



ST. BONAVENTURE UNIVERSITY
SCHOOL OF EDUCATION: DEPARTMENT OF COUNSELOR EDUCATION

SESSION: Summer, 2015

PHONE #: 646-1500, ext. 24

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OFFICE HOURS: By appointment during the summer

A. COURSE NUMBER & TITLE: CE 661: Coping with Loss: Understanding the Grief Process

B. REQUIRED TEXTS:

Dickinson, G. & Leming, M. (2014). *Annual editions: Dying, death, and bereavement* (14th ed.). New York, NY: McGraw-Hill. ISBN 10: 0078051304 ISBN 13: 9780078051302.

Leming, M. & Dickinson, G. (2016). *Understanding dying, death, and bereavement* (8th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN-10: 1305094492 ISBN-13: 9781305094499.

C. CREDIT HOURS: 3 graduate credits.

D. APPROVED COURSE DESCRIPTION:

In this course, a myriad of losses are discussed, including but not limited to: death, divorce, disability, employment, war, and infertility. Differential grief responses are addressed, and a gamut of assessment and intervention strategies are identified, in order to assist the person who is grieving cope with the loss in a positive manner. What constitutes 'pathological grief' will be reviewed, as well as cultural responses to, and rituals in regard to the grieving process. Students will increase their own self-awareness as to their loss experiences and grieving mechanisms. Community resources related to grief, such as support groups and Hospice, will be discussed, as well as numerous online tools.

E. PREREQUISITES: None.

F. PROGRAM GOALS:

1. Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs. {LG1, LG3, LG4}
 2. Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings. {LG1, LG2, LG3, LG4}
 3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context. {LG1, LG2, LG3, LG4}.
- Students will engage in critical thinking, and reflection throughout their work [D1], demonstrate respect for the dignity and worth of all individuals [D5], and create effective learning environments that recognize commonalities while affirming diversity in all its forms [D6].

G. Learning Objectives: Learning objectives and outcomes will follow the conceptual framework developed by the School of Education, which outlines three framework goals and learner outcomes including demonstrating professional competence, utilization of knowledge skills and values of the university's community and the more global and professional community. The codes represent CACREP, as well as program goals.

The **overall course goal** is to give students a basic knowledge of, and foundation in, grief counseling. In addition, students will explore their own reactions, and types of losses.

Specific **course objectives** include facilitating students' ability to:

OBJECTIVES	CACREP	PA	PROGRAM GOALS
Define loss, grief, and bereavement	II.k.1.c.		G3
Identify demographic variables such age, gender, and cultural on the grief process	II.k.1.a.; VI.A.	IA	G3
Specify physical and psychosocial responses to grief; individual and family reactions			
Differentiate between 'normal' and complicated grief; recognize grief associated with suicide, murder; non-death losses	II.k.1.g.; VI.C.		G1; G2
Recognize issues related to 'dying with dignity'; palliative care			
Define the ethical and legal issues surrounding the topic of death and dying	II.k.1.h.; VI.A.	IIIB	G3
Become familiar with preparatory arrangements associated with loss (i.e. financial and ritual)			
Describe and meet caretaker needs			
Develop assessment, counseling intervention and postvention skills in working with the bereaved	II.k.1.e.; VI.A.B.	IIIA	G1
Identify community, 'biblio', and web resources related to grief	II.k.1.e.; VI.A.		G1; G2

H. FIELD EXPERIENCES: See Observation Assignment.I1

I. COURSE REQUIREMENTS

There are 4 graded assignments, each worth 25% of your grade, and the weekly discussion forums. Each of these assignments, as well as their due dates, is described below.

Assignment	CACREP Standards
Project Choice	II.k.1.a.; VI.A.
Interview	II.k.1.c.; II.k.1.a.; VI.A.
Timeline	II.k.1.c.; II.k.1.a.; VI.A.
Training Webinar	II.k.1.e.; VI.A.B.

A. Project Choice: 25% of the Grade

- **Choose just one of the projects below.**
- **For any of these projects:**
 - The loss issue does not have to be tied to only death [e.g., it can be the loss of a

- relationship, a job, a beloved pet, a house, etc.].
- **Integrate text concepts.**
- Identify what you have learned.

Option A: Book Report

Choose and read a book related to loss issues [preferably a biography or autobiography [the loss does not have to be tied to death]. Summarize the essence of the book, the positives and negatives of the book, suggestions for improvement, and how you will apply it to your field of study.

Option B: Book Review

Find 5 children's books that contain loss issues. As much as possible, try to find books published at various time periods. Compare and contrast what losses are addressed, developmental concepts tied to grieving that are addressed, stereotypes and myths related to grief which are presented, and a constructive improvement for each.

Option C: Short Book Development

Picking a target audience, write a short book with illustrations and reflection questions [can put in a box in the corner of each page] on grief. Be careful of utilizing stereotypes. Pay attention to the developmental abilities of the age group you chose for the book, and pertinent diversity issues.

Option D: Movie/TV Review

Choose **2 movies** OR **3 Television shows** that contain losses issues to watch. Compare and contrast the loss issues and grieving styles which are portrayed; any misconceptions which are illustrated; how you would advocate to the film industry to improve on how these issues are portrayed.

Option E: Music/Poetry Review

Find 5 songs OR poems in which loss issues are addressed. As much as possible, try to find a mixture of songs or poems [e.g., contemporary versus those from the past; different genres of music such as rap, pop, country or rock; different types of poems] in which loss issues are addressed. Compare and contrast how losses are portrayed, the potential impact, positive or negative, of these songs on their audiences; and suggestions to improve these songs. In place of suggestions for improvement, you may also write your own song or poem.

Option F: Cemetery Visit

Visit a cemetery and spend at least an hour walking around the grounds, reading the headstones and markers. Record themes you are observing, what your thoughts and feelings are, and what you would want to have written about you as memorial. In addition, take pictures and include those with captions.

Option G: Journal

For a period of one week, use a journal to document any loss issues you encounter throughout the week. These can be personal to you or general. A plethora of sources may be utilized such as: TV News reports, newspaper or current events on-line, television shows or movies, issues at work or school, or with friends or family [maintain confidentiality]; music you hear or books you read; games you play. For each entry [bulleted format is fine], document: what the loss was and where it came from, and your reactions to it. At the end of the Journal, write a summary of how loss is portrayed in our culture.

DUE: Sunday, 7/17/16

B. Interviews: 25% of the Grade

- Each student will choose a person to interview. Suggestions for potential interviewees include but are not limited to:

- Nurses, Nurse Practitioners, Physician Assistants, Doctors
- Funeral Home Directors
- Coroners/Medical Examiners
- Priests, Ministers, Rabbis, Other Religious Leaders
- Attorneys {Must address things such as Living Wills, Health Care Proxies, Wills, Estate Planning}
- Emergency Responders, Trauma Care Professionals
- Grief Counselors, Psychologists, Social Workers
- Facilitators of Support Groups
- The person to be interviewed MUST be working in a setting associated with grief, e.g:
 - Roswell,
 - Hospice/Life Transition Center
 - Grief Groups
 - Hospitals {People/Veterinary}
 - Nursing Homes
 - Funeral Homes
 - Cemeteries/Crematories
 - Places of Worship
 - Settings Dealing with Chronic/Traumatic Illnesses, etc.]
- Note, a list of sample interview questions for various professionals are found on Moodle. You may use any or all of these questions; must add your 3 of your own.
- You will complete the Interview Form which is posted on Moodle.
- These Interviews will be graded on:
 - Critical thinking reflected on the 'Interview Form'
 - Thoroughness of review
 - **Integration of text concepts**

DUE: Sunday, 7/24/16

C. Loss Timeline: 25% of the Grade

- A timeline of losses is to be constructed. The format, other than the actual timeline, is flexible. For example, you may use a bullet format; put the information in text boxes or clouds; use a journal; develop a power point; or use Prezi. This NOT a paper. Be creative!
- This project involves the following sections:
 - List of your losses
 - Start at birth and continue to your present age [this time span will vary for each student; please highlight the **key** losses, ones that you remember that had the greatest impact]
 - Include losses by death and non-death [e.g., a relationship, a job, a residence, possessions, physical and emotional health, divorce, adoption, foster care, miscarriage, infertility, pet, transitions]
 - Document your age at the time of each loss; describe any developmental issues
 - For **each loss**, describe, to the best of your ability:
 - Grieving Process:
 - Describe your response to the loss in terms of thoughts, feelings, and behaviors [how did you grieve?]
 - How did others respond to you and the loss?
 - Do you feel there is any 'unfinished business' associated with any of these losses? If so, which ones and how might 'closure' be obtained?
 - In retrospect, can you think of anything you didn't have at the time of the loss and shortly after that would have helped to lessen your grief?
 - Rituals:

- What rituals were used to deal with this loss?
 - Were they culture specific [describe]?
 - Spiritual in nature [describe]?
 - Did you notice any rituals that were gender specific [describe]?
 - Summary:
 - What impact did these losses have on your life and why?
 - How these losses will impact on your ability to work with others in your chosen field of study?
 - In addition to your responses, throughout the above sections, please incorporate and cite **concepts from the chapters and articles** which are contained in the 2 required texts.
 - This timeline will be graded based on:
 - The level of analysis & thoroughness
 - **Incorporation of text concepts**
 - Creativity
- DUE: Sunday, 7/31/16**

D. Response to Loss Plan: 25% of the Grade

- Students will make a 'Response to Loss' manual related to their field of study.
- The purpose of this manual is to assist staff in the setting of your field of study to effectively address, in a proactive rather than reactive manner, loss issues which may surface. Note, this Response to Loss Manual is NOT directed to the person who has directly experienced the loss but rather those around that person [e.g. peers, other staff]
- To prepare for this assignment, students will listen to a webinar on death and dying. The Dougy Center has numerous podcasts available, as well as a plethora of additional grief resources [<http://www.dougy.org/grief-resources/podcasts/>]. Specify which one you listened to. You may also find one of your own choosing [make sure to include the name and link of the webinar/podcast you listen to].
- Using the information from listening to the webinar, doing your observations, completing the time line and project choices, you are now ready to develop your own webinar. Within this webinar, you will cover the following content areas:
 - Introduction
 - Title of the webinar
 - Describe the setting [e.g., agency, school, business, other] and target audience that the webinar applies to [this is tied to your field; e.g. are you training teachers, counselors, administrators, parents, co-workers, medical, other] Review the types of losses people in this setting may encounter
 - Address myths associated with these types of or ways to deal with these losses
 - Develop a 'Response to Loss Plan' that includes the following:
 - Initial Response
 - Verification procedures of the loss
 - Communication system within your setting
 - Team
 - Members
 - Tasks – Be specific [be sure to also define your role in addressing these losses]
 - Interventions
 - List/describe and demonstrate evidenced-based interventions [Be creative!]
 - Develop one intervention of your own to address these loss issues and provide a rationale for it [e.g., write a poem, a story, a song, a short play; create a short video; role play or act out an intervention; use

- metaphors; utilize illustrations such as art; develop a new activity]
 - Share 'To Do' and 'Not to Do' tips
 - Include rituals to deal with the loss from 2 cultures other than the U.S.
 - Address developmental considerations of your target audience.
 - Resources [These can just be listed at the end of the webinar]
 - 10 Community Resources [Name and Address of the resource with a one line descriptor of the resource]
 - 10 Online Resources [Name and URL of the resource with a one line descriptor of the resource]
 - 10 References pertinent to your field of study and tied to loss; use APA style for references; do not use references prior to 2010.
 - These webinars will be uploaded to YouTube. You may keep the webinar confidential if you desire by having it password protected. Just remember to include the password with the link for the professor!
 - These webinars will be graded on:
 - Coverage of all areas
 - **Integration of text concepts**
 - Demonstration of principles
 - Creativity
- DUE: Tuesday, 6/16/15**

Discussion Forums

- Students will post a response to [Please make 1 post for the 3 areas below and use headings for each area]:
 - Each of the **questions** listed on the **'Discussion Forum' Handout**
 - Key points from **an/the article[s] contained in the Annual Edition Book**
 - Raise one question each week for others to reflect on
 - Students will then respond to 2 peers' posts.
 - You may choose, and would encourage you to do so, different peers each week.
 - This may involve a response to their reflections on the Chapters and Articles, and/or to the questions they raise.
- Posts should not be a 'regurgitation' of the material but reflect critical thinking.
- Due Dates:
 - **Weeks 1-4:** Student posts are **due Thursdays, 9am** and their responses to 2 peers by **Saturdays, 9am**
 - **Last Week Only:** Students posts are **due Monday, 6/15, 9PM;** responses to 2 peers by **Wednesday, 6/17, 9am.**
- Grading: These Discussion Forums will not be graded per se. However, the quality of these posts and reflections and timeliness in submitting them will be considered in the final grade.

J. EVALUATION PROCEDURES/GRADING:

Graduate Grading Policy – School of Education

Grade Value	Indicator
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.

B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

K. CALENDAR/OUTLINE:

Reading Schedule	Book Chapters [L&D]	Book Chapters [D&L]
Week 1	1 Studying Dying, Death & Bereavement 2 The American Experience of Death 3 Growing Up with Death/Growing Old with Death	Unit 6 Bereavement
Week 2	4 Perspectives on Death and Life After Death 5 The Dying Process 6 Living with Dying	Unit 3 The Dying Process
Week 3	9 Suicide and Other Sudden, Unnatural Traumatic Deaths 13 Coping with Loss 14 Grieving Throughout the Life Cycle	Unit 2 Dying and Death Across the Life Cycle
Week 4	10 Diversity in Death Rituals 11 The Business of Dying 12 The Legal Aspects of Dying	Unit 5 Funerals
Week 5	7 Dying in the American Health Care System 8 Biomedical Issues and Euthanasia	Unit 1 Issues in Dying and Death Unit 4 Ethical Issues of Dying and Death

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework. This course promotes the ‘conceptual framework’ of the SBU School of Education (‘A Journey to Excellence’):

‘Competence’ (Class readings, timelines, discussion forums, observations, webinars, review of the research)

‘Experience’ (Observations, project choices, webinars, discussion forums)

‘Social Justice’ (Observations, project choices, timelines, webinars, discussion forums)

School of Education Attendance Policy “Attendance is required and critical for success. It is the student’s professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements. For hybrid courses, attendance is essential unless there is an extraordinary reason, which is discussed in advance with the instructor.

Technology. This course fosters the ‘technology’ of the SBU School of Education through the use of technology assisted lectures, presentations, and use of web resources.

Diversity. This course fosters the ‘diversity’ objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview

community counselors with diverse demographics.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

Method of Instruction: A combinations of lectures power points, speaker/webinar presentations, and discussion [forums] will be utilized.

Syllabus Change. This syllabus may be subject to change.

Online Courses: Online courses on the surface can appear to be much easier than a totally face to face class. This is especially true if the assignments have a range of time within each time period that they can be completed. It may seem like there are 'times off'.. However, a few things to remember:

a. **Deadlines:** Please adhere to all assignment deadlines. If they are late, the overall course grade will be downgraded a half a grade.

b. **Discussion Forums:** They must be completed by the time posted. Discussions which are late will be downgraded a half grade.

c. **Netiquette:** This pertains to the guidelines as to how to communicate effectively and professionally online. See the following websites:

- *The Core Rules of Netiquette* by Virginia Shea (<http://albion.com/netiquette/corerules.html>)
- *Top 26 Most Important Rules of Email Etiquette* (http://email.about.com/od/emailnetiquette/tp/core_netiquette.htm)

d. **Emoticons:** Please do not use.

e. **Plagiarism:** With online work, it is sometimes more difficult to differentiate what is plagiarism when resources are obtained online. For assistance with these issues, please see the following websites:

- *Definition of Plagiarism* (<http://en.wikipedia.org/wiki/Plagiarism>)
- *Self-detection and checking* (<http://plagiarism.com/self.detect.htm> and <http://turnitin.com/static/index.html>)

Instructor Accessibility: The instructor may be reached by email Monday through Friday. She is in her office at the Buffalo Center on Tuesday mornings if an appointment needs to be scheduled. She is also available most weekends on Friday and Saturday at the Buffalo Center campus; and before classes;. Please check in advance to schedule an appointment. Responses to emails will be given within one business day of receiving them.

'Attendance': For online courses, students should be online for a substantial period of time 2 to 3 times a week.

M. OTHER

Books

<http://www.amazon.com/Top-books-on-Grief/lm/R8LU66131G98>

<http://www.barnesandnoble.com/s/Death-Dying-And-Bereavement?dref=1>

http://www.goodreads.com/list/show/15064.Best_Books_About_Grief

Journals

Death Education

Death Studies

Hospice Journal

Journal of Gerontology
Journal of Near Death Studies
Journal of Palliative Care
Omega
Suicide and Life-Threatening Behavior
Thanatology

Films

Living with Grief: Children, Adolescents, and Loss. (2000). Washington, D.C.: Hospice Foundation of America.

Moment of Death. (2008). NGHT, Inc.

On Our Own Terms: Moyers on Dying. (2000). New York, NY: Public Affairs

Television, Inc. (Film) Suicide. (2001). Princeton, NJ: Films for the Humanities.

Movies

<http://www.cinematherapy.com/filmindex/individual/bereavement.html>
<http://www.cinematherapy.com/filmindex/individual/death.html>

Websites

<http://www.dougy.org/grief-resources/activities/>
<http://www.creativecounseling101.com/>
<http://www.extension.org/pages/9037/loss-and-grief-activities-to-help-you-grieve#.VSRrvnF80Q>
<http://www.bookrags.com/lessonplan/a-grief-observed/#gsc.tab=0>
<http://www.cgcmaine.org/resources/activities/>
<http://www.teachut3.utoledo.edu/cultivating/docs/Grief%20Counseling%20%20Lesson.pdf>
<http://www.livestrong.com/article/130253-activities-kids-deal-grief/>
<https://griefed.files.wordpress.com/2010/01/teen-grief-curriculum.pdf>

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- with grief: Children, adolescents, and loss* (pp. 153-159). Washington, D.C: Hospice Foundation of America.
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- working with the dying, their loved ones, and their caregivers*. Champaign, IL: Research Press.
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