HDFS403

Course Summary

Course : HDFS403 **Title :** Death, Dying, and Grief
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course introduces students to concepts surrounding the nature of suffering and issues of death and dying. Students examine concepts from a theoretical perspective with attention to ethical and moral issues from a cross-cultural diversity perspective and the impact of death, dying and bereavement on a family and community. Participants explore stages of grief and apply them to case studies or their own patient experiences and engage with tools such as legacy building and memento creation, identify and utilize resources that promote positive coping skills, strategies related to providing children bad news or notifying them on death or impending death. Interest in or pursuit of Child Life certification is not required. Note: This course focuses on death, dying and grief in pediatric care

Course Scope:

Students will gain knowledge of the stages of grief and types of loss individuals and their families may experience, and describe ways that grief can manifest in children and families. Students will be able to apply interventive approaches and strategies to assist children and families who are ill or grieving, and will be able to identify national resources and initiatives for individuals and family members who are ill or grieving.

Objectives

After successful completion of HDFS403 students will be able to:

1. Explain the stages of grief and types of losses individuals and their families may experience; (CLC1a; CLC1d; CLC1e; CLC3a)
2. Describe ways that grief is manifested in persons; (CLC1a; CLC1b; CLC1d; CLC1e; CLC1f; CLC3a)
3. Apply interventive approaches and strategies to assist persons who are ill or grieving, as well as their families; (CLC1a; CLC1d; CLC1e; CLC3a)
4. Summarize national resources and initiatives for individuals and family members who are ill or grieving. (CLC1e; CLC2a; CLC2c; CLC3a; CLC4a)

- **Child Life Competencies**

- **Care of Infants, Children, Youth and Families**
  - Competency-The ability to assess the developmental and psychosocial needs of infants, children,

youth and families.

- Competency-The ability to initiate and maintain meaningful and therapeutic relationships with infants, children, youth and families.

- Competency-The ability to provide opportunities for play for infants, children, youth and families.
- Competency-The ability to provide a safe, therapeutic and healing environment for infants, children, youth and families.

- Competency-The ability to support infants, children, youth, and families in coping with stressful events.

- Competency-The ability to provide teaching, specific to the population served, including psychological preparation for potentially stressful experiences, with infants and children.

- **Professional Responsibility**
  - Competency-The ability to practice within the scope of professional and personal knowledge and skill base.

- Competency-The ability to continuously engage in self-reflective professional child life practice.

- Competency-The ability to function as a member of the service team.

- **Education and Supervision**
  - Competency-The ability to represent and communicate child life practice and psychosocial issues of infants, children, youth, and families to others.

- Competency-The ability to supervise child life students and volunteers.

- **Research Fundamentals**
  - Competency-The ability to integrate clinical evidence and fundamental child life knowledge into professional decision-making.

- **Administration**
  - Competency-The ability to develop and evaluate child life services.
  - Competency-The ability to implement child life services within the structure and culture of the work environment.

- (From https://www.childlife.org/files/ChildLifeCompetenciesJune2016.pdf)

Outline

Week 1: Introduction to Death, Dying & Grief in Pediatric Care

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Topic

CLS story #1

Hunter

Symbolic losses

Jason

Course Objective(s)

CO1; CO3

Reading(s)

Read Chapter 1 (Walsh)

Assignment(s)

Assignment:

Introduce Support Group Assignment- due week 7

Discussion Week 1

Week 2: Children's Understanding of Death

Topic

Cognitive Development theories

Natalie

Travis

Course Objective(s)

CO2

Reading(s)

Chapter 2: Symbolic Loss (Walsh)

Chapter 1: Children's Understanding of Death: Striving to Understand Death (Doka)

Hannah's Gift

Assignment(s)

Assignment: Hannah's Gift Reflection Paper

Week 2 Discussion

Recommended Media

Week 3: Loss & Grief Across the Life Span, Grieving Children, Reactions of Children and Parents

Topic

Impact of family

Impact of being in a hospital

Leslie

Suzanne

Course Objective(s)

CO1

CO3

Reading(s)

Chapter 4: Loss & Grief Across the Life Span: Childhood & Adolescence (Walsh)

Chapter 7: Normal & Complicated Grief Reactions (Walsh)

Chapter 2: Grieving Children: Can We Answer Their Questions

Chapter 6: Grief of Children and Parents (Doka)

Assignment(s)

Week 3 Discussion

Memory Box Pintrest Finds (post in the Discussion Board area

Week 4: Cultural and Spiritual Influences and the Role of School

Topic

Cultural and Spiritual awareness

Gender

Media

Brian

The Role of School

Course Objective(s)

CO3

Reading(s)

Chapter 8: Cultural & Spiritual Influences (Walsh)

Chapter 9: Role of the School (Doka)

Assignment(s)

Week 4 Discussion

Week 5: Grief in the Context of Anticipated Loss & Child and Life-Threatening Illness

Topic

Make a Wish

Addison

Phases of acceptance/coping

Course Objective(s)

CO2; CO4

Reading(s)

Chapter 9: Grief in the Context of Anticipated Loss (Walsh)

Chapter 4: Child and Life-Threatening Illness (Doka)

Assignment(s)

Assignment: Deathography

Week 5 Discussion

Week 6: What Can We Do to Help Individuals and Families & Talking to Children about Illness

Topic

Ralph

Cammie

Conversation strategies

Course Objective(s)

CO3

Reading(s)

Read Chapter 10: What Can We Do to Help Individuals and Families? (Walsh) and Chapter 3: Talking to Children about Illness (Doka)

Assignment(s)

Week 6 Discussion

Week 7: Communities & Traumatic Grief and Children & Traumatic Loss

Topic

Grief in communities

Traumatic events

PTSD

Course Objective(s)

CO3

Reading(s)

Read Chapter 12: Communities & Traumatic Grief (Walsh) and Chapter 7: Children and Traumatic Loss (Doka)

Assignment(s)

Assignment: Support Group Assignment Due

Week 7 Discussion

Week 8: Helping Groups and Organizations & How We Can Help, and How to Take Care of You as

Professionals Encountering Loss & Grief!

Topic

Summary

Challenges

Successes

Suggestions

Self-care

Course Objective(s)

CO4

Reading(s)

Read Chapter 11: Helping Groups and Organizations (Walsh), Chapter 13: Sustaining Hope, Helpfulness & Competence in Working with Grief (Walsh), Chapter 3: Self-Preparation & Self-Care for Professionals Encountering Loss & Grief (Walsh), and Chapter 8: How We Can Help (Doka)

Assignment(s)

Week 8 Discussion

Assignment: Final Paper Submission

Evaluation

Grading:

Name	Grade %
Discussions	30.00 %
Week 1: Introduction: Becoming a CLS and Death Grief Experiences	3.75 %
Week 2: Children's Understanding of Death	3.75 %
Week 3: Guiding Through Word Discovery	3.75 %
Week 4: The Role of School	3.75 %
Week 5: Grief in the Context of Anticipated Loss & Child and Life-Threatening Illness	3.75 %
Week 6: What Can We Do to Help Individuals and Families & Talking to Children about Illness	3.75 %
Week 7: Communities & Traumatic Grief and Children & Traumatic Loss	3.75 %
Week 8: Self Care	3.75 %
Hannah's Gift	12.50 %
Hannah's Gift Submission	12.50 %
Deathography	12.50 %

Deathography Submission	12.50 %
Support Group Reflection	12.50 %
Support Group Submission	12.50 %
Memory Box Tool Bag	12.50 %
Memory Box Submission	12.50 %
Final Research Paper	20.00 %
Final Paper Submission	20.00 %

Materials

Book Title: Children Mourning, Mourning Children - e-book available in the APUS Online Library

Author: Doka, Kenneth

Publication Info: Lib

ISBN: 9781560324478

Book Title: Hannah's Gift: Lessons from a Life Fully Lived - e-book available in the APUS Online Library

Author: Housden, Maria

Publication Info: Lib

ISBN: 9780553381221

Book Title: To find the library e-book(s) req'd for your course, please visit http://apus.libguides.com/er.php to locate the eReserve by course #.

Author: No Author Specified

Publication Info:

ISBN: N/A

Book Title: Grief Counseling and Grief Therapy, 5th ed. - e-book available in the APUS Online Library

Author: Worden, J. William

Publication Info: Springer Lib

ISBN: 9780826134745

There are three texts for this course. Information about accessing each of them is listed below:

Grief and Loss Theories & Skills for the Helping Professions, 2nd Edition by Katherine Walsh
The VitalSource e-book is provided via the APUS Bookstore. Please visit
http://apus.libguides.com/bookstore for more information

Children Mourning, Mourning Children, edited by Kenneth J Doka

Please visit http://apus.libguides.com/er.php and search by the course number (HDFS403) to access your required resources

Hannah's Gift: Lessons from a Life Fully Lived by Maria Housden

Please visit http://apus.libguides.com/er.php and search by the course number (HDFS403) to access your

Course Guidelines

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me **before** the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

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 the Discussion 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. Forums 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 Forum of others.

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: ;-), :), J

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 get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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.