

Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

COURSE SYLLABUS, Fall 2018

HSV 312 Death, Dying and Caregiving

Instructor Information:

Instructor Name	Elizabeth Guzman Arredondo
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Office Hours:	Monday-Thursday 1PM to 4PM. Morning and Friday hours available by appointment.

Instructor Background:

I am an Assistant Professor and Program Director of the Human Services Program. Prior to this appointment, I was an adjunct faculty member for 25 years. In 1991, I earned a Master of Social Work degree from Loyola University –Chicago and in 1986 earned a Bachelor of Arts in Sociology from Calumet College of St. Joseph. My Social Work experience includes practice with children, adults and families, in a variety of settings that include In-patient psychiatric and behavioral health, residential and group home settings, healthcare settings; inpatient and outpatient settings, medical surgical units, oncology, physical rehabilitation, and a bone marrow transplant unit, maternal and child health in an in-patient hospital setting and a clinic in a local high school. My experience also includes, grant writing and managing grant funds, program management, staff management, policy writing and program design. Child Welfare, advocacy, and the effects of childhood trauma are important to me. I am an active member and presenter of the planning committee for the Child Abuse and Neglect Prevention Forum now in its 26th year. I worked collaboratively with others to develop a mentoring curriculum for those working with at-risk youth and provided training for the Center for Mentors of the Legacy Foundation. In 2015, I completed training to become a Court Appointed Special Advocate (CASA). I take on ward ship cases for the Lake County Juvenile Court as an advocate for children that have experienced abuse and neglect.

Course Information:

Course Time:	5:30-7:30 PM
Classroom:	208
Prerequisites:	HSV 100 Introduction to Human Services and HSV 220 Human Service Models and Methods
Required Books and Materials:	<i>Grief and Loss Theories and Skills for the Helping Professions by Katherine Walsh, 2nd Edition, 2011, Pearson Publishing ISBN:9780205827091</i>

Learning Outcomes/ Competencies:

Students in this course will:

Identify one's own personal philosophy and issues regarding death and loss and how these may impact on your work with individual and families experiencing loss.

Identify and understand normal grief and factors that contribute to unresolved loss and complicated bereavement.

Describe the impact of different types of losses at different stages of the life cycle.

Demonstrate sensitivity to, and awareness of, social and cultural attitudes and practices related to death and loss and describe how these influence coping with grief.

Describe diverse therapeutic interventions, including individual grief therapy and bereavement counseling as well as support groups and the circumstances in which they may be used effectively.

Demonstrate increase comfort as well as knowledge about death, loss and grief.

The following Gen Ed skills are being reinforced as follows:

- Students will read simulated case material analytically, synthetically, and critically.
- Students will write in reflection papers using valid logic, and correct grammar, usage, and punctuation.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

This course will address the following Program Objectives:

1. *Origins and Theoretical Orientations of the Helping Professions:* All students will be able to explain the origins of the human service profession, the value base of the profession and discuss issues that will impact its growth.
2. *Theories, Techniques of Human Service Social, and Clinical Interventions:* All students will be able to identify and critically evaluate the major theories and techniques of social and clinical intervention and their relevance to the helping profession.
3. *Basic Communication and Technology Literacy:* All students will demonstrate competencies in literacy and technical writing, methods of research and measurement, and computer literacy.
4. *Knowledge of and Respect for Cultural Diversity:* All students will demonstrate cultural sensitivity and multi-cultural awareness.

5. *Personal Growth and Commitment to Good Mental Health:* All students will demonstrate a high level of personal self-awareness, communication, increased awareness of inevitable sources of interpersonal conflict, and become more goal-oriented and strategic in their interactive behavior.
6. *Professional Identity and Commitment to Life-Long Learning:* Students will be able to articulate their identity as human service professionals and formulate a plan for on-going professional development.

Course Description:

This course will offer an overview of the grief process and the common beliefs and myths about death and dying. This course will help students increase their awareness about the issues surrounding the death process and explore how grief impacts loved ones. Students will also have an opportunity to develop the ability to recognize situation grief reactions and secondary losses and explore effective helping interventions.

Learning Strategies:

Include lecture, discussion, individual projects, the use of video, the use of journals for reflection.

Experiential Learning Opportunities:

Student will be required to interview a human service professional that practices in the field of death, dying and or bereavement ie., hospice worker, funeral director.

Assessments:

Major Assignments:	<ol style="list-style-type: none"> 1. 13 DB Questions 2. 13 In-Class Activities 3. 13 Quizzes 4. Video Reflection Paper 5. Resource Guide for Children TOTAL 	130 pts. 130 pts. 65 pts. 100 pts. 100 pts. 525
Assessments:	DB Questions In-Class Activities Quizzes Video Reflection Paper Resource Guide for Children	
Class Participation:	Students can earn 5 extra points for being on time and attending every class.	

Assignments: Description of Student Assignments

1. Chapter Quiz via Blackboard-Weekly

A quiz is assigned each week via blackboard and is due prior to attending class. By attaining, a core of 80% or better on chapter quizzes students will demonstrate the ability to accurately read assigned material. The quizzes cannot be made up, as they will be corrected prior to class and serve as a guide for discussion of assigned material.

2. Discussion Question via Blackboard-Weekly

A chapter questions via blackboard will be assigned each week following the in-class discussion of each chapter. By responding to the questions students will be explain the main idea of each

chapter and identifying the challenges these ideas will entail for the development of their own professional values.

3. In-Class Activity

Students will be guided through an in-class learning activity during each class period. Students are expected to participate to gain full points. In-class activities cannot be made up.

4. Video Reflection Paper (see attached list)

Assignment questions will be provided based on the video you select reflect and write about.

5. Resource Guide for Children

Identifying resources for children and families ∞ The Internet is the fastest growing source of information about grief as well as other life experiences. With access to millions of web sites, blogs and social networking forums, it will become increasingly difficult for parents to monitor children’s interactions and for both children and parents to know which sources of information are the most credible and helpful. ∞ In the Internet Resources in chapter 4, you will find selected Websites that are used frequently by both professionals and consumers. To learn more about grief reactions at different stages of life and about what information is available, try the following activity. ∞ Select an age group/developmental stage that is of particular interest or relevance to you (e.g. early childhood, ages 4-6)

Create your own archive or database of useful web sites and articles that address grief and loss. You may want to create a system for saving information into topic areas such as Death of a parent, divorce, Pet loss, etc. Begin by visiting the links listed in the Internet Resources for this chapter and reading the information posted on a given topic at each of the sites. Select an age group/developmental stage and develop a resource guide of 7-10 resources. Placing one resource per page.

Grading Scale:

100% – 92%: A	91% – 90%: A-	
89% – 88%: B+	87% – 82%: B	81% – 80%: B-
79% – 78%: C+	77% – 72%: C	71% – 70%: C-
69% – 68%: D+	67% – 62%: D	61% – 60%: D-
59% and below:	F	

Course Schedule:

Course schedule

HSV 312 Death, Dying & Caregiving

Week	Assignments	Due
1. Introduction to Loss and Grief	Reading: Walsh Text: Prologue and Chapter 1 Discussion: Discuss why you have decided to study grief and loss. What kinds of losses have you encountered in the settings you have worked or studied in? What kinds of reactions to loss have you observed in friends, family or Co-workers?	8/30 9/6
2. Symbolic Loss	Reading: Walsh Text Chapter 2 Discussion: Discuss the differences you have observed in the ways that individuals and families acknowledge tangible losses (from death) and symbolic losses. Discussion: How do you think your own feelings and reactions to loss may impact your work with others who are experiencing loss or trauma?) Before Class Complete DB Question And Ch. Quiz	9/13
3. Self-preparation and self-care for professionals encountering loss and grief	Readings: Walsh text Chapter 3 Discussion: How do you think your own feelings and reactions to loss my impact your work with others who are experiencing loss or grief? Before Class Complete DB Question And Ch. Quiz	9/20
4. Grief and Loss Across the Life Span: Childhood and Adolescents	Readings: Walsh Text, Chapter 4 Discussion: Discuss what you believe will be the most challenging aspect for you of working with grieving children and adolescents Before Class Complete DB Question And Ch. Quiz	9/27

<p>5. Grief and Loss Across the Lifespan: Young and Middle Adulthood</p>	<p>Reading: Walsh Text, Chapter 5</p> <p>Discussion: The impact on children of divorce is often discussed in the clinical and research literature. Discuss the impact of divorce on young adults, from the perspective of loss.</p> <p>Before Class Complete DB Question And Ch. Quiz</p>	<p>10/4</p>
<p>6. Loss and Grief Across the Lifespan: Older Adults</p>	<p>Reading: Walsh Text, Chapter 6</p> <p>Discussion: Older adults are the fastest growing segment of the population utilizing the Internet. Discuss the implications for older adults in terms of loss, grief and grief support</p> <p>Before Class Complete DB Question And Ch. Quiz</p>	<p>10/11</p>
<p>7. Normal and Complicated Grief</p>	<p>Reading: Walsh Text, Chapter 7</p> <p>Discussion: Think of someone you know who has experienced a death of a significant other. Using the normal emotions of grief as a checklist, note whether the person showed signs of sadness, anger or guilt that are part of normal grief. Discuss your observations and note why you think they have evidenced normal or complicated grief. (Be sure to disguise the individual you are discussing so that you are preserving confidentiality)</p> <p>Before Class Complete DB Question And Ch. Quiz</p>	<p>10/18</p>
<p>8. Cultural and Spiritual Influences</p>	<p>Reading: Walsh Text Chapter 8</p> <p>Discussion: Think about funerals, memorial services or rituals of remembrance you have observed or participated in which have seemed particularly helpful for those who have experienced a loss. Think about those you have observed or attended that have not seemed to be as helpful. What aspects of either of these were similar to the</p>	<p>10/25</p>

	<p>practices of your own ethnic or religious group? What aspects are different?</p> <p>Before Class Complete DB Question And Ch. Quiz</p>	
9. Grief in the Context of Anticipated Loss	<p>Reading: Walsh text Chapter 9</p> <p>Discussion: Discuss whether you have completed your own advance directives and why (or why not). Discuss also, whether you have worked with clients around the issue of advance directives and what client situations you are involved in that might (now, or in the future) require discussion of this by you or other helping professionals.</p> <p>Before Class Complete DB Question And Ch. Quiz</p>	11/1
10. What Can We Do to Help Individuals and Families?	<p>Reading: Walsh Text, Chapter 10</p> <p>Discussion: Many students who are new to the subject of grief and loss report that they have felt uncomfortable broaching the subject of loss with clients or even personal acquaintances. Discuss what is challenging for you about approaching this topic with grieving individuals and families and how you might equip yourself to effectively intervene with this population</p> <p>Before Class Complete DB Question And Ch. Quiz</p>	11/8
11. Helping Groups and Organizations	<p>Reading: Walsh Text, Chapter 11</p> <p>Discussion: Discuss events that have occurred in your agency or community that have resulted in grief reactions of staff and/or clients (or students if you are in a school). Discuss the responses of the organization and its members that were designed to assist staff and clients with grief reactions. What would you</p>	11/15

	<p>recommend to improve the organization's response in the future to more effectively address these needs?</p> <p>Before Class Complete DB Question</p> <p>And Ch. Quiz</p>	
<p>12. Communities and Traumatic Grief</p>	<p>Reading: Walsh Text, Chapter 12</p> <p>Discussion: Think about a traumatic situation that affected you and your community. Discuss your own reactions at the time of the traumatic event. Discuss any specific interventions that were carried out that you were aware of to assist survivors of the trauma. Discuss what you did to or might have done to assist community members if you were a professional helper in the community at the time of the traumatic event.</p> <p>Before Class Complete DB Question</p> <p>And Ch. Quiz</p>	<p>11/29</p>
<p>13. Self-Care: Sustaining Hope, helpfulness and competence in working with grief</p>	<p>Reading: Walsh Text, Chapter 13.</p> <p>Discussion: What do you think are the factors that may put you at risk for compassion fatigue in your chosen profession? What strategies do you plan to implement to sustain hope, helpfulness and competence in your work with grieving individuals, families and groups?</p> <p>Before Class Complete DB Question</p> <p>And Ch. Quiz</p>	<p>12/6</p>
<p>13. Resource Guide & Video Reflection Paper</p>		<p>12/13</p>

I reserve the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. Late work is not accepted.
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to: <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class, you may be asked to leave, in which case you will be marked absent.
Doing Your Own Work	If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College. Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite PLEASE NOTE: All papers may be electronically checked for plagiarism.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee
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	<p>each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore. All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</p>
Student Success Center:	<p>The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.</p>
Disability Services:	<p>Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.</p>
Student Assistance Program	<p>Through a partnership with Crown Counseling, Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor, at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org.</p>
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p>

