Stephen F. Austin State University  
DeWitt School of Nursing  
Exploring Grief  
Course Number: NUR 358  
Section Number: 001  
Spring 2016

Course Instructor: Rhonda Tubbe, DHA, MSN, RN, CASA

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:
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Phone: 936 468-7708
Office: Room Across from Dr. Bishop
Office Hours: Thursday 1-3

Class meeting time and place: This is a hybrid course and will be 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 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 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.

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. The course is recommended for 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th} semester nursing students.

Grading Policy
Reading Reflections (40 pts x 5 posting).................................................................200
Personal Reflections Activity (Beginning of semester)..............................100
Webliography........................................................................................................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

1. **Reading Reflections:** Questions will be posted for each module. The student will read the chapter and thoughtfully reflect on the readings and answer the questions. This is due by midnight on assigned days.

2. **Reflection Paper:** At the beginning of the semester, students will write a short, self-reflective paper focusing on their thoughts and feelings about grief and grieving. Please include a personal experience of a loss, how you felt, and how you handled the grief. Also include how others around you attempted to assist you with your grief. If you have not personally experienced loss and grief please interview someone who has. This assignment should be 1 page and submitted electronically. These papers will be kept confidential. See Course Calendar for the due date.

3. **Webliography:** Students will be divided into groups for this project. Students will research the concept of grief as it relates to a culture other than your own. Students will choose a culture and search for 3 websites related to the chosen topic. Specific guidelines and grading criteria for the project will be available on D2L. Webliography is due
electronically in the corresponding drop box on the due date specified on the course calendar by midnight.

4. **Research presentation**: Using the information obtained by the on line research by webliography, develop a PowerPoint presentation on how a culture other than your own handles grief. This will be presented online to the class at the end of the semester. The date and time will be announced. Presentation guidelines will be posted.

### Course Calendar

**Tentative Class schedule:**

<table>
<thead>
<tr>
<th>Weekly Dates</th>
<th>Reading Assignment</th>
<th>Assignment for the week</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One 1/19-24</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Week Two 1/25-1/31</td>
<td>Module 1: Read Syllabus and familiarize yourself with D2L</td>
<td>Reflection Paper</td>
<td>1/31</td>
</tr>
<tr>
<td>Week Three: 2/1-2/7</td>
<td>Module 2: Prefix and Chapter One</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Week Four: 2/8-2/14</td>
<td>Module 2 continued</td>
<td>Chapter Reflection 1</td>
<td>2/14</td>
</tr>
<tr>
<td>Week 5: 2/15-2/21</td>
<td>Module 3: Chapter 2</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Week 6: 2/22-2/28</td>
<td>Module 3 continued</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Week 7: 2/29-3/6</td>
<td>Module 3 continued</td>
<td>Chapter Reflection 2</td>
<td>3/6</td>
</tr>
<tr>
<td>Week 8: 3/7-3/13</td>
<td>Module 4: Chapter 3</td>
<td></td>
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<tr>
<td>3/14-3/20</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week 9: 3/21-3/27</td>
<td>Module 4 continued</td>
<td>Chapter Reflection 3</td>
<td>3/27</td>
</tr>
</tbody>
</table>
Week 10: 3/28-4/3
Module 5: Chapter 4
Webliography
Webliography 4/3

Week 11: 4/4-4/10
Module 5 continued
Chapter Reflection 4 4/10

Week 12: 4/11-4/17
Module 6: Chapters 5-7
Chapter Reflection 5 4/17

Week 13: 4/18-4/24
Module 6 continued
Cultural PowerPoint presentation
Cultural PowerPoint presentation Due 4/24

Week 14: Dead Week
None
None

Week 15: Final Week
None
None

Attendance Policy
The student is expected to 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/.
## Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 pts Excellent</th>
<th>4 pts Good</th>
<th>3 pts Poor</th>
<th>0-2pts Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• full of thought, insight, and analysis</td>
<td>• substantial information</td>
<td>• generally competent</td>
<td>• rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>• assigned reading relevant</td>
<td>• thought, insight, and analysis has taken place</td>
<td>• information is thin and commonplace</td>
<td>• no analysis or insight displayed</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td><strong>Clear</strong> connections</td>
<td>• connections are made,</td>
<td>• limited, if any connections</td>
<td>• no connections are made</td>
</tr>
<tr>
<td></td>
<td>• to previous or current content</td>
<td>• not really clear or too obvious</td>
<td>• vague generalities</td>
<td>• off topic</td>
</tr>
<tr>
<td></td>
<td>• to real-life situations</td>
<td>• no reference</td>
<td>• no reference</td>
<td>• no reference</td>
</tr>
<tr>
<td></td>
<td>• Reference noted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Uniqueness</strong></td>
<td>• new ideas</td>
<td>• new ideas or connections</td>
<td>• few, if any new ideas or connections</td>
<td>• no new ideas</td>
</tr>
<tr>
<td></td>
<td>• new connections</td>
<td>• lack depth and/or detail</td>
<td>• rehashing and/or summarizing</td>
<td>• “I agree with …” statement</td>
</tr>
<tr>
<td></td>
<td>• made with depth and detail</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>• Assignment in drop box on time.</td>
<td>• late response</td>
<td></td>
<td>• no response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 2 weeks late both = 0 pts</td>
<td></td>
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</tbody>
</table>