help families adjust/cope despite the presence of an illness or disability
7. Learn when and how to apply models of collaboration to clinical situations involving chronic illness.
Course Requirements:

<table>
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<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>20</td>
</tr>
<tr>
<td>Review Paper</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>200</strong></td>
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</tbody>
</table>

Final Course Grade: The percentage system will be employed. Points will be translated into percentages and letter grades as follows (standard rules of rounding will apply):

- A = 93-100%
- B+ = 87-89%
- C+ = 77-79%
- D+ = 67-69%
- F = below 60%
- A- = 90-92%
- B = 83-86%
- C = 73-76%
- D = 63-66%
- B- = 80-82%
- C- = 70-72%
- D- = 60-62%

Course Requirements:

1. **Attendance/Class Participation:** Students will be expected to attend all classes. When conflicts arise, absences will be cleared beforehand with the class instructor. Unexcused missed classes will reduce your final grade point 5 points for each class missed so please refrain from missing class unless absolutely necessary. Illness must be documented with a note from a medical provider or a University Excused Absence.

   This course is designed to foster interactive and compelling discussions on a variety of issues. It is important that each student take responsibility for making sure his or her voice is heard throughout the semester. There will be plenty of opportunities for participation. As students are encouraged to share, they have a right to confidentiality and respect from their fellow students. Any material shared in class that is personal in nature should be kept confidential. If a class discussion or a sharing experience impacts any student in an uncomfortable or personal way, he or she should contact the instructor for further discussion. Participation points will be awarded on a class by class basis. As long as you participate in the discussion and can demonstrate that you read and are prepared for class, you will get the points for that class.

2. **Assigned Readings:** All assigned readings are mandatory and the student is responsible for completion of the readings and for being prepared to discuss them in class.

3. **Review Paper:** Students are expected to produce a publishable literature review section for a research study covering a topic relevant to this course. Each paper will be graded according to a rubric. All topics must be approved by the instructor prior to preparation of the assignment. Students will be asked to submit 1) an outline/draft, and 2) the paper in its final form. All papers must be written in APA format. Further instructions are provided on Carmen with the rubric.

4. **Presentation:** Students are required to prepare a thirty-minute presentation on an instructor approved topic that is related to this course (ideally in line with your paper). Presentations will serve three functions: 1) To teach your peers about a specific illness in accordance with your unique background and combined with family science, 2) To address issues relevant to this illness across the lifespan, 3) to report on issues of culture and diversity issues understood in
the literature on this topic (or absent from it), and 4) to incorporate how interdisciplinary and collaborative models and practices may be useful in working with people who have the selected illness. Students will prepare a PowerPoint/Prezi presentation and handout for the class. Presentations should be professionally done with interactive discussion, concise information, and each point cited unless your own original contribution. Make sure your work is cited on each slide and on the handout. Students will have 30 minutes to cover their topic. The presentation and handout (electronic) should include the following information:

A. Define the medical condition…give a bit of history….get audience interested in it (you may want to use a video clip—let the instructor know at least one week in advance if it is on DVD).

B. Symptoms, Progression, and Prognosis

C. Prevalence of the selected topic across the lifespan

D. Psychosocial-relational implications (use research to support these implications)

E. Culture and diversity issues with the chosen topic

F. Western and Eastern biomedical treatment options and the specialists who provide these services

Course Policies

1. **Late Assignments**: A deduction of 10% of the points per day is taken for any assignment turned in past the due date. I do not accept assignments turned in electronically or 1 week past the due date.

2. **Academic Integrity (Academic Misconduct)**: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.
If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)
- *Ten Suggestions for Preserving Academic Integrity* (oaa.osu.edu/coam/ten-suggestions.html)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

3. **CARMEN:** Carmen will be used to communicate with students and post class materials. Grades will be posted in confidential accounts for each individual student to access so he or she can check on their standing in the class. Computers are available at several workstations across campus, including Campbell Bldg. Students may access the Carmen site from their home computers as well.

4. **OSU Office of Disability Services:** Any student who feels she/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

5. **Disruptive Academic Behavior Policy:** According to the Code of Student Conduct disorderly or disruptive behavior that unreasonably interferes with university activities or with the legitimate activities of a member of the university community is prohibited. The professor does not permit the use of cell phones or other electronic devices in class. Exceptions will be made for assistive technologies for the vision-or hearing-impaired in consultation with Office of Disability Services. If you would like to use your laptop in class, you must ask the instructor for permission. You will not be permitted to audio-record the instructors lecture.

6. **Observance of Religious Holidays:** Students will not be penalized for missing a class or examination due to the observance of a religious holiday. A written statement must be submitted to the instructor prior to the end of the second class meeting if any schedule conflicts exist.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<td>1/7/14</td>
<td>Introduction to the course, syllabus, and theories/models</td>
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<tr>
<td>1/14/14</td>
<td>Impacts of chronic illness on patient(s) and families</td>
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<td>1/21/14</td>
<td>Family intervention, and Multidisciplinary models of care</td>
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<td>1/28/14</td>
<td>Common childhood illness part I</td>
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<tr>
<td>2/4/14</td>
<td>Common childhood illness part II</td>
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<tr>
<td>2/11/14</td>
<td>Adult conditions specific to the endocrine system: diabetes</td>
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<td>Adult conditions specific to the endocrine system: obesity</td>
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<td>2/25/14</td>
<td>Adult conditions specific to autoimmune dx</td>
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<tr>
<td>3/4/14</td>
<td>Adult conditions specific to autoimmune: Cancer</td>
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<td>3/11/14</td>
<td>SPRING BREAK – NO CLASS</td>
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<td>3/18/14</td>
<td>Adult conditions specific to cardiovascular system</td>
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<td>3/25/14</td>
<td>Adult conditions specific to digestive and gastro-intestinal dx</td>
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<td>4/1/14</td>
<td>Sexual Health</td>
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<td>4/8/14</td>
<td>Adult conditions specific to aging and older adults in healthcare</td>
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<td>4/22/14</td>
<td>Student presentations</td>
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* Instructor reserves the right to change course assignments and the schedule as she deems necessary*
Hi Keeley,

I’m supportive of the course. When dietetic interns (n=15/year) are required to obtain a masters degree starting in 2017, this course could be listed as an elective.

Thank you,
Julie

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**The Ohio State University**

*Julie Kennel, PhD, RDN, LD*  
Program Director, Dietitian  
Colleges of Education/Human Ecology and Nursing  
Department of Human Sciences  
315E Campbell Hall | 1787 Neil Avenue Columbus, OH 43210  
614-292-3538 Office  Twitter: JulieOSURD  
kennel.3@osu.edu  Human Nutrition Dietetic Internship

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Hello All,

I hope this email finds you well. I wanted to let you know I have received approval from my Program Area - Human Development and Family Science in the Department of Human Sciences to pursue creating a course entitled “Families, Systems, and Health”, course number HDFS 7500. The course description is below and attached in the syllabus.

*This course is a study of illness and the impact that it may have on individuals, couples, and family systems across the lifespan. It is designed to cover some of the more common illnesses (especially chronic), family systems interventions, challenges, and collaborative models of care. Students will be able to interpret and critique existing research as it pertains to advancing the possible influence of family systems intervention in the care of diverse populations across the lifespan coping with illness. A collaborative approach to interdisciplinary healthcare practice, intervention design, and research will be discussed, applied, and reinforced throughout the course.*

The course is designed to attract an interdisciplinary group of students who aim to work with individuals, couples, and families impacted by illness and disease throughout the lifespan. Family-based interventions and family systems theory will be the backbone and theoretical perspective of the course.
I am writing to ask you to provide, via email or letter, a note indicating: a) your support of the course being offered, and b) the potential of your students enrolling in or being interested in the course. If you have questions about the course please let me know. Thank you for your time!

My best,
Keeley

THE OHIO STATE UNIVERSITY

Keeley J. Pratt, Ph.D., IMFT, Assistant Professor
Department of Human Sciences: Human Dev. & Family Science/Couple & Family Therapy Programs
College of Education & Human Ecology, The Ohio State University
109 C Campbell Hall (office)
1787 Neil Avenue, Columbus OH 43210
614-247-7883 (office phone)
Pratt.192@osu.edu (email)
http://u.osu.edu/pratt.192/ (website)
This sounds great! I'll forward to all of our ADS students. LJ
Hi Keeley,

It looks like a very interesting class and I support it! I’m not sure how broad the impacts discussed would be, but I believe there would be some interest from a limited number of grad students in CS. For example, I recently had a student who wrote her dissertation on the effect of children with chronic disease on mothers’ labor force participation. We had a lot of discussion about family structure, SES, and cultural values as factors that might influence how she identified her empirical model. She would have been interested in and gained some insight from this class. I would say I might have a student like this every 2-4 years.

Best,
Rob

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From: Pratt, Keeley J.
Sent: Wednesday, May 07, 2014 12:20 PM
To: Buckworth, Janet; Goodway, Jacqueline; Justice, Laura; Bruno, Richard; Schoppe-Sullivan, Sarah; Gunther, Carolyn; Kennel, Julie; Pirie, Phyllis; Scharff, Robert
Cc: Folden, H
Subject: HDFS 7500: Families, Systems, and Health course to be proposed to College of EHE

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My best,
Keeley

THE OHIO STATE UNIVERSITY

Keeley J. Pratt, Ph.D., IMFT, Assistant Professor
Department of Human Sciences: Human Dev. & Family Science/Couple & Family Therapy Programs
College of Education & Human Ecology, The Ohio State University
109 C Campbell Hall (office)
1787 Neil Avenue, Columbus OH 43210
614-247-7883 (office phone)
Pratt.192@osu.edu (email)
http://u.osu.edu/pratt.192/ (website)
Excellent, Keeley! I will share with my grad students, encourage their participation. Best to you,
Carolyn

Carolyn W Gunther, PhD
Assistant Professor
College of Education and Human Ecology Department of Human Sciences
313 Campbell Hall, 1787 Neil Ave, Columbus, OH 43210
614-292-5125 Office
gunther.22@osu.edu osu.edu

Hello All,
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My best,
Keeley

THE OHIO STATE UNIVERSITY

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Department of Human Sciences: Human Dev. & Family Science/Couple & Family Therapy Programs
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