Stephen F. Austin State University
DeWitt School of Nursing
Exploring Grief
Course Number: NURS 3158
Section Number(s): 601
Spring 2024
Course Instructors
Alyson Young, MSN, RN, CCRN-K

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: Alyson Young, MSN, RN, CCRN-K
Department: Nursing
Email: Alyson.young@sfasu.edu
Phone: Cell phone listed in Brightspace
Office Hours:
  Monday: 10:30-13:30
  Tuesday: 10:30-13:30
  Wednesday: 10:30-13:30
  Other times, email for an appointment.

Class meeting time and place
Online

Required Textbooks and Materials
No required textbook. Required readings and content are posted throughout modules on Brightspace.

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

Course Description
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.

Credit Hour Justification
This nursing elective is taught online and averages 1 hour per week for a 15 week period (or the same material over a shorter time frame for summer or short terms). The course contains written content requiring students to engage in online learning modules, discussions, quizzes, and written assignments.

Prerequisites and Co-requisites
Admission to School of Nursing
Prerequisites: None
Co-requisites: None

End of Program Student Learning Outcomes
Graduates of the program 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. Assure 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. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Course Student Learning Outcomes
For this course, students will complete individual contracts with course faculty to fulfill hours and meet student learning outcomes (SLOs). The SLOs will be determined individually to align with the course that the student is repeating. In addition to those SLOs, the student will:

1. Reflect on person 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 (DECs)
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 DECs 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

COURSE REQUIREMENTS

Grading Policy
EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript.

Policy 1.7:
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 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).

BSN and RN-BSN GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>F</td>
<td>Less than 75</td>
</tr>
</tbody>
</table>

Course Assignments

Grade Distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Bio</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Course Discussions</td>
<td>500</td>
<td>(50%)</td>
</tr>
<tr>
<td>Quiz</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Death and Dying Reflection Questions</td>
<td>100</td>
<td>(10%)</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>200</td>
<td>(20%)</td>
</tr>
</tbody>
</table>

Total 1000 (100%)

Brightspace Discussions

Students will participate in discussion board posts and responses. For further instructions, see Brightspace and the Discussion Board Rubric.

Quiz

Students will complete a quiz in Brightspace. See Brightspace for due date.

Reflection Paper

Students will write a self-reflective essay focusing on their thoughts and feelings about grief and grieving. This essay will be kept confidential. See Brightspace for assignment instructions and grading rubric.

Death and Dying Reflection Questions

Students will complete reflection questions over death and dying and submit to the appropriate dropbox in Brightspace. See Brightspace for assignment instructions and grading rubric.

Course attendance

Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to make the decision to attend class or not. However, we recommend that students attend class regularly.
Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements (verbal and email/Brightspace). Students absent related to school sponsored events must follow HOP 04-110: Institutional Absences.

All assignments are due according to the course calendar. Students are expected to communicate with faculty and keep faculty apprised of course progress, as well as if any difficulties are encountered with meeting course requirements. Late submission of assignments will result in ten percentage point deduction per day. Assignments will not be accepted after five days unless approved by instructor.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Artificial Intelligence**

Artificial intelligence (AI) programs, including but not limited to ChatGPT, may be employed to enhance learning experiences, research, or assignments, provided it aligns with the guidelines established by the institution. It's imperative to remember that AI should supplement and not substitute critical thinking. Use of AI or any automated tools is permissible only when explicitly authorized by the instructor for a specific assignment or task. Unauthorized use may result in penalties as outlined in The Code of Student Conduct and Academic Integrity.

**Evaluations**

At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

**Brightspace**

Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password

http://d2l.sfasu.edu

*What are the technical requirements to use the system?*

You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*

Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades University Policy (5.5)**

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
coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
• Health Services  
• Counseling Services  
• Student Outreach and Support  
• Food Pantry  
• Wellness Coaching  
• Alcohol and Other Drug Education

www.sfasu.edu/thehub  
936.468.4008  
thehub@sfasu.edu

Crisis Resources:  
• Burke 24-hour crisis line: 1.800.392.8343  
• National Suicide Crisis Prevention: 9-8-8  
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)  
• johCrisis Text Line: Text HELLO to 741-741

NURS 3158 Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Weekly Assignment</th>
<th>Submission Due Date</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
<td>Review getting started module.</td>
<td>Introduction Bio Discussion Board Due 1/21 @ 2359</td>
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<tr>
<td>(Jan 18-21)</td>
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<tr>
<td>Week 2</td>
<td>Module 1 Introduction to Grief</td>
<td>Review objectives and complete the reading assignment.</td>
<td>Module 1 Discussion Board Due 2/4 @ 2359</td>
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<tr>
<td>(Jan 22-28)</td>
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<tr>
<td>Week 3</td>
<td>Module 1 Introduction to Grief</td>
<td>Review module one content and post to DB.</td>
<td>Module 1 Discussion Board Due 2/4 @ 2359</td>
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<td>(Jan 29-Feb 4)</td>
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<tr>
<td>Week 4</td>
<td>Module 2 Understanding Grief and Loss in Adults</td>
<td>Review module two objectives and content.</td>
<td>Module 2 Discussion Board Due 2/18 @ 2359</td>
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<tr>
<td>(Feb 5-11)</td>
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<tr>
<td>Week 5</td>
<td>Module 2 Understanding Grief and Loss in Adults</td>
<td>Review module two content and post to DB.</td>
<td>Module 3 Discussion Board Due 3/8 @ 2359</td>
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<tr>
<td>(Feb 12-18)</td>
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<tr>
<td>Week 6</td>
<td>Modules 1 and 2</td>
<td>Review content and complete quiz.</td>
<td>Quiz 1 Due 2/25 @ 2359</td>
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<tr>
<td>(Feb 19-25)</td>
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<tr>
<td>Week 7</td>
<td>Module 3 Understanding Grief and Loss in Children</td>
<td>Review module three objectives and content.</td>
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<tr>
<td>(Feb 26-Mar 3)</td>
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<tr>
<td>Week 8</td>
<td>Module 3 Understanding Grief and Loss in Children</td>
<td>Review module three content and post to DB.</td>
<td>Module 3 Discussion Board Due 3/8 @ 2359</td>
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<tr>
<td>(Mar 4-8)</td>
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<tr>
<td>Mar 9-17</td>
<td>SPRING BREAK</td>
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<tr>
<td>Week 9</td>
<td>Module 4 Grief in Specific Circumstances</td>
<td>Review module four objectives and content.</td>
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<tr>
<td>(Mar 18-24)</td>
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<tr>
<td>Week 10</td>
<td>Module 4 Grief in Specific Circumstances</td>
<td>Review module four content and post to DB.</td>
<td>Module 4 Discussion Board Due 3/27 @ 2359</td>
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<tr>
<td>(Mar 25-27)</td>
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<tr>
<td>Mar 28-31</td>
<td>EASTER BREAK</td>
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<tr>
<td>Week 11</td>
<td>Module 5 When Nurses Experience Grief</td>
<td>Review module five objectives and content.</td>
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<tr>
<td>(April 1-7)</td>
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</tbody>
</table>
| Week 12  (April 8-14) | Module 5  
When Nurses Experience Grief | Review module five content and post to DB. | Module 5 Discussion Board Due 4/14 @ 2359 |
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<tbody>
<tr>
<td>Week 14  (April 22-28)</td>
<td>Reflection Paper</td>
<td>Edit, revise, and submit reflection paper.</td>
<td>Reflection Paper due to dropbox Due 4/28 @ 2359</td>
</tr>
</tbody>
</table>
| Week 15  (April 29-May 5) | Module 6  
Death and Dying | Review module six objectives and content pages. |  |
| Week 16  (May 6-10) | Module 6  
Death and Dying | Watch module six videos and complete reflection questions. | Reflection Questions due to dropbox Due 5/10 @ 2359 |