



## SYLLABUS

### EDUC 6362 Death, Dying and Bereavement Counseling

SEMESTER: Summer II 2019

Tuesday & Thursday 6:00 pm

**PROFESSOR:** Dr. Samuel Garcia, LPC-S

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#### **Required Texts:**

Worden, W. (2009). *Grief counseling and grief therapy (4<sup>th</sup> edition)*. New York, NY: Springer Publishing.

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#### **Course Prerequisites:**

Student must have earned a grade of B or higher in EDUC 5307, EDUC6315 & EDUC 6308 and have permission of the Instructor.

#### **Course Purpose:**

Death is certain and occurs over a lifespan and can have a calamitous impact on a person. This course prepares students with specialized knowledge and skills to comprehend the effects of loss and the counseling strategies needed to counsel clients undergoing the process of death.

#### **Course Description:**

This course explores the development of conceptual frameworks and cognitive theories about death, dying, and bereavement. Students will increase affective development and sensitivity to issues concerning death, dying, and bereavement. This course will offer the opportunity for students to become aware and sensitized to personal assumptions, biases, attitudes, and reactions.

#### **Student Learning Expectations / Outcome for this Course**

#### **Students will:**

- Discover and evaluate the effects of loss, crisis, and trauma events throughout the lifespan.

- Identify the major theoretical models of grief/trauma and crisis.
- Observe and assess individual variations to grief reactions including the cultural, ethnic, gender, and familial contexts of mourning and the mediating factor of social support.
- Articulate the journey of reconciliation as understood in the professional research and clinical practice.
- Utilize an intervention modality that is developmentally appropriate and includes psychological first aid for crisis/trauma intervention and grief counseling with individuals and groups.
- Apply diagnostic criteria and skills for distinguishing between issues of uncomplicated vs. complicated grief and grief counseling.
- Articulate and demonstrate how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress.
- Apply the biopsychosocial framework to understand the processes of dying and bereavement and identify opportunities for counselor/client *learning* and growth.
- Demonstrate an ability to critically evaluate theories and their relevance to personal experiences with grief and bereavement and to case study/possible future client situations.
- Identify and analyze the manner in which macro structures in social environments such as communities and organizations (e.g., funeral industry) address death and dying and become comfortable in the role of *action* in affecting meaningful change in these macro environments when necessary.
- *Critically reflect* on life-experiences, attitudes and values in a manner that integrates personal and professional use of self as a counselor and life-long learner.

### **Grading/Feedback:**

Most grading is technologically driven and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback of any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message so that I may return your call, I respond to all my calls within 24-hours.

	Qty.	Possible points	
Enhanced Collaborative Streaming	12	1200 (12 x 100 pts. ea.)	<b>A= 3878 - 4020</b> <b>B= 3736 - 3877</b> <b>C= 3594 – 3735</b> <b>F= &lt;3594</b>
Video/Article Reflections	10	1200 pts. (120 pts. ea.)	
Quizzes	10	1000 (100 pts. ea.)	
Movie Reflection Paper	1	220 pts.	
Small Group Exercise	1	200 pts.	
Final Exam	1	200 pts.	

**Group Enhanced Collaborative Streaming Interaction (1200- points):**

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical; it will enhance your critical thinking/reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural death, dying and bereavement experiences communicated by students add tremendously to everyone’s learning in class. Our live ***Enhanced Collaborative Streaming*** interaction will provide us the opportunity to review the week’s theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the ***Adobe Flash Player*** loaded into your personal computer. ***The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.*** I have placed a quick link to ***Adobe Flash Player*** for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is creatively influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not enter late or depart early.

This class meets once per week. **Missing more than two classes will reduce your grade by a full letter grade.** As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your

professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please keep background activity minimal to minimize distractions and noise interference.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will work out a new deadline.

### **Small Group Exercise (200-points):**

Each student shall participate in a small group discussion and collaboratively prepare the exercise on his or her own personal time. Each group shall consist of evenly allocated group members. Each group will select topic regarding counseling children who are bereaving the loss of a parent and (a) discuss the risk factors that perpetuate complicated grief, (b) Symptoms of complicated grief, (c) counseling strategies, (d) discuss individual sentiments about grief or loss.

The purpose of this assignment is to consider how to create effective formal assessment skills while simultaneously bring-about intrinsic developmental self-awareness of death when working with children. The assignment addresses the complexity, comprehensiveness, and intentionality needed for effective grief counseling. The goal is for you to engage in critical thinking and analysis about grief counseling outcomes of current practices and about creating more effectual conclusions.

### **Video Reflections (1200 points):**

Students will access the Video or Article Reflection tab and review the assignment and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be ten graded video/article reflections with a potential value of 120 points for each assignment with an accumulated potential of 1200 points. The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, as perceived by the descriptive content; include your thoughts and emotion(s) you experienced while viewing the video, and perceptions of how the information might impact future activities. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. However, please consider any confidential or sensitive information before elaborating in a public setting.

The assignments mostly consist of short video clips but may consist of an article, or a guest person presentation. You will select the topic title (VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video Reflections submenu. After selecting the title, it is required to select the thread title. Review the video clip and enter your reflection by selecting the "Reply" feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (30)	Novice (20)	Student (10)	Unacceptable ( 0)
<b>Competency 1</b> Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent from his or her general perspective.	Student only restates the video or Text content.
<b>Competency 2</b> Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student is unable to identify any point of views.
<b>Competency 3.</b> Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
<b>Competency 4.</b> Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.

### Weekly Quizzes (1000 points)

**Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed.** Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can grasp the content of the assigned reading. There are a total of ten (10) quizzes, and each quiz has a 100-point potential. Each quiz will contain different amount of questions that correspond with the chapter content, and will consist of true and false, multiple choice, fill-in the blank and short answer questions. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Students will be required to complete the Quiz the midnight two days before the next class meeting date. (Example: Class meets on Thursday, and the quiz is due by midnight the following Tuesday). This will provide me the opportunity to provide grading and feedback for potential class discussion.

## **Final Exam (200 pts.):**

**The final exam is a 50-question True/False, multiple-choice and fill-in the blank questions that are designed to assess comprehensive, application, analysis, synthesis and evaluative consideration of knowledge gained over the semester.** The final exam primarily derives from the weekly quizzes, forum activities and collaborate content and has a 200-point potential. The exam will be posted on Blackboard on the designated date and each student will have two hours to complete the exam.

## **Movie Reflection Paper (220-points)**

The reflection paper is intended to move a student from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes.

The paper has a potential grade value of 220-points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper and must contain at least 5-pages of content, which does not include the Title page or Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper.

<b>Criteria</b>	<b>Superior (30 pts.)</b>	<b>Sufficient (20 pts.)</b>	<b>Minimal (10 pts.)</b>	<b>Unacceptable (0 pts.)</b>
<b>Depth of Reflection</b>  ___ points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  ___ points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

<b>Structure</b>  ___ points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b>  ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

### PROPOSED COURSE OUTLINE

<b>DATE</b>	<b>TOPIC. ASSIGNMENT DUE AND READINGS</b>
<b>Jul 9</b>	<p><b>Introduction: Professor and Students</b></p> <p><b>Class Activities: 1) “Hello” 2) What Happens when you die?</b></p> <p><b>Class Process Orientation</b></p>
<b>Jul 11</b>	<p><b>Reading Assignment:</b> Ch. 1 Attachment, Loss, and the Experience of Grief</p> <p><b>Weekly Quiz 1:</b> Ch. 1 Attachment, Loss, and the Experience of Grief</p> <p><b>VR 1:</b> Turkey, Grief and Anger</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Jul 16</b>	<p><b>Reading Assignment:</b> Ch. 2 Understanding the Mourning Process</p> <p><b>Weekly Quiz 2:</b> Ch.1 Attachment, Loss, and the Experience of Grief</p> <p><b>VR 2:</b> No Child Should ever Grieve Alone</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>

<p><b>Jul 18</b></p>	<p><b>Reading Assignment:</b> Ch. 3 The Mourning Process: Mediators of Mourning</p> <p><b>Weekly Quiz 3:</b> Ch. 3 The Mourning Process: Mediators of Mourning</p> <p><b>VR 3:</b> Changing The Way We mourn: Laura Prince</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Jul 23</b></p>	<p><b>Reading Assignment:</b> Ch. 4 Grief Counseling: Facilitating Uncomplicated Grief</p> <p><b>Weekly Quiz 4:</b> Ch. 4 Grief Counseling: Facilitating Uncomplicated Grief</p> <p><b>VR 4:</b> Susan Delaney on what to say to a Bereaved Person</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Jul. 25</b></p>	<p><b>Reading Assignment:</b> Ch.5 Abnormal Grief Reactions: Complicated Mourning</p> <p><b>Weekly Quiz 5:</b> Ch.5 Abnormal Grief Reactions: Complicated Mourning</p> <p><b>VR 5:</b> Complicated Grief</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<p><b>Jul. 30</b></p>	<p><b>Reading Assignment:</b> Ch. 6 Grief Therapy: Resolving Complicated Mourning</p> <p><b>Weekly Quiz 6:</b> Ch. 6 Grief Therapy: Resolving Complicated Mourning</p> <p><b>VR 6:</b> Introduction to Complicated Grief Treatment by M. Kathrine Shear Jan 2014</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>



<b>Aug. 1</b>	<p><b>Reading Assignment:</b> Ch. 8 Grief and Family Systems</p> <p><b>Weekly Quiz 8:</b> Ch. 8 Grief and Family Systems</p> <p><b>VR 7:</b> Losing a Parent to Suicide</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Aug. 6</b>	<p><b>Reading Assignment:</b> Ch. 9 The Counselor's Grief</p> <p><b>Weekly Quiz 9:</b> Ch. 9 The Counselor's Grief</p> <p><b>VR 8:</b> Family Relationships in the Context of Grief</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Aug. 8</b>	<p><b>Reading Assignment:</b> Ch. 10 Training for Grief Counseling</p> <p><b>Weekly Quiz 10:</b> Ch. 10 Training for Grief Counseling</p> <p><b>VR 9:</b> Drowning in Empathy: The cost of Vicarious Trauma</p> <p><b>Group Collaborative Discussion:</b> Thursday, 7:00 pm</p>
<b>Aug. 13</b>	<p><b>Group Presentation Due:</b> Video Reflection</p> <p><b>VR 10:</b> How to Deal with Grief</p>
<b>Aug 15</b>	<p><b>Movie Reflection Paper Due</b></p> <p><b>Final Exam</b></p>