HDFS540

Course Summary

Course : HDFS540 **Title :** Family Systems
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course will examine the ecological or systems approach to understanding families as well as a review of historical and contemporary family theories. The course will include a look at family structure, family dynamics, family relationships, and family roles particularly as they are impacted by a wide range of stressors that necessitate intervention strategies. The nature of families will be explored across cultures and diverse family composition.

Course Scope:

The course provides a detailed look at the theories that underlie the formation of the family structure, particularly those that view the family as a whole system. Topics will include family relationships, family dynamics, and family roles. In addition, how families cope with a wide range of stressors will be explored as well as strategies for intervention. The family system is also explored with respect to culture and diversity.

Objectives

After successful completion of this course, student will have accomplished the following course objectives:

CO1: Compare and contrast the historical and contemporary theories of family development.

CO2: Evaluate current research on families according to family systems theory.

CO3: Explore various roles and dynamics that can occur in families.

CO4: Explain adult-child interactions and family roles.

CO5: Investigate strategies and interventions that can be used to support families in times of stress or transition.

CO6: Examine the role of culture and diversity in a family system.

Outline

Week 1:

Learning Outcomes

- Build a foundational understanding of the impact of medical diagnosis on the child/patient and their family

- Discuss the impact child life can have on patients and families, regardless of the setting

- Discuss Bronfenbrenner's Ecological System Theory, and how the Ecological System Theory can guide child life interventions

- Reflect on how we as a community and a professional team can impact psychosocial needs of children and families

Required Readings

Please read the Week 1 Readings and Resources found in the eReserves of the APUS Library.

Assignments

Week 1 Discussion - participation in this discussion is mandatory by 11:59 PM of Week 1 in order to remain enrolled in the course

Week 2:

Learning Outcomes

- Investigate Maslow's Hierarchy of Needs, and how coping skills/supports can be provided that include essential needs

- Differentiate how families cope with change, including medical needs

- Reflect on the impact of play as a coping strategy

Required Readings

Please read the Week 2 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 2 Discussion

Assignment: My Socialization

Week 3:

Learning Outcomes

- Identify Erikson's Psychosocial Development, and how we can better understand and guide successful coping in children and families

- Interpret the impact of stress and adjustment on how families cope with change, including medical needs

- Reflect on the impact of pediatric palliative care and the support/inclusive focus that contributes to successful coping

Required Readings

Please read the Week 3 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 3 Discussion

Week 4:

Learning Outcomes

- Examine Family Stress Theory, and how mindfulness can be integrated into care plans to best support successful coping

- Develop a case study to begin implementing the learned philosophies for successful coping and guidance into a care plan

Required Readings

Please read the Week 4 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 4 Discussion

Assignment: Integration of Developmental Theory

Week 5:

Learning Outcomes

- Investigate how children and families have coped with sickness and death, and how we as child life professionals can best support families coping with grief and loss.

- Begin to develop personal philosophies about how we can best impact experiences within the hospital and at home for those coping with grief and loss.l

Required Readings

Please read the Week 5 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 5 Discussion

Week 6:

Learning Outcomes

- Compare how children and families have coped with a range of stressors.
- Investigate how we can impact stressful situations in a range of settings.

Required Readings

Please read the Week 6 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 6 Discussion

Assignment: Community Agency "Visit"

Week 7:

Learning Outcomes

- Investigate how to best support children and families with diverse backgrounds and experiences.
- Examine our own preexisting education and experiences with diverse backgrounds and experiences, and how this can impact stress of families from a diverse background (and impact our own stress).

Required Readings

Please read the Week 7 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 7 Discussion

Week 8:

Learning Outcomes

- Examine gaps in service that can be impacted by the skill set of a Certified Child Life Specialist
- Investigate community needs to support successful coping with stressors beyond the hospital walls
- Examine what child life is to you as a professional, and how you can best impact your community

Required Readings

Please read the Week 8 Readings and Resources found in the eReserves of the APUS Library and the textbook.

Assignments

Week 8 Discussion

Assignment: Family Impact

Evaluation

Grade item	Percentage
Discussions	35%
Assignments	65%

Grading:

Name	Grade %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit http://apus.libguides.com/er.php to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Book Title: Families and Change: Coping With Stressful Events and Transitions, 6th Ed *Note: the price provided is for the VitalSource eBook

Author: Bush, K. and Christine Price

Publication Info:

ISBN: 9781544371245

Course Guidelines

APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information

Citation and Reference Style
Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your

initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in theDiscussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate –both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers:

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You can get expert tutoring whenever you need help and work one-to-one with your tutor on your specific problem.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)

- [Student Deadlines](#)

- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.