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

PROFESSOR: Ruth Grant Kalischuk, RN, PhD
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EMAIL: kalischuk@uleth.ca
OFFICE HOURS: By appointment
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:
Scholarly journal articles (as assigned)

Additional References:
Death: History and Philosophy
Death and Consciousness

Grief /Loss/Bereavement

Trauma

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

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

<table>
<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
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<th>GPA</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
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**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](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.

**COPYRIGHT STATEMENT:**

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.

The University’s Copyright website ([www.uleth.ca/copyright](http://www.uleth.ca/copyright)) is a source of current copyright information that includes:

- 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](mailto:copyright@uleth.ca)) for assistance with any copyright questions or issues.
# Class Schedule and Readings (Tentative)

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

**COMMENTS**
Organization – Support – Analysis – Expression –

**FINAL GRADE =** /20