

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: BALANCING LIFE, LOSS AND GRIEF

CODE NO. : NSW 209

SEMESTER: 3

PROGRAM: Social Services Worker- Native Specialization

AUTHOR: Lisa Piotrowski

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PREVIOUS OUTLINE DATED: June 13

APPROVED:

"Angelique Lemay"

Jul. 2014

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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For additional information, please contact Angelique Lemay, Dean
School of Community Services and Interdisciplinary Studies.
(705) 759-2554, Ext. 2603

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 the 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 the 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 the 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 the 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 the 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 the 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 the 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:

The Last Dance: Encountering Death And Dying 9th Ed. by Lynne DeSpelder and Albert Lee Strickland; McGraw-Hill

V. EVALUATION PROCESS/GRADING SYSTEM:

Experiences & Perceptions Exercise	5%
Personal Journals (4 x 5%)	20%
Multi-Cultural Afterlife Paper	20%
Research Paper/Presentation	15%
Video Report	15%
Test	20%
Attendance/Participation	<u>5%</u>
TOTAL	100%

EXPERIENCES & PERCEPTIONS EXERCISE: To better prepare students in understanding the experiences of others, it is important to know how you 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. Details will be provided by the professor.

PERSONAL JOURNALS: Students will have a choice of assigned readings, videos and in-class discussion to reflect on. For each journal option, students will be given one week for submission. Students will keep their top 5 journal marks for this accumulative grade. Details will be provided by the professor.

MULTICULTURAL AFTERLIFE PAPER: Students will review chapter 14 in the textbook on the diverse beliefs about the afterlife, and near death experiences. Each student will answer a series of questions based on the chapter information and submit a written paper. Details will be provided by the professor.

RESEARCH PAPER/PRESENTATION: Students will select a journal article relating to grief theory to review and summarize in a 2 – 4 page APA format article review. Each student will review a different article, to be approved by the professor. This information will be presented to the class. Details will be provided by the professor.

VIDEO REPORT: Students will be shown a video in class and given a series of questions to answer based on the material presented in the videos. Details will be provided by the professor.

TEST: There will be one test toward the end of the semester. Tests CANNOT be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on test day. Students requiring rescheduling must make arrangements directly with the professor PRIOR to the start of the test.

ATTENDANCE AND PARTICIPATION: Students will be graded on attendance for all classes, preparedness for class including assigned readings, contribution to discussions, and the ability to communicate effectively during in-class activities. Students are expected to arrive on time for all classes, and utilize D2L for course materials.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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.

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.

Late Arrival:

Arriving late is disruptive, and interferes with the learning process for others. If late arrival becomes a pattern, students may be asked to respect the learning process and wait to enter until break.

VII. COURSE OUTLINE ADDENDUM:

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