Developmental Service-Learning Project Proposal Form

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Project Name: Play & Learn

Description of the Project:

CISC helps the growing immigrant and refugee community within King County by providing information, referral, advocacy, social and support services. Our partners Rachael Steward, Deputy Director, and Mabel Kwang, Kaleidoscope Play & Learn Group Coordinator, would like to find ways Seattle University to help in early learning goals for the Seattle University Initiative. In what ways would Seattle University help with the possibility of financial, aid and human resources to expand the program to Yessler Terrace.

Felt Need—

CISC has a current established Play N' Learn at Bailey Gatzert. They have expanded to a new location, Kebero Court, located within a gated community in Yessler community. This location is easier for families within the building to attend the Play & Learn. Within this program, Mabel Kwang and other facilitators are working on a schedule that best fits for families, and with Rachel Steward, are looking for opportunities to work with Seattle University students and programs to create resources to best help the families needs. Families within the Kebero Court is specific to this Play & Learn, with friends who can be invited by the families as they have easier access to the secured location. This is also a barrier, since persons need someone from the facility to allow them into the center. There may also be confusion as to how to access the location since there is no indicator to direct to the new facility. A few of the immediate needs for this program would be translators, educational help and information of health and food education as the season for many children are getting colds, and parent information for caregivers. In the future, especially after consistent attendance, other resources such as hearing tests, vaccinations, employment support, mental health counseling and other on going activities where Seattle University students would be able to volunteer their time to fit the programs needs.

Supporting Literature—

The following scholarly literature would include information that would better understand the following:
- How affected refugee and immigrant families find mobility in urban areas.
- The effectiveness of peer programs for immigrant or low income communities
- Student outcome from social justice service work

Peer Play Interactions and Readiness to Learn: A Protective Influence for African American Preschool Children From Low-Income Households

Abstract:

Guided by a strengths-based resiliency framework, this article reviews a body of research on the positive influence of interactive peer play for African American preschool children from low-income households. This literature provides evidence for positive associations among interactive peer play experiences at home and in school, and children's early childhood social and academic skills. It presents the development and validation of three distinct dimensions of interactive peer play with African American children attending Head Start. It reviews research examining associations between these 3 dimensions and children's academic and social outcomes, as well as evidence-based interventions designed to foster interactive peer play for this population. It highlights challenges and directions for future research, with emphasis on the likely research needed to extend our understanding of interactive peer play experiences for Latino and Asian American children and the complex mechanisms through which positive peer interactions during early childhood may support children's early learning and development.

Reflections:

I believe this article goes hand and hand with what the CISC Play and Learn goal is. Which is to bring children together and learn together while playing and interacting with both caregivers and other children. And it goes hand and hand with both the location and the population that the CISC in Yessler Terrace is working with.

A concept paper on the importance of introducing parents to the multiple intelligences concept to help understand their child's learning styles

Ali, A., & Rajalakshmi, M. S. (2016). A concept paper on the importance of introducing parents to the multiple intelligences concept to help understand their child's learning styles. *Indian Journal Of Health & Wellbeing*, *7*(8), 837-840.

Abstract:

Given all the debates about how children should be taught, it may come as a surprise to learn that students spend less than 15% of their time in school. While there's no doubt that school is important, a clutch of recent studies reminds us that parents are even more so. A study published by researchers at North Carolina State University, Brigham Young University and the University of California-Irvine, for example, finds that parental involvement checking homework, attending school meetings and events, discussing school activities at home has a more powerful influence on students' academic performance than anything about the school the students attend. Another study, published in the Review of Economics and Statistics, reports that the effort put forth by parents (reading stories aloud, meeting with teachers) has a bigger impact on their children's educational achievement than the effort expended by either teachers or the students themselves. And a third study concludes that schools would have to increase their spending by more than $1,000 per pupil in order to achieve the same results that are gained with parental involvement. So parents matter a point made clear by decades of research showing that a major part of the academic advantage held by children from affluent families comes from the "concerted cultivation of children" as compared to the more laissez-faire style of parenting common in working-class families. Children who hear talk about counting and numbers at home start school with much more extensive mathematical knowledge, report researchers from the University of Chicago knowledge that predicts future achievement in the subject. Psychologist Susan Levine, who led the study on number words, has also found that the amount of talk young children hear about the spatial properties of the physical world how big or small or round or sharp objects are predicts kids' problem-solving abilities as they prepare to enter kindergarten. Research by Nancy Hill, a professor at Harvard University's Graduate School of Education, finds that parents play an important role in what Hill calls "academic socialization" setting expectations and making connections between current behavior and future goals (going to college, getting a good job). Engaging in these sorts of conversations, Hill reports, has a greater impact on educational accomplishment than volunteering at a child's school or going to PTA meetings, or even taking children to libraries and museums. But often time's parents are clueless about how to teach their children. They adopt methods that their parents adopted, or their peers recommend. They encourage rote learning, and resort to question and answer sessions, looking to verbatim repetitons of what is in the note book. A child who is not strong on language skills may find this burden. It is at this juncture that the approach to learning through Multiple Intelligences framework comes in handy to parents. If parents are sensitised to applying the MI approach in their childrens learning, then learning can be made fun, meaningful and with positive outcomes for both the children and parents.

Reflections:

This particular article also resonated with me and the model that the CISC Play and Learn use, where caregivers are involved in the child's learning process. Not only is the child learning, but the caregivers are as well, because they are learning how to better support and teach their child, which will only aid them once they enter school.

Refocusing our attention to children's learning and the complex interplay of context and culture

Abstract:

An introduction is provided in which the author discusses articles in the issue on topics including the use of play in early childhood education, children's learning about nature, and the involvement of parents in their children's school readiness.

Reflections:

Play is an important factor when it comes to learning at an early age. The Play and Learn model allows caregivers to be a part of their child's learning through fun and interactive games, that don't necessarily feel like they are learning. This article point out the importance of involving play time in early childhood education.

Why Does Parents' Involvement Enhance Children's Achievement? The Role of Parent-Oriented Motivation

Abstract:

This research examined the idea that children's parent-oriented motivation underlies the benefits of parents' involvement on children's engagement and ultimately achievement in school. Beginning in the fall of 7th grade, 825 American and Chinese children (mean age = 12.73 years) reported on their parents' involvement in their learning as well as multiple dimensions of their motivation in school every 6 months until the end of 8th grade. Information on children's self-regulated learning strategies and grades was also obtained. Over time, the more involved parents were in children's learning, the more motivated children were to do well in school for parent-oriented reasons, which contributed to children's enhanced self-regulated learning and thereby grades. Although children's parent-oriented motivation was associated with their controlled and autonomous motivation in school, it uniquely explained the positive effect of parents' involvement on children's grades. (Contains 2 tables and 3 figures.)

Thoughts:

This particular article speaks about older students, however I believe it paired well with the mission of our site. If caregivers become invested in their child's learning at an early age, and expectation will be set in place for the child to want to succeed, and if a parent is right there with them to back them up, the chances are that they will. The Play and Learn model helps and teaches caregivers to be invested in their child's learning and success in education.

Service-learning in early childhood teacher education: Using service to put meaning back into learning

Abstract:

Service-learning is defined as a teaching/learning method that connects meaningful community service with academic learning, personal growth, and civic responsibility. In this study, conducted at an American University, we describe a cascading model of integrating earlychildhood teacher education and service-learning for preservice teachers who then implemented the combined model in their field classrooms with young children. Examples of the projects from the two cohorts of 25 and 26 undergraduate students are provided. We demonstrate that service-learning projects provide an instructional avenue for preservice students to teach in an integrated and/or experiential manner in their field classrooms and discuss why service-learning is an appropriate and meaningful strategy to use with preservice teachersand children. (Contains 2 tables.)

Reflections:

Having preservice teachers go out to the Play and Learn site would not only help them, but also the children and caregivers there. For the teachers, it would allow them to practice, lesson planning, classroom management, gain field experience and teaching, and for the children and families it would help them get a sense of how it would be once their children start school.

Developing a student-led health and wellbeing clinic in an underserved community: collaborative learning, health outcomes and cost savings

Abstract:

Background: The University of New England (UNE), Australia decided to develop innovative placement opportunities for its increasing numbers of nursing students. Extensive community and stakeholder consultation determined that a community centre in rural New South Wales was the welcomed site of the student-led clinic because it fit the goals of the project—to increase access to health care services in an underserved area while providing service learning for students. Methods: Supported by a grant from Health Workforce Australia and in partnership with several community organisations, UNE established a student-led clinic in a disadvantaged community using an engaged scholarship approach which joins academic service learning with community based action research. The clinic was managed and run by the students, who were supervised by university staff and worked in collaboration with residents and local health and community services. Results: Local families, many of whom were Indigenous Australians, received increased access to culturally appropriate health services. In the first year, the clinic increased from a one day per week to a three day per week service and offered over 1000 occasions of care and involved 1500 additional community members in health promotion activities. This has led to improved health outcomes for the community and costsavings to the health service estimated to be $430,000. The students learned from members of the community and community members learned from the students, in a collaborative process. Community members benefited from access to drop in help that was self-determined. Conclusions: The model of developing student-led community health and wellbeing clinics in underserved communities not only fulfils the local, State Government, Federal Government and international health reform agenda but it also represents good value for money. It offers free health services in a disadvantaged community, thereby improving overall health and wellbeing. The student-led clinic is an invaluable and sustainable link between students, health care professionals, community based organisations, the university, and the community. The community benefits from the clinic by learning to self-manage health and wellbeing issues. The benefits for students are that they gain practical experience in an interdisciplinary setting and through exposure to a community with unique and severe needs.

Reflections:

For some of the families that live in the Yessler Terrace community healthcare is not something they have complete access to yet, some families are new to the country and just learning to manage themselves in the city. Having students from the nursing program come out to the Play and Learn sites, and maybe holding some health clinics, would help these families learn how to live healthier lifestyles and learn to care for their little ones in times of sickness.

Going Global and Getting Graphic: Critical Multicultural Citizenship Education in an Afterschool Program for Immigrant and Refugee Girls

Abstract:

This qualitative case study reports on the experiences of six recent-arrival immigrant and refugee girls as they participated in an afterschool program designed to promote critical multicultural citizenship through graphic novels. Analysis of discourse data revealed how the girls explored the interdependence among nation-states and wrestled with the complexities in their new home country. The study's findings challenge deficit perspectives that immigrant youth, who are learning English, are not ready to engage in deliberative discourse around social and global issues. The findings offer a different way of thinking about citizenship education for recent-arrival immigrant youth.

Reflections:

While the CISC Play and Learn currently focuses on younger students, this studies use of graphic novels could be helpful if older children become more involved. Many publishers have started to offer graphic novels for younger ages, including children. The illustrated format may be useful for diverse population where different languages are spoken.

The Effectiveness of an After-school Program Targeting Urban African American Youth

Abstract:

The present study reports on the effectiveness at one-year follow-up of an after-school prevention program targeting 6th grade African American youth residing in high-risk urban areas. The program, conducted on-site over the school-year period, involved a group mentoring

approach emphasizing remedial education and an appreciation of African American cultural heritage in promoting school bonding, social skills development, and greater academic achievement. Behavioral and adjustment outcome data were obtained from two participating middle-school sites (intervention and comparison, involving 237 and 241 students, respectively) serving essentially equivalent urban communities. Results of the study revealed significant effects for academic achievement and behavior in terms of grade point average and teacher ratings that favored students at the intervention site. At this site, greater participation of parents

in the intervention program was found to be positively related to improvement of the children in grade point average. No differential site-related changes in negative behavior were observed.

Reflections:

This journal article may provide helpful research to the Play and Learn model. Finding show that there is a strong co-relation between parent involvement and academic achievement. Additionally, the study describes the influence of adults who served as "mentors". This may be a helpful addition to the Play and Learn programs.

Seattlehousing.org Yessler Terrace

Developmental Stage and Topics—

- Families participating in the Play & Learn program range from adults late 20's and older with children from birth to 7 years of age.
- Coordinators and facilitators are 20's and older

All forms of development participate within this program. From children and early childhood development, development in maintaining attachments, middle adulthood and social development, and seeing adults maintain satisfaction in adulthood from caregivers as well as those working within the program.

Tool/Product Development & Usage—

Play and Learn Survey

In order to discern the direction of future Play and Learn events, more information is needed from the local community. However, the current attendance of the Kebero Court Play and Learn is too small to develop thorough reflections of what may be needed from participants. The following survey can be used in a variety of different formats to help collect useful information for this Play and Learn group as well as other future events. The survey can be translated into other languages, as well distributed electronically if needed. The survey will take only a few minutes and could easily be handed out and then collected at other community events or Play and Learn groups. Current Seattle University students could also help distribute these surveys using their own community partnerships or networks.

Play and Learn Survey
玩和学习调查

Please circle an answer for the following questions

1) Would crossing a busy intersection keep you from going to a Play and Learn group?

   [YES]   [NO]

2) Would you attend a Play and Learn group that was held at housing community other than your own?

   [YES]   [NO]

3) Would you be more likely to attend a Play and Learn group if it were *after* 1:00pm?

   [YES]   [NO]

4) Would you be more likely to attend a Play and Learn group if it were *before* 10:30am?

   [YES]   [NO]

5) Is it important for you that a Play and Learn group be held in a gated or secured building?

   [IMPORTANT]   [NOT IMPORTANT]

6) How did you find this Play and Learn group?

   [WORD OF MOUTH / FRIEND]   [LOCAL SCHOOL / TEACHERS]

   [PRINTED ADVERTISEMENT]   [OTHER - *please explain below*]

   [FACEBOOK / INTERNET]

7) Would you be interested in a Play and Learn group providing any of these services?

   [HEALTH SCREENING]   [LEGAL / IMMIGRATION ASSISTANCE]

   [OTHER - *please explain below*]

The following are also directive from Seattle University programs that can coordinate together with the needs and resources to assist Play & Learn

How can Seattle University get involved?

Program: Counseling

COUN 5070 - Counseling Across the Lifespan

4 credit hours

Formerly - COUN 507

Provides an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death.   Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan, with special consideration to the impact of multicultural and social justice influences on development. In addition, the course explores the effects of personal and parental use of psychoactive substances on human development. Registration restrictions may be bypassed by the department with permission of instructor.

Program: Educating Non-Native English Speakers

ENES 5010 - Culture, Language, and Community

3 credit hours

Explores the ways in which language and communities intersect. Course content includes the issues confronted by English language learners and their families as well as issues with available community resources that promote advocacy for families. Students will learn strategies that improve how they should communicate with students, parents, and agencies.

ENES 5020 - Language, Literacy, and Numeracy: Acquisition and Implications for Teaching

3 credit hours

This introductory course is designed to help students understand the building blocks required for language learning, literacy development, and understanding numbers. Beginning strategies for instructing and assessing language development will be examined. Students will learn how to plan, implement, adapt, and modify curriculum and instruction as well as how to choose the right materials for each learning activity.

ENES 5030 - Diverse Needs of English Learners: Introduction to Disability and Special Considerations

3 credit hours

Students will learn how to respond to the needs of English language learners who have special learning considerations such as giftedness or learning challenges. Course content includes theories, practices and laws pertaining to identifying and supporting English language learners with learning challenges. Not knowing English sometimes seems like a disability, in this class students will know when language is not the issue.

ENES 5040 - Assessing and Teaching Literacy for Language Learners

4 credit hours

This course introduces students to methods of instruction and assessment focused specifically on teaching literacy skills to English language learners. Students will evaluate the potential educational biases of current curriculum and assessment tools and learn effective strategies to modify and adapt based on English language proficiency.

ENES 5050 - Assessing and Teaching Academic Language and Literacy in Content Area Subjects

3 credit hours

Introduces students to methods of instruction and assessment for teaching English through content area subjects. Students will become familiar with a variety of formative and summative classroom based assessment tools and strategies to use to plan instruction for ELL in the mainstream classes.

ENES 5060 - Educational Practices: The Cultures of Teachers and Learners

2 credit hours

Cultural and linguistic differences affect the learning environment. Students will learn how to observe and reflect on how the classroom, school, and community influence the education of culturally and linguistically diverse populations.

ENES 5070 - Diverse Needs of English Learners: Disability, Special Considerations, and Implications for Teaching

3 credit hours

This course asks students to reflect on the issues related to English learners with learning challenges, and delves deeper into identifying appropriate instructional and assessment interventions. Participants will 1) identify specific challenges that students encounter in school in a way that leads to useful support for ELLs, 2) understand those challenges through extensive information gathering, and 3) identify interventions most likely to be effective in alleviating these academic challenges.

ENES 5080 - Practicum: English Language Learners

3 credit hours

This practicum gives students experience in instructing and assessing English language learners' knowledge and skills. May be completed in a public-school setting for participants seeking endorsement or in a language program focused on adults for participants seeking a certificate.

ENES 5110 - Cultural Development of Learners

3 credit hours

Students will explore and critically examine the roles of cultures, contexts, and other humans in individual human development and learning, including language learning and acquisition. Students will develop understanding of metacognition, metaculture, and metacultural tools with which to guide learners toward full participation in society.

ENES 5120 - Understanding English

3 credit hours

When students complete this course, they will have a deeper understanding of the history, structure, and diversity of American English as well as how to analyze authentic oral and written samples from English language learners in order to guide instruction. Students will have linguistic knowledge and tools to guide English language learners toward increased English proficiency while providing them with metalinguistic and metacognitive strategies to advance their own bilingualism and biliteracy.

ENES 5130 - Language, Literacy, and Mind

3 credit hours

Examines the intersections of culture, language, literacy, the brain, and sociocultural concepts of mind. Students will explore the history of reading and writing and the development of those processes in individuals across languages, cultures, and cognitive abilities, as well as implications for assessment and instruction.

ENES 5140 - Educating ELLs

3 credit hours

Students will explore the key instructional role of the social and physical environment in teaching, and learning both content and a new language. Students will learn about restructuring a classroom for linguistic diversity and contribution to the restructuring of their school or other educational setting with their colleagues.

ENES 5150 - Capstone

3 credit hours

Students will synthesize and demonstrate the knowledge, skills, and dispositions they have gained through course work. Students will carry out a collaborative action research project with the goal of contributing to reform of the education of struggling English language learners.

Program: College of Nursing, BSN

NURS 3405 - Health Assessment and Interventions

5 credit hours

Application of the nursing process (assessment, diagnosis, planning, implementation and evaluation) based on systematic physical and psychosocial assessments and nursing interventions. This course focuses on the promotion of health and safety, risk reduction and management of illness for individuals and families across the lifespan. Majors only. Prerequisite Course/s: NURS 3205. Co-requisite Course/s: NURS 3205.

NURS 3591 - Promoting Reproductive Health

5 credit hours

Exploration and assessment of the family structure, reproduction, function and dynamics. Nursing strategies will be implemented to promote health of the family unit and reduce risk of illness and injury to family unit. Prerequisite Course/s: NURS 3190, 3191, 3305, 3405. Co-requisite Course/s: NURS 3590.

NURS 3705 - Nutrition for Health Promotion

2 credit hours

In this course you will be introduced to the interrelationships among nutrition, food and environmental influences (political, social, economic and physical) that impact food intake. You have the opportunity to explore the role and function of nutrients as they influence various states of health and disease.

NURS 4190 - Promoting the Health of Children and Families - Theory

5 credit hours

Children are rapidly evolving individuals with ever changing needs to develop in a healthy manner. Discover the art of caring for children through family centered care in areas of health promotion, common childhood illness, injury, and disease. Students will use Critical Reasoning for assessment of both risk and health deviations, prioritize age appropriate interventions, and education with focus in both community-based and acute care environments. Students will identify safety issues among families and health care systems to prevent harm, promote wellness and support the growth and development of children. Majors Only. Prerequisite Course/s: NURS 4590, 3390, 3391, 3590, 3591.

NURS 4191 - Promoting the Health of Children and Families - Clinical

5 credit hours

Clinical practice providing nursing care of children and their families' birth through young adulthood. Apply the art of caring for children through use of acquired knowledge in the areas of health promotion, common childhood illness, injury, and disease. Use family centered care and collaboration with other health care professionals, to guide assessment of risk or health deviations, select priority age appropriate interventions, and education with focus in both community based and acute care environments. Think safety in regards to families and health care systems to prevent harm. Majors Only. Prerequisite Course/s: NURS 4590, 3390, 3391, 3591.

NURS 4590 - Promoting the Health of Populations and Communities

5 credit hours

This course introduces students to population based nursing, community-focused nursing and public health nursing. Assumptions, definitions, key concepts, and select models and theories to understand population based nursing, community-focused nursing and public health nursing health issues will be explored in the course. Students will collaborate with key stakeholders to use assessment and intervention strategies to identify population-based and community-focused health needs and develop appropriate interventions. Partnerships and advanced community engagement strategies underlie students' interactions with stakeholders in nursing roles with populations and communities Majors Only. Prerequisite Course/s: NURS 3520, 3390, 3391, 3590, 3591.

NURS 4791 - Senior Practicum

6 credit hours

This course is an intensive clinical practice immersion. Clinical practice is offered in diverse areas of specialty as well as general practice and may include: acute and critical care of either adults, children or infants, obstetrics, community care, public health department, long term care, or occupational health. During this rotation, students have the opportunity to apply evidence based practice and leadership principles as they transition from the student role to that of professional nurse. Majors Only.

Program: College of Nursing, MA

NURS 5006 - Theoretical Frameworks for Nursing Practice in Communities and Organizations

2 credit hours

Formerly - NURS 506

Frameworks for viewing communities and organizations as the focus of practice. Theories and concepts essential to understanding and planning for the health needs of communities and organizations examined. Students apply assessment models, methods, and processes in order to identify patterns and trends in health of vulnerable populations. Emphasis on epidemiological principles and methods. 50 to 100 hours of field work to be completed in co-requisite course. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 5008 - Nursing Care of Children

5 credit hours

Focuses on nursing management, physiological, and psychosocial factors influencing altered health in infants, children, and adolescents. An integrated approach to nursing therapies for promoting wellness and restoring health across the spectrum of childhood is explored. Emphasis is placed on developmentally appropriate care. Students have an opportunity through clinical practice to apply risk reduction, disease prevention, and nursing management to infants and children with predictable health problems in pediatric care settings. Emphasized is an ecological approach to care of children in the contexts of families and communities. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 5047 - Community Health Nursing Practice IV

1 to 2 credit hours

Formerly - NURS 547

Integrates and applies community health nursing theory and public health science in a community health setting. Students will work with their preceptor to identify and develop programs to meet the needs of at risk populations served by the community health organization. 50-100 clinical hours. Registration restrictions and requisites may be bypassed by the department with permission of instructor.

NURS 6001 - Advanced Health Assessment

4 credit hours

Formerly - NURS 5001

This course focuses on advanced knowledge and skills necessary for the assessment and promotion of health across the life span. Emphasis will be placed upon collection and interpretation of comprehensive biological, cultural, psychosocial, and physical data from the history and physical examination in relation to both normal and abnormal findings. Course includes one credit of clinical practicum. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6002 - Vulnerability, Culture and Nursing

2 credit hours

Formerly - NURS 602

Theory course related to vulnerability, culture, and the discipline of nursing. Identification of vulnerable populations and analysis of the multiple factors contributing to vulnerability and health issues. Exploration of health and illness worldviews, diverse cultural identities, and nursing care to decrease vulnerability and provide culturally sensitive care. Application of course concepts in 20 hours of field experience. Cross listed as 5002 for MSN students. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6021 - Mental Health in Primary Care and Community

5 credit hours

Addresses the promotion of mental health, diagnosis, and age appropriate treatment of common, uncomplicated mental disorders and the ongoing management of patients with stabilized psychiatric disorders in primary care and the community. The complex interactions of mental and physical health, and bidirectional influences of medical and psychiatric treatment and prognosis, are considered. An ecological model and social determinants of health are examined as factors influencing the development of mental disorders and treatment effectiveness. Emphasis is placed on holistic assessment, early detection, disease prevention, health promotion, and collaborative, integrated approaches to treatment planning and referral processes. In the laboratory component of this course, students develop motivational interviewing skills to facilitate patient and family engagement, behavior change, and self-management. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6110 - Ethical Care for Social Justice

5 credit hours

Explores major ethical systems as they impact health care with sensitivity to the vulnerability of all persons and populations. Social justice theory, social justice tradition, and determinants of health are frameworks used to examine the phenomenon of vulnerabilities associated with inequities and disparities. Responses to vulnerability are analyzed via known and postulated determinants, direct and indirect outreach to limit or reduce vulnerability, and structural and policy level endeavors to address variables that create and maintain multigenerational vulnerability with persons and populations, both in local and global communities. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6250 - Population-Centered Nursing Theory and Practice

5 credit hours

Provides a foundation in public health nursing concepts to integrate into advanced practice. Key to this process is the conceptualization of community and population focused care through an initiation into nursing theory and public health science designated for health promotion and disease prevention on the population level. Throughout the course students will reflect on their developing conceptual model of population focused nursing in the provision of socially just care. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6251 - Public Health Nursing Practice I

2 to 3 credit hours

Formerly - NURS 5044

Integrates and applies community health nursing theory and public health science in a community health setting. Students will work with their preceptor to identify and develop programs to meet the needs of at-risk populations served by the community health organization. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6252 - Assessment of Communities and Populations

5 credit hours

Addresses the complexity of the health of communities and populations when advanced practice public health nurses participate in the activities of engagement and assessment. The focus of the course is the application of principles of community based participatory research to work collaboratively with key partnerships in the identification of determinants of health and systems within local to global populations. Building on an ecological model, social and behavioral concepts are emphasized. Evaluation of assessment frameworks will culminate in student groups completing a community assessment. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6253 - Public Health Nursing Practice II

2 to 3 credit hours

Formerly - NURS 5045

Integrates and applies public health nursing theory and public health science in a community health setting. Students will use the principles of public health functions and essential services to identify the activities at their clinical placement to meet the needs of at-risk populations served. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6255 - Public Health Nursing Practice III

2 to 3 credit hours

Formerly - NURS 5046

Integrates and applies public health nursing theory and public health science in a community health setting. Students will use the principles of community based participatory research to engage key community partners at their clinical site. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6257 - Public Health Nursing Practice IV

2 to 3 credit hours

Formerly - NURS 5048

Integrates and applies public health nursing theory and public health science in a community health setting. Students will use the principles of public health functions and essential services to identify the activities at their clinical placement to meet the needs of at-risk populations served. Registration restrictions may be bypassed by the department with permission of instructor.

NURS 6259 - Public Health Nursing Practice V

3 to 5 credit hours

Formerly - NURS 5019/5050

Synthesizes previous clinical courses for students to reflect on their development of an advanced practice public health nurse. With an emphasis on provision of services to underserved populations, the advanced practice public health nursing competencies and related employment opportunities will be discussed. Students will use the principles of public health functions and essential services to identify the activities at their clinical placement to meet the needs of at-risk populations served. Registration restrictions may be bypassed by the department with permission of instructor.

Program: Social Work, MA

SOCW 5130 - Generalist Practice III: Social Work with Organizations and Communities

3 credit hours

This is the third in a 3-course practice sequence designed to prepare students with the generalist knowledge, values, and skills for generalist social work practice. This course provides conceptual frameworks, knowledge and skills for clinical social workers to contribute to changes in organizations, communities and policies to promote social and economic justice. The course will introduce selected concepts from organizational theory to understand and bring about change in community and organizations. Students will also learn processes of community development, organizing and planning to affect change. Required.

SOCW 5320 - Human Development Across the Life Span

3 credit hours

This course examines human development across the lifespan, including specific developmental stages and critical factors that shape and influence human developmental trajectories. Students will gain knowledge of developmental theories with a focus on the biological, psychological, social and spiritual person and the interrelatedness of emotion and cognition, neurobiology, and the social environment. The course emphasizes the changing, dynamic, and interactive processes that shape human behavior and development of self across the life span and their implications on social work practice. Required.

Teaching English to Speakers of Other Languages

- Various courses could be an opportunity for practical implementation in the community

TSOL 5410 - Language Assessment

3 credit hours

Formerly - TSOL 541

This course introduces students to relevant research and practices in facilitating effective assessment in the language classroom. This course reviews concepts of reliability and validity and examines a range of assessment strategies relevant for English language teachers. The course also approaches this topic from an equity and diversity perspective, keeping in mind learning environments, language variation, and beliefs about how people learn.

TSOL 5660 - Internship in the TESOL Setting

3 credit hours

Formerly - TSOL 566

Supervised field experience of 120 to 150 hours in a setting appropriate for the student's program and career goals. On-campus seminars included. Permission of program coordinator and 30 or more credit hours in a program of study. Graded CR/F.

TSOL 5670 - Internship in the TESOL Setting

1 to 3 credit hours

Formerly - TSOL 567

Additional field experience of 40 to 50 hours per credit (elective). Arranged with advisor for setting suited to the student's career interests. On-campus seminars included. Graded CR/F.

Outcome—

The impact of this project opens up a collaboration prospect between CISC and Seattle University. Although not much has been made yet to open up those connections, looking at an over all view of which areas Seattle University can help direct where programs from both Play & Learn and the University can be most effective.

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