**Stephen F. Austin State University**

**DeWitt School of Nursing**

**Exploring Grief**

**Course Number: NUR 358**

**ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.**

**IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.**

**EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.**

**THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.**

***This syllabus is provided for information purposes only****.*

**Faculty Contact Information:**

**Name:**

**Department:**

**Email:**

**Phone:**

**Office:**

**Office Hours:**

**Class meeting time and place:** This is a hybrid course and will be primarily held online.

NOTE: In this class we will use the online course email for all email correspondence. The instructor will respond to emails/discussions within 48 hours of posting. Students are expected to check the online course daily, Monday through Friday, and at least once each weekend for announcements, email, and postings.

**Textbooks and Materials Required:**

Selected readings

**Course Description**

This course will provide an overview of the issues associated with grief and grieving. The focus will be on ethnocultural & spiritual perspectives. Students will reflect on death, dying, grief, & loss. This course will assist nurses to identify therapeutic communication strategies & skills required to meet the needs of those experiencing grief or loss.

**Number of Credit Hours**

1 credit hour

**Course Prerequisites and Co-requisites**

**Pre-requisites:** NUR 306

**Program Learning Outcomes**

The student will:

1. Apply knowledge of the physical, social and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth and development in the profession.

**General Education Core Curriculum Objectives/Outcomes**

None

**Student Learning Outcomes**

1. Reflect on personal issues related to death, dying, grief, and loss.
2. Examine ethnocultural considerations for grieving and end of life care.
3. Indentify care giving and healing strategies that assist in delivering care.
4. Evaluate the role of the nurse when dealing with the dimensions of grieving.

**Course Requirements**

This courseprovides students with the opportunity to apply critical thinking, nursing theory, research, and practice specific concepts and skills required in dealing with a patient and family in crisis experiencing the grieving process. The course is recommended for 2nd, 3rd and 4th semester nursing students.

**Course Calendar**

|  |  |  |
| --- | --- | --- |
| **Date** | Time | Class Content |
| week 1 | online | **Review Syllabus , Develop online community** |
| week 2 | online | **Lecture Material Modules 1&2:** Characteristics of SpiritualityIssues of Spiritual Care |
| week 3 | online | **Lecture Material Module 3:** Spirituality, Culture and Health |
| week 4 | online | **Discussion and Group Activity**  |
| week 5 | online | **Lecture Material Modules 4&5:** Spiritual Assessment Spirituality and the Grieving Process |
| week 6 | online | **Lecture Material Module 6:** The Five Stages of Grief  |
| week 7 | online | **Lecture Material Module 7:** Therapeutic Interventions for Healing |
| week 8 | online | **Personal Reflections Activity** |
| week 9 | online | **Lecture Material Module 8:** Specific Circumstances (disaster, suicide, children, sudden death) |
| week 10 | online | **Lecture Material Module 9:** Spiritual Care to Children |
| week 11 | online | **Lecture Material Module 10:** Spiritual Dimensions of Aging |
| week 12 | online | **Research Presentations : Cultural Aspects of Grief and death** |
| week 13 | online | **Wrap-up** |
|  |  | **No Class - Dead Week** |
| week 14 | TBA | **Exam week**  |

**Grading Policy**

Participation on discussion board (20 pts x 10 weeks)……………………….200

Group Activity………………………………………………………………...100

Personal Reflections Activity…………………………………………...…….100

Research presentation…………………………………………………………100

**Total course points……………………………………………………….. = 500 points**

Grading Scale

A = 500 – 448 pts

B = 447 – 398 pts

C = 397 – 373 pts

F = 372 and below

**Attendance Policy**

All generic students are expected to attend the first day of class (on-campus orientation) and mid-semester on campus meeting, if applicable. RN-Transition students are encouraged to attend the on-campus orientation and midsemester meeting. If you are an RN-Transition student who cannot attend you are expected to read the syllabus, listen to the podcast, and ask the instructor any questions you might have via the discussion board. This is a hybrid course. Check the course at least daily (weekdays) and once on the weekend for announcements and postings.

**Academic Integrity**

 Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at <http://www.sfasu.edu/policies/academic_integrity.asp>

<http://www.fp.sfasu.edu/nursing/studentpolicies.htm>

**Withheld Grades (Semester Grades PolicyA-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester.  Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.  Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** |  **5 ptsExcellent** | **4 pts****Good** | **3 pts****Poor** | **0-2pts****Below Expectations** |
| **Critical Thinking** | * full of thought, insight, and analysis
* assigned reading relevant
 | * substantial information
* thought, insight, and analysis has taken place
 | * generally competent
* information is thin and commonplace
 | * rudimentary and superficial
* no analysis or insight displayed
 |
| **Connections** | **Clear** connections* to previous or current content
* to real-life situations
* Reference noted
 | * connections are made,
* not really clear or too obvious
* no reference
 | * limited, if any connections
* vague generalities
* no reference
 | * no connections are made
* off topic
* no reference
 |
| **Uniqueness** | * new ideas
* new connections
* made with depth and detail
 | * new ideas or connections
* lack depth and/or detail
 | * few, if any new ideas or connections
* rehashing and/ or summarizing
 | * no new ideas
* “I agree with …” statement
 |
| **Timeliness** | * early in discussion
* responds to at least two peer discussion entries
 | * did not respond appropriately for reading assignment
 | * limited and/or late response
* did not respond to peer discussion entries.
 | * no response
* 2 weeks late both = 0 pts
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