Nursing 685i

and

Social Work 856i

SPRING, 2021

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 via Zoom
Mondays, 5:30 PM – 8:00 PM

<u>FACULTY</u>

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Nursing 685i & SOWO 856i
Care of the Dying and Bereaved through the Life Span
Spring, 2021
Syllabus

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

Course 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)
4. Use a variety of theoretical perspectives in assessment and intervention with dying and bereaved individuals.
5. Discuss the strengths and weakness 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.

Required Textbooks/Books:

Kastenbaum, R. & Moreman, C. (2018). *Death, society, and human experience, 12th ed.* Boston: Pearson.

On the first night of class, students will choose to be in <u>one</u> of the following book groups:

Katz, R. & Johnson, T. (2016). *When professionals weep: Emotional and Countertransference Responses in Palliative and End-of-Life Care*. 2nd ed. New York: Routledge. ISBN-13: 978-1138884540 (This book is a good selection for the person who already has personal experience with caring for the dying, or who has concerns about the intersection of their own personal issues with the needs of their patients.)

Kalanithi, P. (2016.) *When breath becomes air: What makes life worth living in the face of death?* London: Vintage. (Written by a physician who was himself dying, this book is a good selection for any student.)

Riggs, N. (2017). *The bright hour: A memoir of living and dying.* New York: Simon & Schuster. (This book is a personal memoir and is a good fit for students who have not had much direct experience with people who are dying, and who are interested in death of children.)

Stout, J. & Horak, W. (2015). *Feel me brave: A chronical of illness, loss, and living beyond.* Woodstock, Vermont: West Woodstock Press.

Volandes, A. (2015). *The conversation: A revolutionary plan for end of life care*. New York: Bloomsbury. (This book advocates for a more direct conversations about end of life, through patient stories.)

Zitter, J. N. (2017). *Extreme measures: Finding a better path to the end of life.* NYC: Avery. (This book advocates for a more direct approach to decisions about end of life care.)

Recommended Books and Additional Suggested Readings:

Acquaviva, K. (2017). *LGBTQ-inclusive hospice and palliative care: A practical guide to transforming professional practice*, 1st edition. New York: Harrington Park Press.

Black, B.P., Wright, P.M., & Limbo, R. (2015). *Perinatal and pediatric bereavement in nursing and other health professions,* New York: Springer.

Kramer, K. (1988*). The sacred art of dying: How world religions understand death*. Paulist Press; Mahwah, NJ. (This book is a classic in the field.)

Kramer, E., Kintz, K., Bagatell, S. & Fratello, A. (2017). *Permission to die: Candid conversations about death and dying.* Falmouth, MA: SEAK Publishing. (This book is a good fit for a health care student who is uncomfortable with the prospect of working with people who are dying.)

Matzo, M. & Sherman, D. (2015). *Palliative care nursing: Quality care to the end of life, 4th ed*. New York: Springer.

McCauley, R. (2018). Ethics in palliative care: A complete guide. New York: Oxford University Press.

Pomeroy, E. C. & Garcia, R. B. (2009). *The grief assessment an intervention workbook: A strengths perspective.* Belmont, CA: Brooks/Cole.

Puri, S. (2019). That good night: Life and medicine in the eleventh hour. New York: Viking.

Westberg, G. (2018). Good grief: A companion for every loss. Minneapolis: Fortress Press.

Methods

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 and projects will be used to facilitate sharing and self-awareness. Various audiovisual materials will be used. Selected papers and class presentations will be expected.

Grading

Grading rubrics used for this course are provided on the last pages of this syllabus.

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.

A = 95 - 100	B- = 83 - 85	D+ = 71-73
A- = 92 - 94	C+ = 80 - 82	D = 65 – 70
B+ = 89 - 91	C = 77-79	F = < 65
B = 86 - 88	C- = 74-76	

Policy on Academic Dishonesty:
It is the responsibility of every student to obey and support the enforcement of the UNC Honor Code, which prohibits lying, cheating, or stealing in actions involving academic processes of this class. All written work should contain a signed pledge stating: "I have neither given nor received unauthorized aid in preparing this work." In keeping with the UNC Honor Code, if reason exists to believer that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and determination if further action is required. For more details, see
https://studentconduct.unc.edu/honor-system

It is the student's responsibility to properly cite sources used in preparing written work. To avoid difficulties with plagiarism, ideas that are not one's own must be credited, whether or not those ideas have appeared in print. Please refer to the *APA Style Guide,* The SSW *Manual,* and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments.

Accessibility and Resources Services:
The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website http://accessibility.unc.edu, Tel: - 919-962-8300 or Email; - accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible. It is the student's responsibility to notify course faculty that they have and wish to use ARS approved accommodations.

Writing Support:
Clear, cogent writing is an essential skill for professionals. Writing support is available to all social work students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a learning opportunity for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to soswwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: https://ssw.unc.edu/students/writing).

Virtual Class Expectations:
 Zoom Expectations:

- o *Show up a few minutes before class begins.*
- o *Mute your Mic***:** Whenever you are not talking, keep your microphone muted so as not to add background noise.
- o *Video:* Enable Video so that we can see you. You might need to disable video if you need to minimize the activity/bandwidth on your Internet connection. If you do not feel comfortable sharing your image on Video, please turn it off.
- o *On the bottom of the Zoom window, click on "Participants" and "Chat".* Two pop-up windows will open on the right side of your screen.
    - ▪ *When you want to speak, us the* **"Raise Hand***" feature (0n the bottom left of the Participants window).* Be sure to unmute yourself to talk.
    - ▪ *Use the Chat box to make a point or ask a question.* Reminder if you send a message in the Chat box to 'everyone' that is public, you can also send 'private' messages through this feature to the course faculty or a peer. All chat messages will be captured in the Zoom recordings, so please be thoughtful and respectful.
    - ▪ *Be prepared* to actively engage and participate in class Zoom sessions, including Breakout rooms, polling, screen sharing, and various activities.
    - ▪ *Communicate* with your course faculty if you need accommodations

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. Given the virtual nature of this course, we do not anticipate any class cancellations. The University Adverse Weather and Emergency Information Line, 919-843-1234, will provide information about conditions and closure of the University. In addition, you may go to the Alert Carolina website for university operation status, http://www.alertcarolina.unc.edu .

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. A paper is considered late if it is submitted later than the beginning of class on the evening that it is due. 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. Typically, extensions are granted only for reasons recognized by the University as University Approved Absences. If arrangements are not made in advance for an extension of the due date, a grade of zero will be assigned for work not submitted by the due date.

If an extension of the due date is grated, 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 Monday would receive a grade of 90 if submitted later that evening; a grade of 81 if submitted on Tuesday; a grade of 73 if submitted on Wednesday; and a grade of 66 if submitted on Thursday.   No late work will be accepted after the Last Day of Class for the semester.

A grade of Incomplete is given on **rare** occasions and only when there is sufficient reason to warrant it. It is the student's responsibility to initiate a conversation with the instructor to request a grade of Incomplete; the instructor has no responsibility to give an Incomplete without such a request. Please note that incompletes are not given simply as a way to avoid a low grade. Students must have compelling reasons (e.g. serious medical problem; serious family crisis or medical problem of a child, partner or spouse) to warrant an incomplete.

Course Requirements and points:

Class attendance, preparation, & participation	15
Textbook chapter quizzes	15
Journal article critique & discussion	15
Group presentation -Cultural Diversity	20
Book reflection paper & discussion	20
Final Exam	15
Total	**100**

Assignments

Students are expected to turn in papers using the Assignments feature on the Sakai classroom site. **Make certain your name is on your work**!

1. **Class Attendance, Preparation, and Participation**
   Because of the nature of this course, class participation and attendance is *very* important. At each class session, you are expected to read and be prepared to discuss selected theoretical, clinical, and research articles and textbook chapters related to class content. In addition, effective learning in this course requires that students explore their own attitudes, beliefs, and experiences with death, dying and bereavement. This

exploration may involve sharing examples of these attitudes, beliefs and experiences in class. See grading rubric for additional details.

Carefully selected audiovisuals will be shown in class. In addition, you will be assigned out-of-class viewings. Students are urged to see other commercial, TV, and educational audiovisuals related to loss, death, and grief on their own. These audiovisuals are integral to class discussions.

2. **Quizzes:** There is a brief quiz in Sakai for each assigned chapter in the Kastenbaum & Moreman text**.** Quizzes are due <u>before class starts</u> each week, with the exception of the first week, in which the quizzes are due by **5pm on Friday, January 15**. In weeks in which multiple chapters are assigned, there will be separate quizzes, one for each chapter. Each quiz is composed of 10 forced-choice or short answer items. Students may complete the quizzes with open book, but each student must work alone. Quizzes are available for two weeks before the due date and have a 30 minute time limit.

3. **Journal Article Critique**: **Due date is shown in the calendar**
    Select a <u>research</u> article related to death and dying. 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 could be used in your clinical practice. (Obj. 7). You must also post a copy of the research article to course faculty, who will post it for the class on Sakai. Also be prepared to lead a brief discussion about the findings from the article and its usefulness in your practice. Papers and the research articles should be posted in the *Assignments* area of Sakai. PDFs of the research article should also be posted to Sakai Forum so classmates can access the articles.

    See grading rubric for additional details.

4. **Class Presentation on Diversity in Religious/Cultural Views of Death, Dying and Grief: Due dates are shown in the calendar**
    Small groups of students will work together to identify 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. Selection will be content not otherwise presented in class.
    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 does bereavement play out – are there any expected practices after someone has died?

5. Are there are interventions that have been shown to be effective with individuals (dying persons and/or families) of this culture or belief system? If yes, 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 35-minute class presentation on your 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. Handouts and bibliographies should also be posted in the *Assignments* area of Sakai. See grading rubric for additional details.

6. **Selected Book Reflected Paper and Presentation:** Due date is shown in the calendar Each individual student should provide a paper of no more than 4 double spaced pages describing the individual's response to the assigned book. APA format is not required, but the paper should be grammatically correct, see Grading Rubric for Reflective Paper for assignment expectations.

7. **Final Examination:** The final examination for the course will consist of posting discussion questions on one of the chapters from the Kastenbaum & Moreman textbook. Discussion questions for the chapters have been developed and are posted on Sakai. Students are responsible for selecting the book chapter for discussion that will be most valuable to them.

			Class Schedule Subject to change, please check Sakai site for adjustments to this schedule.		
WEEK	**DATE**	**TOPIC**	**READINGS & ASSIGNMENTS DUE. YOU ARE EXPECTED TO HAVE COMPLETED THE READINGS AND ASSIGNMENTS BEFORE CLASS ON THE DATE LISTED.**
1	1/11/21	Welcome & Overview	▪ Watch video before class: *Living With Dying*, part of the series On Our Own Terms: Moyers on Dying in America. Streaming video available via the UNC-Chapel Hill Libraries: http://libproxy.lib.unc.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=102632&xtid=10478 ▪ [1]Chapters 1 & 2 of Kastenbaum & Moreman – quizzes due 1/15 ▪ Nathoo, D. & Ellis, J. (2019). Theories of Loss and Grief Experienced by the patient, family and healthcare professional: a personal account of a critical event. Journal of Cancer Education, 34, 831-835. ▪ Smit, C. (2015). Theories and models of grief: Applications to Professional practice. Whitireia Nursing and Health Journal, 22, 33-37. ▪ Neimeyer, R. (2014). The changing face of grief: Contemporary directions in theory, research and practice. Progress in Palliative Care, 22(3), 125-131
2	1/18/21	MLK Holiday	No Class
3	1/25/21	Death & Dying	▪ Text: Kastenbaum & Moreman, Ch. 3 & 4 ▪ Quizzes Due: Chapters 3, & 4 ▪ Pomeroy, E. C. & Garcia, R. B. (2009). The grief assessment an intervention workbook: A strengths perspective. Belmont, CA: Brooks/Cole. Chapter 1 posted on Sakai ▪ Rando, T. A., Doka, K. J., Fleming, S., Franco, M. H., Lobb, E. A., Parkes, C. M., Steele, R. (2012). A call to the field: Complicated grief in the DSM-5. OMEGA, 65(4), 251-255.

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[1] Important Note: Quizzes are normally due at 5pm on the date/class reading is scheduled for. Quizzes 1 & 2 will be due Friday, January 15.

4	2/1/21	Dying and Bereavement in Later Life & Advanced Directives Guest speaker: Anita Tesh, Ph.D., CFE-II, CNE, ANEF, RN	▪ Text: Kastenbaum & Moreman, Chapters 6 & 15 ▪ Quizzes: Kastenbaum & Moreman, Ch. 6 & 15 due before class ▪ Ashcraft, A. & Owen, D. (2016). End of life planning in a rural elderly cohort. Geriatric Nursing, 37, 71-74. ▪ Sokol-Hessner L, Zambeaux A, Little K, Macy L, Lally K, McCutcheon Adams K. *"Conversation Ready": A Framework for Improving End-of-Life Care (Second Edition)*. IHI White Paper. Boston, Massachusetts: Institute for Healthcare Improvement; 2019. (Available at ihi.org & in Sakai) ▪ Smith, C. (2018). End of life options – Nursing in the 21st Century. Tar Heel Nurse 2018 Special Legislative Issue, 16. ▪ Watch film: *Self-Made Man*: *Rational Suicide*, video streamed through UNC Library: https://search.lib.unc.edu/search?R=UNCb9209840
5	2/8/21	Death Rituals and the Funeral Process Guest Speaker: Mark Higgins, Funeral Director, President Emeritus of Hall-Wynne	Pre-class preparation: ▪ Text: Kastenbaum & Moreman, Chapters 12 & 13 ▪ Quizzes: Kastenbaum & Moreman, Ch. 12 & 13 due before class ▪ Atkins, J. (2012). Class Acts and Daredevils: Black Masculinity in Jazz Funeral Dancing. Journal of American Culture, 35(2), 166-180. ▪ Moneymaker, K. A., & Traeger, J. (2007). Creating Space and Ritual for the Time of Death. Journal of Palliative Medicine, 10(1), 270-271. Assignment due: Research Article Due - please post an electronic copy of the article to *Sakai Forum* for your classmates to read. Post the actual critique and the pdf to *Sakai Assignments*.
6	2/15/21		Wellness Day – Enjoy the long weekend!

7	2/22/21	**Suicide** Guest Speaker: Darryl Owens, Div, CT, CPLC, BCC; Chaplain at UNC Hospitals	Pre-class preparation: ▪ Text: Kastenbaum & Moreman, Chapter 7 & 8 ▪ Quizzes: Kastenbaum & Moreman,Ch. 7 & 8 due before class ▪ Feldman, D.B. (2006). Can suicide be ethical? A utilitarian perspective on the appropriateness of choosing to die. *Death Studies, 30,* 529-538. ▪ Lester, D. (2006). Can suicide be a good death? *Death Studies, 30,* 511-527. ▪ Stone, D.M., Luo, F., Ouyang, L., Lippy, C., Hertz, M.F., and Crosby, A.E. (2014). Sexual orientation and suicide ideation, plans, attempts, and medically serious attempts: Evidence from local youth risk behavior surveys, 2001-2009. *American Journal of Public Health, 104,* 262-271. ▪ Tebbe, E.A. and Morandi, B. (2016). Suicide risk in trans populations: An application of minority stress theory. *Journal of Counseling Psychology*, *63,* 520-533.
8	3/1/21	Guest Speaker:	Pre-class preparation: ▪ Black, B.P. & Sandelowski, M. (2010) Personal growth after severe fetal diagnosis. Western Journal of Nursing Research, 32, 1011-1030. (optional)
9	3/8/21	**End of Life in Prison** Guest Speaker: Dierdra Oretade-Branch, DSW, LCSW, BCD; Lieutenant, U.S. Public Health Service Commissioned Corps; Comfort Care Program Coordinator with Butner Federal Medical Center, Bureau of Federal Prisons	Pre-class preparation: ▪ Bronstein, L. R. & Wright, K. (2006). The impact of prison hospice: Collaboration among social workers and other professionals in a criminal justice setting that promotes care of the dying. Journal of Social Work in End-of-life and Palliative Care 4, 85-102. ▪ Cloyes, K.G., Berry, P.H., Supiano, K.P., Routt, M., Shannon-Dorcy, K., & Llanque S.M. (2015). Essential elements of an effective prison hospice program. American Journal of Hospice and Palliative Medicine, 33(4):390-402. ▪ Cloyes, K.G., Wold, D., Berry, P.H., & Supiano, K.P. (2014). To be truly alive: Motivation among prison inmate volunteers and the transformative process of end-of-life care service. American Journal of Hospice and Palliative Medicine, 31(7):735-379 ▪ Linder, J. F., & Meyers, F. J. (2009). Palliative and end-of-life Care in correctional settings. Journal of Social Work in End-of-Life & Palliative Care, 5, 7-33.

10	3/15/21	**Death & Grief in Childhood** Guest Speaker: Patti Gasparello, MSW, LCSW KidsPath, AuthoraCare	Pre-class preparation: ▪ Text: Kastenbaum & Moreman , Ch. 10 ▪ Quizzes: Kastenbaum & Moreman,Ch. 10 due before class ▪ Cochran, D., Saleem, S., Khowaja-Punjwani, S., & Lantos, J. (2017). Cross-cultural differences in communication about a dying child. Pediatrics, 140(5), 1-5.
11	3/22/21	Diversity in Religious/Cultural Views of Death, Dying and Grief	Student Presentations
12	3/29/21	Diversity in Religious/Cultural Views of Death, Dying and Grief	Student Presentations
13	4/5/21		Wellness Day – Special note: This is a wellness day for the School of Nursing but to be equitable to all students in this course, this will be a wellness day for this class.
14	4/12/21	Hospice & Palliative Care Guest Speaker: Mark Philbrick, RN, MSN, FNP Transitions Hospice, Raleigh	Pre-class preparation: ▪ Text: Kastenbaum & Moreman, Chapter 5 & 9 ▪ Quizzes: Kastenbaum & Moreman,Ch. 5 & 9 due before class ▪ Watch film: *End Game*, video streamed through Netflix ▪ Buck, J. (2011) Policy and the reformation of hospice: lessons from the past for the future of palliative care. Journal of Hospice and Palliative Nursing, 13(65), S35-S43. ▪ Nebel, S. (2011) Facing death together: exploring the conceptualizations of hospice patients and family as a single unit of care. Journal of Hospice & Palliative Nursing, 13(6), 419-425. ▪ 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.

			Pre-class preparation:
15	4/19/21	Grief & Bereavement in Special Populations Film: *Gen Silent*	- Text: Kastenbaum & Moreman, Ch. 11 & 14 - Quizzes: Kastenbaum & Moreman, Ch. 11 & 14 due before class - Cordaro, M. (2012). Pet loss and disenfranchised grief: Implications for mental health counseling practice. Journal of Mental Health Counseling, 34(4), 283-294. - Higgins, A., & Hynes, G.(2019). Meeting the needs of people who identify as lesbian, gay, bisexual, transgender and Queer in palliative care settings. Journal of Hosice and Palliative Care Nursing, 21(4), 286-290. - Lobb, E.A., Kristjanson, L.J., Aoun, S.M., Monterosso, L., Halkett, G.K., & Davies, A. (2010) Predictors of complicated grief: a systematic review of empirical studies. Death Studies, 34, 673-698. - Stevens, E., & Abrahm, J. (2019). Adding silver to the rainbow: Palliative and End-of-Life Care for the Geriatric LGBTQ Patient. Journal of Palliative Medicine, 22(5), 602-606.
Final Exam	5/10/21	4:00pm	Final Exam will be a take-home given out the last day of class, 4/19/21. This will give you three weeks to submit.

N685/S856 RUBRIC FOR CLASS PARTICIPATION*   * adapted from iRubric Class Participation Rubric

 "Class participation" sometimes means attending and contributing to a class, in this course, the bar is higher. Achieving the learning objectives for this course requires that students fully engage with the experiential learning opportunities presented in the course, and that they be open to attitudes and beliefs that are different from their own. Here are the expected behaviors to be evaluated as part of participation, worth a total of 20 points:

	Excellent 3 pts	Good 2 pts	Fair 1 pts	Poor 0 points
Attendance	No more than one absence	Absent two times.	Absent three times.	4 absences in the semester.
Punctuality	Consistently on time and ready to start class at designated time.	On time but always not ready to start class at designated time.	Usually on time and ready to start class at designated time.	Late multiple times and/or disrupts class when entering late.
Level of Engagement	Consistently contributes to class and group discussions.	Frequently contributes to class and group discussions.	Occasionally contributes to class and group discussions.	Rarely or never contributes to class and group discussions.
Class Preparation	Always prepared for class. Completion of readings is evident from comments and questions. Assignments submitted on time.	Usually prepared for class. Completion of readings is usually from comments and questions. Assignments submitted on time.	Occasionally unprepared for class, possibly attempting to submit some materials late.	Frequently unprepared for class and/or frequently attempts to submit materials late.
Reflection and Respect for Diversity	Examines own beliefs and expectations in depth to provide foundation for expanded knowledge and growth. Demonstrates evidence of adjustment in own attitudes and beliefs because of learning from diverse communities and cultures. Promotes others 'engagement with diversity.	Reviews own beliefs and expectations in depth, clarifying meanings or developing broader perspectives. Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Reviews own beliefs and expectations with some depth, revealing slightly clarified meanings or developing a somewhat broader perspective. Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reviews own beliefs and expectations at a surface level, without clarifying meaning or developing a broader perspective. Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

Research Article Critical Appraisal Grading Guideline

	Criteria for Review	Points Possible	Points Earned
1	Is it clear what the research study is about? (explain) Describes purpose of the research study and critically appraise whether the purpose statement matches the description of the research. Why did you select this article for critique? Justify selection of articles > 5 years old, set in other countries, or published in "popular" magazines rather than professional journals.	1	
2	Is the sample and setting adequately described? (explain) Describe the sample (who participated, what were their characteristic(s), how many participants, how many people declines to participate) and setting (where did study take place). Critically appraise the adequacy of researchers' sample and setting.	1	
3	What is the study design? (e.g. Qualitative, Quantitative Descriptive, Experimental, Quasi-experimental, etc). What were the main variables or concepts that were studied? Identify the variables or main concepts that were studied. Distinguish between independent and dependent variables or describe why this distinction is not relevant in this study.	1	
4	Were the data collection methods & measures well described? (explain) Critically appraise the level of description and fit between the data collection methods/measures and study purpose.	1	
5	What were the main findings of the study? (List). Which of the findings are of particular importance to you?	1	
6	What were the strengths of the research design (consider design, measures, analysis, sample, etc.). Use analytic thinking to explore beyond the strengths stated by the authors.	1	
7	What were the limitations or weaknesses of the study? Use analytic thinking to explore beyond the limitations stated by the authors?	1	
8	What can you use from this this research in your setting and practice? If yes, how? What finding could not be used in your setting/practice? Why not? Thoroughly consider translation of the research into your practice setting, comparing your populations & setting characteristic to those used in the study. Suggests alternatives or next steps in research needed to translate this study into your practice.	1	
9	Overall content, including organization, spelling and grammar	2	
10	Discussion in class. Preparation, clarity	5	
	TOTAL	**15**	

RUBRIC FOR PRESENTATION ON DIVERSITY IN RELIGIOUS/CULTURAL VIEWS OF DEATH, DYING AND GRIEF*

Elements to be evaluated are listed below:

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization of presentation	Organization (specific introduction & conclusion, sequenced material within body, & transitions) clearly & consistently observable, makes content of presentation cohesive, & includes substantial contribution by each team member.	Organization (specific introduction & conclusion, sequenced material within the body, & transitions) typically observable within the presentation. Presentaiton includes adequate contribution by each team member.	Organization (specific introduction & conclusion, sequenced material within the body, & transitions) is intermittently observable within the presentation. Presentaiton includes some contribution by each team member.	Organization (specific introduction & conclusion, sequenced material within the body, & transitions) is not observable within the presentation and/or contribution by each team member is not apparent.
Delivery of presentation	Delivery techniques (posture, gesture, eye contact, & vocal expressiveness, use of media) make the presentation compelling, & speakers appear polished & confident. Presentation 40-45 minutes long.	Delivery techniques (posture, gesture, eye contact, & vocal expressiveness, use of media) make the presentation interesting, & speakers appear comfortable. Presentation 40-47 minutes long.	Delivery (posture, gesture, eye contact, & vocal expressiveness, use of media) makes the presentation understandable, but speakers appears tentative. Presentation 35-50 minutes long..	Delivery detracts from understandability of presentation; speakers appears uncomfortable and/or presentation $\leq$ 30 minutes or terminated due to length.
Content: attitudes about death & dying, EOL decision making, death rituals, bereavement, interventions; handouts & bibliography.	All components of assignment are fully explained in presentation. Handout & bibliography are correct, accurately reflect presentation content, & include complete information on sources used.	Components of assignment are explained in presentation, with varying degrees of depth. Handout & bibliography reflect presentation content, and include complete information on sources used.	Most components of assignment are addressed in presentation; rare component missing or addressed superficially. Handout & bibliography include most information on presentation & sources.	Few components of assignment are fully explained; multiple components missing or addressed superficially. Handout & bibliography do not represent presentation content or include inadequate information on sources used.
Synthesis of Knowledge about selected group's cultural worldview on illness, loss, suffering, dying, death, grief, mourning rituals and burial	Demonstrates sophisticated understanding of complexity of elements for group in relation to group history/context, values, beliefs & practices. States organized conclusions that are logical extrapolations from synthesis of the information examined (literature & interview).	Demonstrates adequate understanding of complexity of elements for group in relation to group history/context, values, beliefs & practices. Organizes information to reveal important patterns derived specifically from the information examined.	Demonstrates partial understanding of complexity of elements for group in relation to group history/context, values, beliefs & practices. Conclusions stated are so general they apply beyond the scope of the the information examined. Not organized to reveal patterns specific to group.	Demonstrates surface understanding of complexity of elements for group in relation to group history/context, values, beliefs & practices. Lists information & evidence, and states ambiguous, illogical, or unsupportable conclusion from the information examined (literature & interview).
Information sources selected ($\geq$ 5 references, can include interview)	Synthesizes in-depth information from relevant sources representing various points of view/approaches/approaches.	Uses in-depth information from relevant sources representing various points ofview/approaches/information.	Uses information from relevant sources representing limited points of view/approaches/information.	Uses information from inappropriate sources representing limited or inaccurate points of view/approaches/information.

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Grading Rubric for Reflective Paper for Assigned Book

	4 - Exemplary	3 - Acceptable	2 - Developing	0 - Unacceptable
Understanding Self	Insights from the assignment are combined with prior knowledge of self to create a coherent "picture of self" with both strengths and weaknesses.	Insights from the assignment are combined to create a "picture of self" which includes both strengths and weaknesses.	Insights from the assignment are combined to create a "picture of self" that focuses overly on either strengths or weaknesses.	Insights from the assignment are either rejected or accepted outright without critical analysis, or are considered separately but not combined to create a picture.
Evaluate Changing Behavior/ Identity	Reflects on the impact of this assignment on their professional or personal identity. Able to clearly and concisely articulate how their practice or behavior potentially will change.	Minimal reflection on impact of this assignment on developing their professional or personal identify. Able to clearly and concisely articulate how their practice or behavior potentially will change.	Minimal reflection on impact of this assignment on their professional or personal identity. Minimally addresses ability to implement change or potential to implement change.	Unable to clearly articulate how their behavior/practice will potentially change. Did NOT reflect on the impact of this assignment on their professional or personal identity.
Practice Plan	Clearly outlines how practice or behavior can be modified to address practice concern/issue	Well-developed plan to modify practice/behavior. Plan does not adequately address practice concern/issue. or Partially developed plan to modify practice/behavior. Plan addresses practice concern/issue.	Plan to modify practice/behavior is vague and does not address the practice concern/issue.	Unable to identify area in which practice or behavior could be improved, and/or unable to identify a plan to modify practice/behavior that addresses a concern/issue.
Conventions/ Mechanics	Few, if any errors, in conventions and mechanics of writing that do NOT interfere with reader's understanding.	Occasional errors in conventions, APA format or mechanics that do NOT interfere with reader's understanding.	Some errors in conventions, APA format and mechanics of writing which interferes with reader's understanding	Numerous errors in conventions, APA format and mechanics of writing with interferes with reader's understanding

Adapted from iRubric: Reflective Practice Assignment rubric http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=N3XBX2&