

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3127A – LOSS, GRIEF, AND BEREAVEMENT
Course Syllabus – Fall Semester, 2015

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CLASS: Tuesday, 4:30 – 7:15 p.m., Room AH175

COURSE DESCRIPTION:

Within this multi-disciplinary course, students will be introduced to grief and bereavement within contemporary society from the standpoint of bridging research and practice. Specifically, students will explore the phenomenon of death as a foundational experience of loss and then further examine the interrelated phenomena of grief, bereavement, and trauma. Utilizing a lifespan framework, a range of bio-psycho-social-spiritual-economic factors will be examined. Emphasis will be placed on theoretical models and therapeutic interventions used in working with those impacted by loss, grief, and bereavement. Experiential and participatory exercises aimed at personalizing learning and promoting personal growth and exploration will be an integral part of the course.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

- 1 Reflect on personal views, assumptions, experiences, and beliefs regarding dying/death and loss/grief/bereavement and discuss how these have been shaped by the bio-psycho-social-spiritual-economic aspects of his/her own life;
- 2 Articulate personal views, assumptions, experiences, and beliefs regarding dying/death and loss/grief/bereavement and discuss how these relate to the theoretical concepts learned in the course;
- 3 Discuss the interrelationships among loss, trauma, and health;
- 4 Describe general human responses to loss and trauma as well as factors that influence individual response;
5. Identify theoretical frameworks/models that inform our understanding of the grieving process and guide therapeutic interventions;
6. Discuss the complex interactions between the experiences of grieving and healing; and
7. Differentiate between lay and professional caregiver roles in terms of knowledge, skill, and attitude requirements.

INSTRUCTIONAL METHODOLOGY AND ESSENTIAL LEARNING EXPERIENCES:

Classes are held weekly in 3-hour blocks. Students are expected to come to class prepared to discuss topics posted in the Course Schedule. Course material will be presented using a combination of lectures, videos, experiential-based learning activities and group work. The emphasis is on student participation, self-reflection, exploration and sharing so that the theoretical concepts learned can be applied and integrated on a personal level. Course content and activities may evoke deep emotions, therefore, students are encouraged to share their thoughts and ideas as they see fit. Students are responsible for accessing class-related information provided through all learning formats.

REQUIRED READINGS:

Neimeyer, R., Harris, D., Winokuer, H., & Thornton, G. (2011). *Grief and bereavement in contemporary society: Bridging research and practice*. New York, NY: Routledge.
Scholarly journal articles (as assigned)

Additional References:

Death: History and Philosophy

Davies, D. (2005). *A brief history of death*. Oxford, UK: Blackwell.

Fingarette, H. (1996). *Death: Philosophical soundings*. Chicago: Open Court.

Heidegger, M. (1968). *Being and time*. New York: HarperCollins.

Death and Consciousness

- Chopra, D. (2006). *Life after death: The burden of proof*. New York: Harmony Books.
- Groff, S. (2006). *The ultimate journey: Consciousness and the mystery of death*. Ben Lomond, CA: Multidisciplinary Association for Psychedelic Studies.
- Kubler-Ross, E. (1991). *On life after death*. Berkeley, CA: Celestial Arts.
- Parnia, S. (2006). *What happens when we die*. Carlsbad, CA: Hat House.
- Rinpoche, S. (1993). *The Tibetan book of living and dying*. New York: HarperCollins.
- Wambach, H. (1978). *Reliving past lives: The evidence of over 1000 hypnosis-induced past-life recalls*. New York: Barnes & Noble.
- Weiss, B. (1988). *Many lives, many masters*. New York: Simon & Schuster.
- Weiss, B. (1992) *Through time into healing*. New York: Simon & Schuster.

Grief /Loss/Bereavement

- Becvar, D.S. (2001). *In the presence of grief: Helping family members resolve death, dying, and bereavement issues*. New York: The Guilford press.
- Doka, K.J. (Ed.). (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice*. Champaign, IL: Research Press.
- Grant Kalischuk, R., & Hayes, V. (2003-2004). Grieving, mourning, and healing following youth suicide: A focus on health and well being in families. *OMEGA Journal of Death and Dying*, 48(1), 45-67.
- Grant Kalischuk, R., & Davies, B. (2001). A theory of healing in the aftermath of youth suicide: Implications for holistic nursing practice. *Journal of Holistic Nursing*, 19(2), 163-186.
- Hooyman, N.R., & Kramer, B.J. (2006). *Living through loss: Interventions across the life span*. New York: Columbia University Press.
- Kosminsky, P. (2007). *Getting back to life when grief won't heal*. New York: McGraw-Hill.
- Kubler-Ross, E., & Kessler, D. (2005). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York: Scribner.
- Lund, D. (Ed.). (2001). *Men coping with grief*. Amityville, NY: Baywood.
- Neimeyer, R.A. (Ed.). (2001). *Meaning reconstruction and the experience of loss*. Washington, DC: American Psychological Association.
- Nowatzki, N., & Grant Kalischuk, R. (2009). Post-death encounters: Grieving, mourning, and healing. *OMEGA Journal of Death and Dying*, 59(2), 91-111.
- Randol, T.A. (Ed.). (2000). *Clinical dimensions of anticipatory mourning: Theory and practice in working with the dying, their loved ones, and their caregivers*. Champaign, IL: Research Press.
- Stroebe, M.S., Hansson, R.O., Stroebe, W., & Schult, H. (Eds.). (2001). *Handbook of bereavement research: Consequences, coping, and care*. Washington, DC: American Psychological Association.

Trauma

- Cameron, C. (2000). *Resolving childhood trauma: A long-term study of abuse survivors*. Thousand Oaks, CA: Sage.
- Grant Kalischuk, R., Solowoniuk, J., & Nixon, G. (2008). Introducing a spiritual framework: Healing the aftermath of trauma. *The International Journal of Healing and Caring*, 8(3), Online: <http://www.ijhc.org>
- Shapiro, F. (1995). *Eye movement desensitization and reprocessing: Basic principles, protocols, and procedures*. New York: The Guilford Press.
- Wainrib, B. R. (2006). *Healing crisis and trauma with mind, body, and spirit*. New York: Springer.
- Westwood, M., & Wilensky, P. (2005). *Therapeutic enactment: Restoring vitality through trauma repair in groups*. Vancouver, BC: Group Action Press.
- van der Kolk, B., McFarlane, A.C., & Weisaeth, L. (Eds.). (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: The Guilford Press.

ASSIGNMENTS:

This course will be evaluated based on five (5) assignments.

Assignment:	Due Date	Weighting
1. Artifact/Collage	29 September	10%
2. Narrative Analysis	27 October	20%
3. Oral Presentations	3, 10, 17 November	25%
4. Exam	24 November	25%
5. Learning Journal	20 October, 8 December	20%

DESCRIPTION OF ASSIGNMENTS:

1. Artifact/Collage

This assignment provides an opportunity, at the onset of the course, for you to present to your colleagues an artifact or collage that represents or symbolizes your views about loss, grief, and bereavement. In completing this assignment, it is important to remember that your current views are important and shape how you approach this topic area. You are encouraged to be open about your individual perspective and to be innovative and creative in your presentation. The presentation will take place during class on October 6, 2015. This assignment will be self-evaluated. Your mark for this assignment must be supported by rationale and submitted to the professor one week following your presentation, on October 13, 2015. The presentation is worth 10% of your final grade.

2. Narrative Analysis

For this individual assignment, students will watch an in-class movie on October 20 that explores a variety of themes related to loss, grief, and bereavement within the lives of its characters. After watching the movie, students will prepare a narrative analysis of the movie by describing the main themes and exploring these in relation to the theoretical concepts learned during class and within scholarly literature. The maximum paper length is six (6) pages. Students are required to utilize APA format (typewritten, **hardcopy**, double-spaced, 12 point font, Times New Roman). Electronic submission will not be accepted. A minimum of five (5) scholarly references to support your analysis are required. Please append the evaluation rubric and hardcopies of your scholarly articles to this assignment. Due on October 27, this assignment is worth 20% of your final grade.

3. Oral Presentation

Each group (limited to 5-6 students) will deliver an oral class presentation addressing a specific topic related to loss, grieving, and bereavement (to be selected from the list of topic provided or negotiated with the professor). It is expected that each student will contribute to the presentation. Each group is required to submit documentation outlining the contribution of each group member, a document that must be signed by all group members prior to submission. Your oral group presentation must include an introduction, a body, and a conclusion. Each group must provide colleagues with a written presentation summary as well as a reference list. The oral presentation may take any of a variety of formats (or combinations), e.g., lecture, poster, video, music, drama, etc. The length of the presentation will be approximately one hour per group. A sign up sheet indicating the possible dates for completion of this assignment will be available during class time. Marking criteria for this assignment will be collectively developed during class time.

The major project topics include:

- Cultural Perspectives about Loss, Grief, and Bereavement
- Historical and Religious Perspectives on Death and Dying
- Legal Aspects of Dying
- Violent Deaths
- Concurrent and Multiple Loss
- The Hospice Palliative Care Movement
- Spiritual Care for Grieving Populations
- Perspectives on the Afterlife
- Biomedical Issues
- Euthanasia
- Working with Specific Grieving Populations (e.g., bereaved children or seniors)

Each group will advise the professor about which topic they have selected by October 6, 2015. Each group will also meet with the professor to briefly discuss your chosen topic prior to the oral presentation. The group oral presentation is worth 25% of your final grade.

4. Exam

This comprehensive (i.e., lectures, class activities and discussions, student presentations, assigned readings), in-class, paper and pencil exam will take place on November 24, 2015. The exam format will be discussed in class at least one week prior to the exam. It is worth 25% of your final grade.

5. Learning Journal

This assignment provides you with an opportunity to: critically reflect on your expectations of this course and insights gained during the semester; examine processes for questioning and exploring issues, beliefs, and assumptions related to loss, grief, and bereavement throughout the lifespan; and integrate personal and professional experiences related to loss within your philosophical approach to care interventions. At least one legible, hand-written or typewritten entry per week is expected. The journal will be submitted twice during the semester: once for review and informal feedback on October 20, 2015 and again on December 8, 2015 for formal evaluation. The learning journal is worth 20% of your final mark.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

PLAGIARISM STATEMENT:

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

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- answers to common copyright questions (see the [FAQs](#)),
- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

CLASS SCHEDULE AND READINGS (tentative)

Lectures (dates & topics)	Required Readings	Due Dates
Sept. 15 Topic: Introductions Course Introduction		
Sept. 22 Topic: Learning Activities & Group Work		
Sept. 29 Topic: Current Conceptualizations of the Grief Response	Neimeyer et al., Chapters 2 - 7	
Oct. 6 Topic: Presentation of Artifacts and Collages		Assignment #1 Due Presentation of Narratives/Artifacts/ Collages
Oct. 13 Topic: Contexts of Grieving	Neimeyer et al., Chapters 8 - 11	Assignment #1 Self- evaluation Due
Oct. 20 Topic: Movie and Discussion Challenges in Bereavement	Neimeyer et al., Chapters 12 - 18	Assignment #5 Due Personal Reflection Journal (first submission)
Oct. 27 Topic: Specific Populations & Specialized Therapeutic Modalities	Neimeyer et al., Chapters 19 - 25	Assignment #2 Due Narrative Analysis
Nov. 3 Topic: Student Presentations	Student Assigned	Assignment #3 Due Oral Presentation
Nov. 10 Topic: Student Presentations	Student Assigned	Assignment #3 Due Oral Presentation
Nov. 17 Topic: Student Presentations	Student Assigned	Assignment #3 Due Oral Presentation
Nov. 24 Comprehensive Exam		Assignment #4 Due Exam
Dec. 1 Topic: Grief in a Global Perspective	Neimeyer et al., Chapters 26 - 30	
Dec. 8 Topic: Wrap Up	Student Choice	Assignment #5 Due Personal Reflection Journal (second submission) Participation Evaluation

Narrative Analysis Evaluation Rubric

Student number: _____

	D	C	B	A
<p>Organization of Paper and Development of Themes</p> <p>/3 Marks</p>	<input type="checkbox"/> Introduction provides little direction for the paper <input type="checkbox"/> Main themes not identified nor developed	<input type="checkbox"/> Introduction provides minimal direction for the paper with gaps identified <input type="checkbox"/> Main themes superficially identified and developed	<input type="checkbox"/> Introduction provides clear direction for the paper <input type="checkbox"/> Main themes clearly identified but development is unclear	<input type="checkbox"/> Introduction provides clear, comprehensive, and well-articulated direction for the paper <input type="checkbox"/> Main themes clearly identified and comprehensively identified and developed
<p>Support for Ideas and Arguments</p> <p>/7 Marks</p>	<input type="checkbox"/> References not provided <input type="checkbox"/> Reflection is missing. <input type="checkbox"/> Excessive use of direct quotes and unclear development of key points and ideas <input type="checkbox"/> Many errors noted in citations and references	<input type="checkbox"/> References are provided but lack quality <input type="checkbox"/> Reflection present but not well developed <input type="checkbox"/> Appropriate use of direct quotes but a lack of integration with key points and ideas exists <input type="checkbox"/> Several errors noted in citations and references	<input type="checkbox"/> Scholarly references are present and of good quality <input type="checkbox"/> Reflection present and clearly expressed <input type="checkbox"/> Appropriate use of direct quotes to support development of key points and ideas <input type="checkbox"/> Occasional errors noted in citations and references	<input type="checkbox"/> Scholarly references are extensive and of superior quality <input type="checkbox"/> Reflection present and consists of reasoning, analysis, and synthesis <input type="checkbox"/> Exemplary use of direct quotes to support original development of key points and ideas <input type="checkbox"/> Citations and references accurate and complete with correct formatting
<p>Analysis of Ideas and Depth of Argument</p> <p>/7 Marks</p>	<input type="checkbox"/> Analysis of themes lacking <input type="checkbox"/> Integration of class learning is missing <input type="checkbox"/> Development of arguments and conclusions missing <input type="checkbox"/> Minimal use of illustrative examples	<input type="checkbox"/> Inconsistent analysis of themes <input type="checkbox"/> Integration of class learning is superficial <input type="checkbox"/> Development of arguments and conclusions is superficial <input type="checkbox"/> Inconsistent use of illustrative examples	<input type="checkbox"/> Adequate analysis of themes <input type="checkbox"/> Integration of class learning is included <input type="checkbox"/> Development of arguments and conclusions is adequate <input type="checkbox"/> Adequate use of relevant, illustrative examples	<input type="checkbox"/> Thorough analysis and themes <input type="checkbox"/> Integration of class learning is clearly and extensively incorporated <input type="checkbox"/> Development of arguments and conclusions are convincingly documented <input type="checkbox"/> Clear and consistent use of relevant, illustrative examples
<p>Expression of Ideas</p> <p>/3 Marks</p>	<input type="checkbox"/> Major syntax errors <input type="checkbox"/> Consistent lack of clarity	<input type="checkbox"/> Some syntax errors <input type="checkbox"/> Inconsistent clarity	<input type="checkbox"/> Minor syntax errors <input type="checkbox"/> General clarity	<input type="checkbox"/> No syntax errors <input type="checkbox"/> Consistent and clear expression of ideas

COMMENTS

- Organization –
- Support –
- Analysis –
- Expression –

FINAL GRADE = /20