Stephen F. Austin State University
DeWitt School of Nursing
Exploring Grief
Course Number: NUR 358
Section Number: 601
Spring 2019

Course Instructor: Regina D. Low MSN, RN

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.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information: *D2L is the primary form of communication for this course; use the SFA email address only if D2L is down.*

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**Office Hours:** Wednesday 1300-1600  
Thursday 1300-1600  
Friday 0900-1200

*(Emergency: if you have an emergency text me at 936-615-9515, please identify yourself and the class name.)*

**Class meeting time and place:** This is an online course with no face-to-face meetings.  
NOTE: *D2L is the primary form of communication for this course; use the SFA email address only if D2L is down.* The instructor will respond to emails/discussions within 48 hours of posting due date. Students will check the online course site weekly by Friday noon for any communications from the instructor.

**Textbooks and Materials Required:**  

**Course Description / Unabridged Course Description**  
One semester didactic hour. This course will provide an overview of the issues associated with grief and grieving. The focus will be on ethno cultural & spiritual perspectives. Students will reflect on death, dying, grief, & loss. This course will assist future 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 ethno cultural considerations for grieving and end of life care.
3. Identify care giving and healing strategies that assist in delivering care.
4. Evaluate the role of the nurse when dealing with the dimensions of grieving.

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.

Please refer to the Texas BON website for additional information.
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

All students are responsible for the Policies and Procedures of the School of Nursing. Please review the School of Nursing Policies located on the SFASU Nursing website. You are required to consent to, and abide by, the policies of SFASU and of the DeWitt School of Nursing while a student in this nursing program. http://www.sfasu.edu/nursing

Computer capability to use the D2L system is required.
To learn more about using D2L, visit SFA ONLINE at http://www.sfaonline.info/ and https://d2l.sfasu.edu/d2l/home where you will find instructions and video tutorials. You are responsible for being able to utilize D2L.
For assistance with technical issues, and D2L proficiency, please contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact Information Technology Service at 936-468-HELP (4357) or at helpdesk@sfasu.edu

Course Calendar is located at the end of the syllabus.
Course Requirements
This course provides 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. Reading and writing assignments, discussion board postings, Cultural Grief Webliography research and individual PowerPoint presentations will be required for this course. The course is recommended for 2nd, 3rd and 4th semester nursing students.

Grading Policy
Evaluation is based on achievement of the course objectives and requirements.

Rounding as per SON Policy 66:
1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
3. The grading schedule for this Nursing Elective Course is as follows:
   A = 90 - 100
   B = 80 - 89
   C = 70 – 79
   D = 60 – 69
   F = 59 and below

Grade Distribution:
Short Bio 5%
Chapter Reading Assignments 30%
Personal Reflection Paper #1 10%
Personal Reflection Paper #2 10%
Webliography 20%
PowerPoint Presentation 25%

1. Chapter Reading Assignments: Questions will be posted for each textbook chapter. The student will read the chapter, reflect on the readings, post their answers to the questions on the discussion board, and then respond to peers postings as directed by the guidelines. Please refer to the Chapter Reading Assignments listed in the content section of the class website, Course Calendar, and appropriate grading rubric for this assignment.
2. **Personal Reflection Paper #1:** At the beginning of the semester, students will write a short, self-reflective essay focusing on their thoughts and feelings about grief and grieving. *This essay will be kept confidential and requirements include:*
   a) a personal experience of a loss
   b) how you felt during the loss
   c) how you handled the grief
   d) how others around you attempted to assist you with your grief
   e) 1-2 pages in length, double-spaced
   f) written in first person
   g) submitted electronically to the appropriate Drop Box by the date assigned on the Course Calendar

   *If you have not personally, experienced loss and grief please interview someone who has (covering the same points previously mentioned).

3. **Personal Reflection Paper #2:** At the end of the semester, students will write a short, self-reflective essay on the learning experiences gained during this class. *This essay will be kept confidential and requirements include:*
   a) describe what you learned during this semester about grief and the grieving process
   b) how you will benefit as a heath care provider going forward with this knowledge
   c) 500-600 words, double-spaced
   d) written in first person
   e) submitted electronically to the appropriate Drop Box by the date assigned on the Course Calendar

4. **Webliography:** Students will choose and research the concept of grief as it relates to a **culture other than your own**. They will search for 3 websites related to the chosen grief culture. Specific guidelines and grading criteria for the project will be available on the Webliography Assignment content page and corresponding grading rubric. Webliography is due electronically in the corresponding drop box on the due date specified on the course calendar. Please refer to the Cultural Grief Webliography Assignment Content page, Course Calendar, and appropriate grading rubric for this assignment.

5. **PowerPoint Presentation:** Using the information obtained from the on-line Webliography research, develop a PowerPoint presentation on how a culture other than your own explores and handles grief. *Presentation requirements include:*
   a) Presentation guidelines will be available on the PowerPoint Assignment content page and corresponding grading rubric.
   b) submitted electronically to the appropriate Drop Box by the date assigned on the Course Calendar
Attendance Policy
The student will check the course weekly 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 Policy A-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/.
Chapter Reading Assignment

The chapter readings and reflections with subsequent discussion board postings will fulfill the attendance/participation portion of your grade for this course. Therefore, they are required in order to receive full credit for this elective. For this online nursing elective course, you are completing 14-15 weeks as indicated on your course calendar of classroom time (in 2 hour biweekly increments), with course work, and assignments submitted on-line.

Biweekly Reading Discussion Requirements

1) The biweekly chapter discussion posts consist of three parts:
   A) Reading of the assigned chapter, reflecting thoughtfully on the content.
   B) Posting your initial answers to the discussion questions.
      a) Each question answer will be at least five quality sentences in length per paragraph. If there are, two questions- there will be two paragraphs each five sentences in length.
      b) Quality not quantity!
      c) All discussions posted must reflect proficient writing standards and require full sentences.
      d) A citation is required for full credit when answering a question except, when personal experiences or opinions are noted. See citation examples listed in the content section of the course website.
      e) Form submission specifics:
         1. Create in a Word document
         2. 12-point Arial font
         3. Double spaced!
   C) Responding to two peer postings:
      a) Each response being at least three sentences in length.
      b) Responses to other’s post may or may not require citation.
      c) Responses such as “I agree, disagree, yes, or no” will not constitute a quality response or receive full credit.
      d) Form specifics as outlined above will be expected for the peer responses also.

2) There will be no “make-ups” for failure to post on the Biweekly Discussion board. If you need to be away or do not have computer access, you need to make alternative arrangements for participation and actively engaging in the course to meet biweekly discussion requirements.

3) It is recommended that you prepare your weekly discussion posts in Microsoft Word and then cut and paste into the discussion board. This is because the discussion board ‘times out’. 
4) Posts must be in the correct discussion module or no points will be awarded.

**Webliography Assignment**

**Requirements:**

An annotated bibliography, or Webliography for the purposes of this course, is simply a summation of websites related to a specific topic. This assignment is designed to familiarize the student with topics related to grief and evaluation of credible websites. **Webliography must include the following:**

1. **Identify three credible websites** i.e.: CDC, CMS, State etc. or a peer reviewed articles from the on-line library.

2. **Select 10 articles** and summarize them, see examples posted below. Should not be more than 2 (two) paragraphs in length per website.

3. **Submit electronically to the assigned drop box by the due date listed on the Course Calendar. Early submissions encouraged and accepted.**

4. **The articles and websites chosen will be used in the PowerPoint presentation assignment.**

**Below is a Webliography example:**


This is the official site of the Texas Department of Family and Protective services Child Protective Services. There is information about the CPS investigation process and when children are in state care. There is also a section for laws and handbooks, programs and projects, and information to stop child abuse. There is also information on how to report abuse, adoption, adoption support, foster care, and kinship care.
PowerPoint Assignment

Each student will select a culture (other than their own) and discuss the cultural variances within that culture relating to exploring grief and grieving. **Content Requirements:** *(must include at least 4 of the following subtopics):*

- Stages of grieving
- Loss of partner
- Protected health information
- Family/Support systems
- Financial impact
- Lifestyle change
- Healing Strategy
- Risk factors
- Please feel free to include any other subtopics that you feel are pertinent to the culture you are presenting.

1) **Writing Requirements:**

   a) Title slide
   b) Introduction slide
   c) 8 Content slides
   
   i. The eight contents slides will require notes in the note sections. *(The notes are critical to the overall grade!)*
   
   ii. The notes for each one of your slides will count for half of the overall grade. The notes on each slide should consist of at least two paragraphs with three to five sentences. References and citation of data is required.
   
   iii. There must be at least 5 citations from references obtained in the Webliography (including the textbook)!
   
   iv. Incorrect APA formatting, spelling, grammar, sentence structure, and mechanical errors will result in points subtracted from grade
   
   d) Conclusion slide
   
   e) Reference slide (Refer to your Webliography and the university online library for peer-reviewed articles to support your topic.)

2) Submit to the appropriate drop box folder on or before the due date outlined in the Course Calendar. Early submissions encouraged and accepted!

3) Please refer to the PowerPoint grading rubric located in the Other Resources tab on the class D2L site.