



## I. COURSE DESCRIPTION:

Loss is a constant in everyone's life. Grief, bereavement and mourning, although a highly individualized experience, can be better understood and assist us in our own personal journey, as well as supporting and advocating for the bereaved in our lives. Accepting death as an integral part of the life cycle opens our options and opportunities for life. This course will attempt to open up the topic and the inevitable reality of this part of all of our lives.

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

**Upon successful completion of this course, the CICE student, with the help of a Learning Specialist, will demonstrate the basic ability to:**

1. Identify, explain and utilize related terminology, attitudes, multicultural and historical perspectives of death, grief and mourning in examining related research and literature.

Potential Elements of Performance:

- Differentiate Between Loss, Grief, Mourning and Bereavement
- Communicate Physical and Symbolic Losses as a Constant in Life
- Demonstrate awareness of various attitudes and awareness of death
- Relate an understanding and awareness of cross-cultural and historic perspectives of death

2. Identify and relate an understanding of the experience of loss in examining personal wellness and supporting the bereaved.

Potential Elements of Performance:

- Explain the influence of sociocultural forces on the experience of loss
- Understand how the the various models of grief relate to individual, family and community experiences
- Identify how grief affects people in a holistic way(psychologically, socially, physically and spiritually)
- Communicate the Phases/Tasks of Grief in a non-judgmental and informative manner
- Organize and differentiate between the various factors affecting grief (including gender differences)

3. Utilize community resources to address legal and social expectations after death.

Potential Elements of Performance:

- Identify key legal issues related to death and other losses(organ donation, wills, power of attorney) and community resources available to assist
- Understand issues related to funerals and body disposition and identify community resources available to assist

4. Compare and contrast the issues and impact of different forms of death.

Potential Elements of Performance:

- Identify issues and concerns related to different modes of death (anticipated, sudden, suicide, homicide)
- Internalize the specific dynamics and grief work associated with loss of a parent, child, life-companion, self, death of a role, relationship or pet to more effectively support and advocate for the bereaved in their individualized situations

5. Support and advocate for the bereaved in their adaptation and reintegration journey.

Potential Elements of Performance:

- Identify and communicate the circumstances and concerns surrounding unresolved or complicated grief
- Demonstrate knowledge of tools for grief work and resources for support and information
- Aid the bereaved in creation of environment and attitude to work on personal bereavement rituals
- Understand and communicate key concepts surrounding a variety of beliefs about the afterlife including traditional concepts, multi-spiritual perspectives and personal paths.

6. Identify the impact of grief on children of different developmental levels and adopt appropriate and effective helping tools for this bereaved population.

Potential Elements of Performance:

- Differentiate between the understanding of death at different developmental levels
- Identify and understand Post Traumatic Play
- Use tools and resources to assist and support the bereaved child (use of creative play, activities, metaphors, stories, etc)
- Discuss children as survivors of loss and close death and circumstances surrounding these events
- Discuss religious beliefs, death, funeral customs with children of differing developmental levels
- Explain how classmates can welcome back a grieving child
- Assist children in healing and finding closure

7. Understand the significance of and work toward helper wellness and personal understanding of death and grieving in our own lives. Research and educate on issues relevant to grief and loss.

Potential Elements of Performance:

- Locate a variety of areas related to grief and loss (with assistance of Learning Specialist)
- Identify, research and organize a paper on grief and loss issues (with the assistance of a Learning Specialist)

- Understand the effective utilization of teaching circles and peer learning

### III TOPICS:

1. Terminology, Attitudes and Perspectives on Death, Grief and Loss
2. Legal and Social Expectations After Death (and the resources available)
3. Understanding the Experience ( and the work) of Loss
4. Different Forms of Death and Survival of Loss
5. Adaptation and Reintegration After Significant Life Losses
6. Children and Grief
7. Cultural and Spiritual Influences

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Course Text: The Last Dance: Encountering Death And Dying; author: Lynne DeSpelder and Albert Lee Strickland; McGraw-Hill; Seventh Edition

Materials: each student must obtain a small book suitable for journal writing prior to the first class

### V. EVALUATION PROCESSING/GRADING SYSTEM:

<u>ASSIGNMENT/EXAM</u>	<u>WORTH</u>
Personal Experiences and Perceptions Exercise	10%
Video Report	15%
Research Paper	15%
Multicultural Afterlife Paper	15%
Personal Journal	5%
Exam #1	20%
Exam #2	20%
<b>TOTAL:</b>	<b>100%</b>

**PERSONAL EXPERIENCES AND PERCEPTIONS EXERCISE:** To better prepare us in our understanding of the experiences of others, it is important to know how we feel about death and dying. This exercise will help students to reflect on their own experiences and take the time to learn from them in preparation for helping others.

**VIDEO REPORT:** The CICE student, with the assistance of The Learning Specialist will produce a 3-5 page, double-spaced, normal font paper on personal reaction and application of course material to a film viewed in class. Specifics to be provided by instructor.

**RESEARCH PAPER:** The CICE student, with the assistance of the Learning Specialist will research a topic related to grief and loss of their choice (from topics offered) and produce a 4-6 double-spaced, normal font paper following format provided by the Instructor. Students may choose from:

Loss of Life-Companion

Loss of Pet

Adult Loss of a Parent

Issues re: Job Loss. Loss of mobility, sight

Loss of a Child

Losses for Children/Teens

Adult Loss of a Sibling

Loss of an Infant, Stillborn,

Divorce/Separation

Miscarriage, or Abortion( pick one)

Losses Related to Health

Losses in Child Welfare: Foster

Care, Adoption

**MULTICULTURAL AFTERLIFE PAPER:** The CICE Student will research and produce a 4-6 double-spaced, normal font paper, with the assistance of the Learning Specialist following the format provided by the professor on the diverse beliefs about the afterlife. Exploration of how beliefs about afterlife affect views and coping with or thinking about death will be included.

**PERSONAL JOURNALS:** The CICE student is required to keep a personal journal related to topics, research, discussion, and reflection on course information. Time will be allotted each week, if possible, for journal writing. Content is not evaluated, effort is required. Journals to be handed in on date of mid-term and final test, evaluated during testing and returned same night.

**EXAMS:** There will be two exams during the semester to cover course material. Exam #1 will cover material and topics covered up to that date. Exam #2 will then cover the material taken after Exam#1 until the end of the course. Exams cannot be re-written for a higher grade. Students, who miss the exam without making prior arrangements with the instructor, will be given a zero on the exam. The format and the content modification relative to exams will be proposed by the Learning Specialist and is subject to approval from the professor

Attendance/Participation

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time

4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

***The following semester grades will be assigned to students in postsecondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:****Attendance:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

***Assignments***

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor **prior to the due date** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.