

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

HDFS503

Course Summary

Course : HDFS503 **Title :** Death, Dying and Grief - A Child's Perspective

Length of Course : 8 **Faculty :**

Prerequisites : HDFS501 **Credit Hours :** 3

Description

Course Description:

This course explores issues around death and dying and the impact on children to include the theoretical and multicultural perspectives as well as ethical and moral issues. Students will also examine the impact of death and dying on a family and community. Students will engage with tools such as legacy building and memento creation, identify and utilize resources that promote positive coping skills, and identify strategies for helping children to cope with terminal illness and impending death. (Prerequisite: HDFS501)

Course Scope:

Students will gain knowledge on the stages of grief as well as how grief manifests itself in children and families. Students will learn about a wide range of interventions and strategies that can be used to assist children through the grieving process. Students will develop a toolbox of helpful activities as well as a list of resources to assist families in the grieving process.

Objectives

Upon completion of the course, student will be able to:

CO1. Summarize the theoretical foundations of the grieving process

CO2. Compare and contrast the stages of grief on children, their families, and the community

CO3. Analyze the moral and ethical issues surrounding death, dying, and grief

CO4. Investigate interventions and strategies that promote positive coping skills for children experiencing death and bereavement

Outline

Week 1: Grief, Loss and Death

Learning Outcomes

This week you will:

1. Build a theoretical understanding of grief and loss
2. Explore the varying factors influencing grief responses to include a developmental understanding of death and the types of loss and grief
3. Explore the issue of childhood bereavement in America

Required Readings

Reading(s)

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 1 Discussion (initial post and 2 replies due by Sunday for this week only)

Assignment 1- Personal Grief and Loss Awareness Activity due 11:59 PM Sunday

Week 2: Grief & Loss: Perinatal through Preschool

Learning Outcomes

In this week's readings and assignments you will:

1. Examine prenatal attachment and loss and it's impact on the family
2. Explore how child life specialists work with the youngest of patients and their families experiencing loss and grief
3. Learn about grief and loss as experienced by infants, toddlers, and pre-school children
4. Identify how minimal understanding and processing in early stages

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 2 Discussion (initial post due 11:59 PM Wednesday, 2 reply posts due 11:59 PM Sunday)

Week 3: Grief & Loss: School age through Adolescence

Learning Outcomes

Learning Objectives:

1. Learn about grief and loss as school age children, tweens, and teens
2. Discover the benefit of peer support models for children and teens in both group and camp settings
3. Consider how the loss of a celebrity hero impacts children and teens
4. Explore the impact of loss of a loved one to suicide on children and teens

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 3 Discussion (initial post due 11:59 PM Wednesday, 2 reply posts due 11:59 PM Sunday)

Week 4: Considerations of Grief & Loss

Learning Outcomes

1. Assess your own cultural competence
2. Consider the influence gender roles on grief and how this can impact a grieving family
3. Learn grief and loss in various cultures
4. Explore the concepts of spirituality and religion and learn the end of life rituals associated with religious practices
5. Look at how grief and loss is experienced in children of parents in the military

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 4 Discussion (initial post due 11:59 PM Wednesday, 2 reply posts due 11:59 PM Sunday)

Assignment 2 - Hannah's Gift Reflection Paper

Week 5: Anticipated Loss and Life Threatening Illness

Learning Outcomes

1. Participate in a guided exercise in understanding the psychosocial impact of having a terminal illness
2. Understand the difference between pediatric palliative care and pediatric hospice
3. Explore how wish-making, decision-making and advanced directives benefit the patient and the family
4. Learn how to support the whole family, including siblings, parents, and grandparents when a child is dying
5. Hear from child life specialists in their work with children with life-threatening and life-limiting illnesses

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 5 Discussion (initial post due 11:59 PM Wednesday, 2 reply posts due 11:59 PM Sunday)

Week 6: Communication and Interventions

Learning Outcomes

1. Gain an understanding of bibliotherapy as a grief intervention and conversation starter
2. Discover the benefits of expressive activities as therapeutic interventions
3. Explore legacy-building and memory-making interventions
4. Learn how to talk to children about death and funerals and deepen the conversation with grieving children

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

No Discussion this week.
Assignment 3 – Bibliotherapy and Expressive Therapies

Week 7: Trauma and Grief

Learning Outcomes

1. Discover how trauma and adverse childhood events affect children's development and coping
2. Explore how disasters can affect children
3. Reflect upon the grief responses brought on by the COVID-19 pandemic
4. Explore collective trauma and communal grief

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 7 Discussion (initial post due 11:59 PM Wednesday, 2 reply posts due 11:59 PM Sunday)

Week 8: Ethics, Boundaries and Self-Care

Learning Outcomes

1. Explore common pediatric ethical issues related to end-of-life and their potential for causing moral distress
2. Clarify the definitions and types of empathy
3. Learn how to practice with empathy and compassion and become more resilient to empathic distress
4. Consider how professional boundaries can help protect you from burnout
5. Develop a plan for self-care

Required Readings

Please see the Readings list provided in the eReserves located under the Readings and Resources tab for this week.

Assignments

Week 8 Discussion (initial post due 11:59 PM Wednesday, 2 reply posts due 11:59 PM Sunday)

Assignment 4 – Final Project

Evaluation

Grade Instrument	% of Final Grade
Discussions	30%
Personal Grief and Loss Awareness Activity	10%
Hannah's Gift Reflection Paper	20%
Bibliotherapy and Expressive Art Project	15%
Final Project	25%
Total	100%

Grading:

Name	Grade %
------	---------

Materials

Book Title: Hannah's Gift: Lessons from a Life Fully Lived - e-book available in the APUS Online Library

Author: Housden, Maria

Publication Info: Lib

ISBN: 9780553381221

Book Title: Children Mourning, Mourning Children - e-book available in the APUS Online Library

Author: Doka, Kenneth

Publication Info: Lib

ISBN: 9781560324478

Book Title: Grief and Loss Across the Lifespan, Second Edition : A Biopsychosocial Perspective- ebook available in the APUS Online Library

Author: Walter, C. A. and Judith L. M. McCoyd

Publication Info: Springer Publishing Company Lib

ISBN: 9780826120281

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Course Guidelines

APUS Late Policy

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course.

Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Discussions” of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate –both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Discussion of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers:

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You can get expert tutoring whenever you need help and work one-to-one with your tutor on your specific problem.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the

Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.