Nursing 685
and
Social Work 856
SPRING, 2013

CARE OF THE DYING AND BEREAVED
THROUGHOUT THE LIFE SPAN

SCHOOL OF NURSING
and
SCHOOL OF SOCIAL WORK

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Class will be held in the
School of Social Work
Tate, Turner, Kuralt Building
Room: 500
Mondays, 5:30 PM – 8:20 PM

FACULTY

Beth Black, Ph.D., RN
Assistant Professor, School of Nursing
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Denisé Dews, MSW
Clinical Instructor, School of Social Work
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Prerequisites: None. Undergraduate and graduate students from nursing, social work, and other health science related disciplines may take the course.

Description
The overall focus of this course, designed for students from a variety of health sciences related disciplines, is to gain an understanding of issues in working with dying and bereaved individuals of all ages and their families, including families with diverse characteristics and experiences e.g., diversity in ethnicity, culture, socioeconomic status, education, and location. Various models for providing care to the dying and bereaved will be discussed.

Credit Hours: 3

Objectives
By the end of this course the students will be able to:

1. Identify their own attitudes and feelings toward death and grief and be aware of the impact of caring for dying patients and their families on themselves in their professional role.
2. Identify the impact of terminal illness, death, and grief on individuals of various ages and their families.
3. Describe the interrelationships of variables which affect the ability of an individual and family to cope with terminal illness, death, and grief (e.g. ethnicity, culture, poverty, rural location, etc.)
4. Use a variety of theoretical perspectives in assessment and intervention with dying and bereaved individuals.
5. Discuss the strengths and weaknesses of a variety of models of care for dying and bereaved individuals.
6. Discuss selected ethical and legal issues that are involved in the care of the dying and bereaved.
7. Critically analyze research related to the course material.

Methodology
Didactic, seminar and experiential methods will be used to present and discuss theoretical, clinical, and research content of the course. Guest speakers will bring an added richness to the course content. Small group discussions will be used to facilitate sharing and self-awareness. Various audiovisual materials will be used. Selected papers and class presentations will be expected.

Grades
Graduate students are graded on an H, P, L, system.

H = 94-100
P = 80-93
L = 70-79
F = 69 and below
Undergraduate students are graded on the A, B, C, D, F system, and the School of Nursing grading scale will be used. Grading tools used for evaluation are included in the final pages of this syllabus.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 91</td>
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<tr>
<td>B</td>
<td>86 - 88</td>
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<tr>
<td>B-</td>
<td>83 - 85</td>
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<tr>
<td>C+</td>
<td>80 - 82</td>
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<tr>
<td>C</td>
<td>77 - 79</td>
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<tr>
<td>C-</td>
<td>74 - 76</td>
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<tr>
<td>D+</td>
<td>71 - 73</td>
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<tr>
<td>D</td>
<td>65 - 70</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
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**Honor Code**

THIS COURSE AND ALL RELATED ACTIVITIES WILL BE CONDUCTED ACCORDING TO THE HONOR SYSTEM OF THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL.

The Honor Code and the Campus Code, embodying the ideals of academic honesty, integrity, and responsible citizenship, have for over 100 years governed the performance of all academic work and student conduct at the University. Acceptance by a student of enrollment in the University presupposes a commitment to the principles embodied in these codes and a respect for this most significant University tradition. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (telephone: 919-966-4084) or the Office of the Dean of Students (telephone: 919-966-4042). For additional information about the honor code, please also refer to the University website. [http://www.unc.edu/depts/honor](http://www.unc.edu/depts/honor). The Information for Students and Plagiarism sections are especially helpful.

**Policy of Disability Accommodations**

Students with disabilities or medical conditions that may affect their participation in the course and who may need accommodations should contact the Department of Disabilities Services (962-8300) [http://disabilityservices.unc.edu](http://disabilityservices.unc.edu). Disabilities Services will notify the instructor regarding recommended accommodations. Instructors will not provide accommodations to a student without communication from Disabilities Services.

**Inclement Weather Policy**

When possible, faculty will post an announcement on Sakai of any class cancellations. All attempts shall be made by faculty and students to attend course activities. Students are encouraged to explore alternative means of transportation (buses, carpool, walking) when they do not feel comfortable driving because of weather conditions. However, we do not want individuals to jeopardize their safety by traveling during hazardous road conditions. Given the wide geographical region from which individuals commute, individual judgment is required. The University Weather and Disaster Hotline will provide information about conditions and closure of the University. The number is 919-685-8100.
Policy on Incompletes and Late Assignments

Professional practice and administration require attention to detail as well as timely completion of assignments. The classroom serves as an environment in which to develop professional practices such as meeting deadlines and producing high quality work. As such, class assignments are expected to be completed on time and to represent the student’s highest level of effort. If there are circumstances that prohibit the timely completion of an assignment, it is the responsibility of the student to contact the instructor at least 24 hours prior to the assignment due date. The instructor may grant an extension under certain extenuating circumstances, but may choose not to grant an extension.

A paper is considered late if it is handed in later than the beginning of class on the day that it is due. The grade for late papers will be reduced 10% per day, including weekend days. Therefore, a paper that would merit a grade of 100 at the time class begins on Friday would receive a grade of 90 if submitted later that day; a grade of 81 if submitted on Saturday; a grade of 73 if submitted on Sunday; and a grade of 66 if submitted on Monday.

A grade of Incomplete is given on rare occasions when there is sufficient reason to warrant it. It is the student’s responsibility to initiate a conversation with the instructor to request an Incomplete; the instructor has no responsibility to give an Incomplete without such a request.

Course Requirements and points:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class attendance, preparation, and participation</td>
<td>20</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Journal Article Critique &amp; Class discussion</td>
<td>15</td>
</tr>
<tr>
<td>Book analysis</td>
<td>15</td>
</tr>
<tr>
<td>Chapter Discussion Questions (3 pts. each x 10)</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Description of Assignments

1. Class Attendance, Preparation, and Participation

   Because of the nature of this course, class participation and attendance is very important. You are expected to read and be prepared to discuss selected theoretical, clinical, and research articles and textbook chapters related to class content.

   Carefully selected audiovisuals will be shown in class. In addition, you are urged to see other commercial, TV, and educational audiovisuals related to loss, death, and grief on your own. These audiovisuals are integral to class discussions.

2. Class Presentation on Diversity in Religious/Cultural Views of Death, Dying and Grief: Due date: 3/18 and 3/25

   Small groups of students will work together to research the beliefs and practices of a specific religious/cultural group that relate to illness, loss, suffering, dying, death, grief, mourning rituals, and burial. Students should select a culture or belief system (religious, ethnic, spiritual) that is different from their own.

   The presentation should address:
   1. What is known (from the literature) about attitudes toward dying and death (at least five references)
2. What the beliefs about autonomy or self-determination regarding treatment or end-of-life decision making are (i.e. in the belief system, how much information does the dying person want, and who makes treatment decisions)

3. What the death rituals are (i.e. burial, cremation)

4. How bereavement plays out – are there any expected practices after someone has died?

5. If there are any interventions that have been shown to be effective with individuals of this culture or belief system. Describe them. If there is no data on this, what interventions do you believe would likely be effective, and why?

You may interview an individual of that faith or culture, or patient/family of that faith/culture experiencing an illness crisis. If you choose a formal religion, interviewing a clergy person of that faith would be helpful.

All members of the group will participate in making a 45 minute class presentation on your research findings; prepare a handout and bibliography to give to other students. Be sure to make enough copies for each student in the class. We do not have access to a copy machine before class.

3. Analysis of a published work related to death, dying or bereavement: Due 4/15

Read a novel, biography, or autobiography related to death, dying, grief, or loss. See list at the end of the syllabus for ideas but feel free to choose something not on the list. DO NOT WRITE A BOOK REPORT!! A short (one paragraph) concise description of the contents of the book is sufficient. The majority of the paper should be an analysis of this book focusing on a selected issue addressed in the book. This might include, for example, family communication, family responses, losses incurred, pain responses, grief, coping behaviors, peer responses, relationship to health care professionals, the helping responses of others, or the perceptions of the individuals about life and death. Use current references from textbooks, class readings, and references you locate to substantiate your discussion. Use APA style, type the paper and include references. Length requirements: 4-5 pages double space (not including title page and references).

4. Journal Article Critique: Due: 2/11

Select a research paper related to a clinical interest in your practice domain. In no more than 2 double-spaced pages, describe the research problem, the methodology used by the researchers, and their findings. Then describe how these findings may be used in your clinical practice. (Obj. 7). You must send an abstract from the paper to course faculty for posting on Sakai and be prepared to lead a brief discussion on 2/25 about the findings from the paper and its usefulness in your practice.

5. Chapter Discussion Questions (10): These are due at the end of class on the date of the assigned chapter reading (e.g. responses to discussion questions for chapters 3 and 4 are due January 28).

There are 14 chapters in the Kastenbaum text. Discussion questions for each of the chapters have been developed and are posted on Sakai. Students are responsible for completing 10 sets of discussion questions. Students may select any ten chapters.

All papers MUST be typed double spaced using APA 6th edition format.
CLASS SCHEDULE
(Subject to Change)

Please note: additional reading will be assigned during course
*indicates assignment due

Jan 14  Introduction and Overview (obj. 1)
Text reading: Chapters 1 & 2 of Kastenbaum text
Required additional readings (please read before first class):
Please complete *Student Information Sheet* (in class)
Exercise: *My Attitude and Beliefs* (in class)
Class activity: *Social Construction of Dying* (in class)

Jan 21  Holiday

Jan 28  Death (obj. 2 & 6)
Selection of class presentation groups and topics
Text readings: Kastenbaum, Ch. 3 & 4
Additional required readings:
In class film: Bill Moyers series *On Our Own Terms: Living with Dying*

Feb 4  Dying and Bereavement in Later Life (obj. 2 & 3)
Text Readings: Kastenbaum, Chapters 6, 9, & 15
Additional required readings:
In class film: Bill Moyers series *On Our Own Terms: A Death of One’s Own*

Feb 11  Suicide and Violent Death (obj. 3, 4, & 5)
Text Readings: Kastenbaum, Chapter 7 & 8
Additional readings:

In class film: *Self Made Man*

*Article Review Due – in addition to the hard copy you bring to class, please email a copy of the article to Denisé Dews so it can be posted for your classmates to read prior to class on 2/25.*

**Feb 18**  
**Death Rituals and the Funeral Process**  
Field trip: Funeral Home visit, begins at 6:00pm  
Note: If there is a family visitation scheduled at the funeral home, we will meet in class at 5:30pm. Directions and details will be posted on Sakai.  
Text Reading: Kastenbaum, Chapters 11, 12, 13  
Additional required reading:

**Feb 25**  
**Article Review Discussion**  
Each student will lead a short discussion of the article you reviewed for 1/30 assignment. This is informal – no PPT, just discussion.  
Reading: Please read the abstracts of the papers your classmates reviewed and will be discussing. They will be posted on Sakai.

**March 4**  
**Special Topics (obj. 4 & 5)**  
Additional Readings

Guest speaker: Diane Dolan-Soto, MSW, LCSW

**March 11**  
**Spring Break – ENJOY!**
March 18  **Student Group Presentations** – *Diversity in Religious/Cultural Views of Death, Dying and Grief*

March 25  **Student Group Presentations** – *Diversity in Religious/Cultural Views of Death, Dying and Grief*

April 1  **Hospice (obj. 1, 2,& 4)**  
Field trip: Hospice of Wake County, 200 Hospice Circle, Raleigh, begins at 6:00pm *(be sure to allow for 30 minutes travel time from UNC-CH)* Guest speaker: Mark Philbrick, RN, MSN, FNP, Director of Education and Volunteer Services;  
Text Reading: Kastenbaum, Chapters 5  
Additional Readings:  

www.who.int/cancer/palliative/definition/en/ - the WHO’s most recent definition of palliative care for adults and children.  
www.nhpco.org - the National Hospice and Palliative Care Organization’s website that addresses professional and policy issues related to end-of-life care. Some of this website is for members only; much of it is for public use and contains a wealth of information.  
www.hospiceofwake.org - this is the website for Hospice of Wake County. It explains their various services. Reviewing this site in advance of the field trip to HOWC will make that visit more meaningful.

Apr 8  **Perinatal Palliative Care & Childhood Loss**  
Text readings: Kastenbaum, Ch. 10  
Additional required readings:  

Guest speaker: Patti Gasparello, MSW, LCSW, Director of Kids Path, Hospice & Palliative Care Center of Alamance-Caswell

**Apr 15**  
**Ethical Issues Related to End-of-Life (obj. 6 & 7)**  
Text reading: Kastenbaum, Chapter 14  
Additional required reading:  

*Book analysis due*

**Apr 22**  
**Pot-luck** – Beth Black - home – address and directions will be given in class

**Required Textbooks:**


**Highly Recommended Books:**


**Recommended:**


<table>
<thead>
<tr>
<th>Criteria</th>
<th>Review</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Is it clear what the study is about? (explain)</td>
<td>describes purpose of the study accurately and critically appraises whether the purpose statement matches the description of the research?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2) Is the sample and setting adequately described? (explain)</td>
<td>accurately describes sample (who participated, some characteristic(s) of sample, how many participants) and setting (where did study take place) + critically appraises adequacy of researchers’ sample?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3) What are the main variables or concepts?</td>
<td>accurately identifies variables or main concepts studied + distinguishes between independent and dependent variables when appropriate?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4) Are the data collection methods and measures well described? (explain)</td>
<td>critically appraises the level of description and fit between data collection methods/measures and study purpose?</td>
<td>1</td>
<td></td>
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<tr>
<td>5) What are the main findings?</td>
<td>complete list of main findings?</td>
<td>1</td>
<td></td>
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<tr>
<td>6) What are the strengths of the research design (consider design, measures, analysis, sample, etc)?</td>
<td>Correctly identifies ≥ 90% of study strengths?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7) What are the limitations or weaknesses of the study?</td>
<td>Correctly identifies ≥ 90% of study limitations, using analytic thinking to explore beyond what is explicitly stated by the authors?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8) Can I use this research in my setting? Why or why not?</td>
<td>Thoroughly considers translation of research into practice setting, comparing special population &amp; setting to research, suggests alternatives or next steps in research to translate into practice. Compares to other settings or literature (i.e., has read more than one of the proposed research articles on this topic)?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9) Overall content</td>
<td>Including spelling and grammar</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10) Discussion in class</td>
<td>Preparation, clarity</td>
<td>5</td>
<td></td>
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Team Presentation Grading Schematic (Due March 18 & 25)

Creativity 2 pt. _____
Adherence to assignment 4 pt. _____
Class engagement 2 pt. _____
Presentation content 8 pt. _____
Handout(s) 4 pt. _____

Book Analysis Grading Sheet (Due Apr 15)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points possible</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short, concise description of book.</td>
<td>1</td>
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</tr>
<tr>
<td>APA style &amp; page length requirements (&lt; 5 pages)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spelling &amp; grammar</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Use of appropriate references to substantiate topic discussion</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Connected book to health care profession</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Analysis and overall content: use of theoretical frameworks (development; attachment; continuing bonds; grief theories; etc) to support your analysis; scholarly discussion of the response to dying/grief/bereavement of 1 or more characters or family experiencing a death.</td>
<td>7</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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