

# SWRK 245: DEATH, GRIEF AND GROWTH

## In Workflow

1. SWRK Committee Chair (ethan.evans@csus.edu)
2. SWRK Chair (glenn.stone@csus.edu)
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10. Registrar's Office (k.mcfarland@csus.edu)
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## Approval Path

1. Wed, 03 Apr 2024 05:04:20 GMT  
Ethan Evans (ethan.evans): Approved for SWRK Committee Chair
2. Wed, 03 Apr 2024 13:26:08 GMT  
Sarah Reed (sarah.reed): Approved for SWRK Chair
3. Tue, 16 Apr 2024 22:35:25 GMT  
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
4. Tue, 16 Apr 2024 22:36:07 GMT  
Robert Pieretti (sac19804): Approved for HHS Dean

Date Submitted: Thu, 21 Mar 2024 03:46:08 GMT

**Viewing: SWRK 245 : Death, Grief And Growth**

**Last edit: Thu, 21 Mar 2024 03:46:07 GMT**

Changes proposed by: Ethan Evans (102092287)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Ethan Evans	ethan.evans@csus.edu	916-800-4058

**Catalog Title:**

Death, Grief And Growth

**Class Schedule Title:**

Death, Grief And Growth

**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 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

SWRK - Social Work

**Catalog Number: (course number)**

245

**Course ID: (For administrative use only.)**

172834

**Units:**

3

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

No

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

Fall, Spring

**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:**

The Social Work accrediting body, Council on Social Work Education, updated the Educational Policy and Accreditation Standards (EPAS 2022). This proposal updates the Expected Learning Objectives and Assessment Strategies (Assignments) in alignment with CSWE's 9 prescribed core curriculum competencies.

**Course Description: (Not to exceed 90 words and language should conform to catalog copy.)**

Death and the process of terminating life seen from the social, cultural, personal and medical perspectives. Comparisons of competing, contradictory or complementary views of death among specific religions, social classes, ethnic groups and superstitions and taboos connected with the dead.

**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

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Seminar

**Seminar Classification**

CS#05 - Seminar (K-factor=1 WTU per unit)

**Seminar 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	Identify attitudes, assumptions and feelings about death and grief, and be aware of the effects of caring for critically ill and/or dying patients, their families and communities on themselves.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
2	Demonstrate critical self-reflection and effective use of self in the care of the dying and bereaved.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
3	Demonstrate increased awareness of the legal and ethical issues in death and dying.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
4	Summarize the different theoretical models for understanding bereavement and grieving, including the different meanings of loss and the effects of loss on those grieving (e.g. caregivers, larger social groups).	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
5	Examine intersecting identities in the experience and expression of grief and loss for the family, community and/or person facing death.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
6	Discuss the ways in which violence and trauma affect the experience of death, loss, and/or grief.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>

7	Access, critically appraise, integrate and synthesize reliable information about evidence-based practice and intervention, across the lifespan in the care of individuals, families and communities experiencing grief and loss.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
8	Synthesize dominant themes of complicated mourning, including multiple losses, traumatized loss; disenfranchised and stigmatized loss, cultural genocide, and historical transmission of loss.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
9	Apply learning in grief and loss to promote coping, adaptation and adjustment among individuals, families and communities experiencing grief and loss.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>
10	Explore recent research and clinical applications on non-death losses and the unique features of the grieving process that accompany them.	<ul style="list-style-type: none"> <li>• Class Participation and Weekly Activities (CPWA)</li> <li>• Lossography (LOSS)</li> <li>• Self-Reflection Dialogue Journal (SRDJ)</li> <li>• Religious Practices/Cultural Customs Handout and Mini-Teach (HMT)</li> <li>• Facilitating Narrative Class Discussion (ND)</li> <li>• Final Exam (FE)</li> </ul>

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

SWRK 245 Syllabus\_Form A version.pdf

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

No

**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:**

- Disciplinary knowledge
- Critical thinking/analysis
- Professionalism
- Intercultural/Global perspectives

**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?**

No

Key: 4389