

COU2688 Grief Counseling II

Course Syllabus

COURSE REQUIREMENTS

COU2688 is an introductory course. All students are eligible to take this course.

COURSE DESCRIPTION

COU2688 Grief Counseling II explores issues related to death, dying, grief and loss as well as their relevance and application in the counseling field. The goal is to evaluate and understand the many problems and key resources relevant with persons encountering grief, loss, death and bereavement. There will be a brief overview of different religious and cultural beliefs regarding death. This course will explore the correct meaning of grief, its various components and how it is manifested. Students will attain knowledge, values and skills to meet the demands for entry level practice with clients and their families encountering grief and loss at different stages of lifespan.

You will gain knowledge about why and how humans grieve and how grieving is affected by type of loss, cultural factors, individual personality and family functioning. Various types of loss will be discussed from an individual, family, and socio/cultural perspective. You will gain understanding in trauma and its relationship to grief. You will gain an understanding in coping and resiliency in loss and the diversity of human response. Finally, an exploration into the development of grief and bereavement responses.

LEARNING OBJECTIVES

The goal of this course is to provide specialized knowledge and skills training in counseling children and adolescents. Students will learn how to assess behavior. Students will gain knowledge in being able to differentiate various counseling strategies and techniques.

- Understand the different meanings of loss, and the impact of loss on those grieving.
- Develop perceptions of death and death anxiety
- Gain knowledge in the bereavement and grieving process
- Develop and enhance emotional resilience skills
- Identify the practical issues and problems that arise for individuals and families following a death or major loss in the family
- Examine the variables impacting the family and/or person facing death and bereavement.
- Identify post-traumatic stress disorder

ATTENDANCE

Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk

in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy. Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

CLASSROOM BEHAVIOR

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class.

TUTORIAL ASSISTANCE

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: tutordept@usilacs.org.

NON-DISCRIMINATORY STATEMENT

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: hr@usilacs.org.

DRESS CODE

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to www.merriam-webster.com/dictionary/business%20casual. NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

NETIQUETTE

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.

- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.
- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

ADA ACCOMMODATIONS

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office
1221 Brickell Ave.
Miami, FL 33131
1-305-330-2202
registrarsoffice@usilacs.org

ACADEMIC DISHONESTY/CHEATING

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit www.citationmachine.net for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

REFERENCE MATERIALS

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

(2017) Lifespan Development: A Psychological Perspective. Martha Lally, Suzanne Valentine-French College of Lake County. Independent Publisher.

(2017) The Psychological Aspects of Sports Injury. Open Learn. The Open University. Psychological Reactions to Sports Injury, including Reading 1

(2016) Supporting and developing resilience in social work. Adapted by Jeanette Copperman. Open Learn. The Open University.

MINIMUM REQUIRED SUPPLIES

All students will need all of the following:

- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

GRADING SYSTEM

There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

| Grade | Percentage | Grade Point |
|-------|------------|-------------|
| A+ | 99 | 4.0 |
| A | 97 | 3.8 |
| A- | 94 | 3.7 |
| B+ | 89 | 3.3 |
| B | 85 | 3.0 |
| B- | 81 | 2.7 |
| C+ | 77 | 2.3 |
| C | 73 | 2.0 |
| C- | 69 | 1.7 |
| D | 66 | 1.0 |
| F | 59 | 0.0 |

All students must earn at least a “D” in order to pass the class.

ASSIGNMENTS

Exercise-

Explain how individual factors and circumstances surrounding a loss can affect the grief response and extend or complicate the grief experience. Write or type your answer on a piece of paper.

Activity Journal-

Pick a person that knows you well. Educate them on Emotional Intelligence/ Resilience.

Ask them where you can improve in the following areas, displaying empathy, emotional flexibility, coping strategies, problem solving and decision making journal notes on areas needing improvement. Keep these and refer to them often, noting areas where you have improved and any new thoughts. Endeavor to make it a career or even life long journal. This can prove to be invaluable.

Activity-

Create a personal emotional resilience toolkit

One way of doing this is to create a folder on your own computer or tablet and name it “emotional resilience toolkit”. As you continue through this course save notes and other documents into your toolkit. You could also create a Word document within the folder, in which you can build up a list of book marks. You are free to create your toolkit in any format that enables you to access it easily from anywhere. For example, you may want to save bookmarks on one device and then sync with your mobile phone.

WEEKLY ASSIGNMENTS

| | |
|----------------|---|
| Week 1 | Overview of course and coursework Death and Dying |
| Week 2 | Death and Dying |
| Week 3 | Emotional Resilience |
| Week 4 | Coping with feelings of distress <i>Exercise due</i> |
| Week 5 | Video review and Exam |
| Week 6 | Enhancing Resilience |
| Week 7 | Creating your Emotional Resilience Toolkit |
| Week 8 | Skills and Techniques <i>Activity Journal due</i> |
| Week 9 | Video review and Exam |
| Week 10 | Nursing Care at the End of Life |
| Week 11 | Diversity of Beliefs and Traditions |
| Week 12 | Grief and Bereavement <i>Activity due</i> |
| Week 13 | Video review and Final exam |