

SWRK 208A: MULTI-LEVEL PRACTICE FOR HEALTH & AGING

In Workflow

1. SWRK Committee Chair (tyler.arguello@csus.edu)
2. SWRK Chair (tyler.arguello@csus.edu)
3. HHS College Committee Chair (heather.thompson@csus.edu)
4. HHS Dean (sac19804@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Writing and Reading Subcommittee Chair (hogan.hayes@csus.edu)
8. Grad Studies Policies Committee Chair (anne.lindsay@csus.edu)
9. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
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11. Catalog Editor (catalog@csus.edu)
12. Registrar's Office (w lindsey@csus.edu)
13. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 08 Jun 2021 22:57:50 GMT
101019889: Approved for SWRK Committee Chair
2. Tue, 08 Jun 2021 23:02:14 GMT
101019889: Approved for SWRK Chair
3. Mon, 14 Jun 2021 04:29:37 GMT
Heather Thompson (heather.thompson): Rollback to Initiator
4. Mon, 30 Aug 2021 22:06:14 GMT
101019889: Approved for SWRK Committee Chair
5. Mon, 30 Aug 2021 22:09:16 GMT
101019889: Approved for SWRK Chair
6. Wed, 08 Sep 2021 00:28:54 GMT
Heather Thompson (heather.thompson): Rollback to Initiator
7. Tue, 21 Sep 2021 19:42:11 GMT
Tyler Arguello (tyler.arguello): Approved for SWRK Committee Chair
8. Tue, 21 Sep 2021 19:44:57 GMT
Tyler Arguello (tyler.arguello): Approved for SWRK Chair
9. Tue, 21 Sep 2021 21:22:55 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
10. Wed, 22 Sep 2021 22:12:38 GMT
Robert Pieretti (sac19804): Approved for HHS Dean
11. Fri, 08 Oct 2021 22:35:53 GMT
Katie Hawke (katiedickson): Approved for Academic Services
12. Tue, 12 Oct 2021 22:56:03 GMT
Rachel Miller (rachel.miller): Approved for Senate Curriculum Subcommittee Chair
13. Tue, 02 Nov 2021 17:03:32 GMT
Hogan Hayes (hogan.hayes): Approved for Writing and Reading Subcommittee Chair
14. Thu, 03 Feb 2022 22:52:02 GMT
Anne Lindsay (anne.lindsay): Rollback to Initiator
15. Wed, 20 Apr 2022 00:59:44 GMT
Tyler Arguello (tyler.arguello): Approved for SWRK Committee Chair
16. Wed, 20 Apr 2022 01:00:48 GMT
Tyler Arguello (tyler.arguello): Approved for SWRK Chair
17. Tue, 03 May 2022 22:33:45 GMT
Heather Thompson (heather.thompson): Rollback to Initiator
18. Thu, 05 May 2022 21:57:42 GMT
Tyler Arguello (tyler.arguello): Approved for SWRK Committee Chair
19. Thu, 05 May 2022 21:58:30 GMT
Tyler Arguello (tyler.arguello): Approved for SWRK Chair
20. Fri, 06 May 2022 21:05:44 GMT
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair

21. Fri, 06 May 2022 21:34:46 GMT
Robert Pieretti (sac19804): Approved for HHS Dean

Date Submitted: Thu, 05 May 2022 21:54:01 GMT

Viewing: SWRK 208A : Multi-Level Practice for Health & Aging

Last edit: Wed, 15 Jun 2022 17:08:38 GMT

Changes proposed by: Tyler Arguello (216313852)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Tyler Arguello	Tyler.arguello@csus.edu	206.353.8607

Catalog Title:

Multi-Level Practice for Health & Aging

Class Schedule Title:

Multi-Lev Prac-Health & Aging

Academic Group: (College)

HHS - Health & Human Services

Academic Organization: (Department)

Social Work

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

SWRK - Social Work

Catalog Number: (course number)

208A

Course ID: (For administrative use only.)

202658

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Amending existing course to disarticulate Advancement to Candidacy and other extraneous pre-requisites.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Builds upon content of SWRK 204B and provides advanced knowledge and skills for hospital and hospice care, respond to the needs of Baby Boomers, support diversity in aging choices while assisting clients with management of health care, housing and quality of life optimization.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

Enrollment is limited to students who have secured an approved Field placement

Does this course have prerequisites?

Yes

Prerequisite:

SWRK 204B, SWRK 295B

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

Yes

Corequisite:

SWRK 298A

Corequisites Enforced at Registration?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Students will recognize, understand and address social determinants of health and health inequities that affect multi-level practice, across the lifespan.	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -Case Discussions -In-Class Activities
2	Students will develop, engage with and integrate principles of cultural humility into social work practice.	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities
3	Students will recognize the effect of attitudes, values and expectations on health equity and health disparities among vulnerable populations.	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities
4	Students will develop effective engagement and assessment approaches with diverse clients, across the lifespan and in diverse health settings. =	-Social Determinants of Health and Equity paper -Critical Thinking and Synthesis Paper -Narrative Discussions -Case Discussions -In-Class Activities
5	Students will evaluate the psychosocial causes and implications of illness and injury.	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Narrative Discussions -In-Class Activities
6	Students will use bio-psychosocial assessment and effective, evidence-based intervention with high risk health populations across health settings.	-Critical Thinking and Synthesis Paper -Narrative Discussions -Case Discussions -In-Class Activities
7	Students will access, critically appraise, integrate and synthesize reliable information about evidence-based interventions that can be used effectively in multilevel health practice, across the lifespan.	-Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Case Discussions -In-Class Activities
8	Students will apply an evidence-based interprofessional care model.	-Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -Case Discussions -In-Class Activities
9	Students will discuss and apply ethical practice principles, values, advocacy tools and legal resources in health settings.	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities
10	Students will demonstrate critical self-reflection and effective use of self. (Graduate Writing Intensive, GWI)	-Social Determinants of Health and Equity paper -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities
11	Students will understand the major social work research and/or professional conventions, practices, and methods of inquiry. (Graduate Writing Intensive, GWI)	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities

12	Students will understand the major social work formats, genres, and styles of writing used. (Graduate Writing Intensive, GWI)	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities
13	Students will practice reading and writing within the social work discipline. (Graduate Writing Intensive, GWI)	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities
14	Students will practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing. (Graduate Writing Intensive, GWI)	-Social Determinants of Health and Equity paper -Common Conditions in Health Fact Sheet -Critical Thinking and Synthesis Paper -Narrative Discussions -In-Class Activities

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted.

1. Social Determinants of Health and Equity paper – ELO 1, 2, 3, 4, 5, 9-14; GWI
2. Common Conditions in Health Fact Sheet – ELO 1-3, 5, 7-9, 11-14; GWI
3. Critical Thinking and Synthesis Paper – ELO 1-4, 6-14, GWI
4. Narrative Discussions – ELO 1-6, 8-14, GWI
5. Case Discussions – ELO 1, 4, 6-8
6. In-Class Activities

Attach a list of the required/recommended course readings and activities:

208A - w minimum words.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

Master of Social Work

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean’s office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

- Critical thinking/analysis
- Communication
- Information literacy
- Disciplinary knowledge
- Intercultural/Global perspectives
- Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

Yes

Please attach the GWI Course Approval Request form:

GWJ - Approval - SWRK 208A - with minimum words.docx

Reviewer Comments:

Heather Thompson (heather.thompson) (Mon, 14 Jun 2021 04:29:37 GMT): Rollback: Rollback per department request.

Heather Thompson (heather.thompson) (Wed, 08 Sep 2021 00:28:54 GMT): Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately

Anne Lindsay (anne.lindsay) (Thu, 03 Feb 2022 22:52:02 GMT): Rollback: Word counts must be listed as minimums, not maximums, to ensure that all students are meeting 5000 word minimum for GWI courses. Only 50% of grade is based on evaluation of individual student writing. Policy requires that 60% of grade is based on assessment of individual student writing.

Heather Thompson (heather.thompson) (Tue, 03 May 2022 22:33:45 GMT): Rollback: Committee approved the form with pending changes. Please refer to the discussion during meeting. Committee members from the department will provide the detailed changes to the chair/author. Once re-submitted, the chair may approve the proposal immediately.

Tyler Arguello (tyler.arguello) (Thu, 05 May 2022 21:57:38 GMT): This is only minor revisions, and was approved by OGS and Fac Senate Sub Committee to go back to end for final approval.

Aravind Yuvraj (ayuvraj) (Wed, 15 Jun 2022 17:08:38 GMT): Edited to integrate new ELO and Assessment Strategies fields.

Key: 4371