



**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 student will demonstrate the 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
- Apply the various models of grief 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
- Categorize and differentiate 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
- Apply 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
- Apply 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.

8. Research and educate on issues relevant to grief and loss.

Potential Elements of Performance:

- Independently locate a variety of areas related to grief and loss
- Identify, research and organize a paper on grief and loss issues
- 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>	<u>DUE (Tentative)</u>
Personal Experiences and Perceptions Exercise	10%	Oct. 5
Video Report	15%	Nov. 9
Research Paper	15%	Dec. 7
Multicultural Afterlife Paper	15%	Nov. 16
Personal Journal	5%	Weekly
Exam #1	20%	Oct. 19
Exam #2	20%	Dec.14
<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:** students 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:** students 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 a Child	Losses for Children/Teens
Adult Loss of a Sibling	Loss of an Infant, Stillborn,
Divorce/Separation	Miscarriage, or Abortion( pick
Losses Related to Health	one or a comfortable
Losses in Child Welfare: Foster	combination for you
Care, Adoption	for this particular topic
	cluster)

**MULTICULTURAL AFTERLIFE PAPER:** Students will research and produce a 4-6 double-spaced, normal font paper 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:** each 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 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%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
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

Significant learning takes place in the classroom through an interactive learning approach; therefore, **ALL students must attend 60% of the classes to obtain a passing grade.**

### Assignments

ALL assignments are to be handed in on the due date and must be typewritten. Any late assignments will be deducted 1% per day late up until five days. After that time, the instructor will no longer accept the assignment for grading.

### Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers WebCT/LMS as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the Learning Management System communication tool.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in Student Code of Conduct. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

**Student Portal:**

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

**Electronic Devices in the Classroom:**

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

**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.