

## CSS-907: Helping Students Cope with Grief and Loss

### Independent Study Online Course Syllabus

**Instructor:** Connie Enns-Rempel, MA, LMFT  
**Phone:** (559) 227-5449  
**Email:** [connie.enns-rempe@fresno.edu](mailto:connie.enns-rempe@fresno.edu)

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K-12 educators  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

This course is designed for K-12 teachers, administrators, counselors, social workers, nurses, coaches, specialists, and other educational professionals who seek to enhance their skills in meeting the needs of students who are coping with grief and loss. Death, and other forms of significant loss, will affect the lives of almost all students at some point. These experiences often lead to difficulties in academic, social, behavioral, and even physical health issues. Educators can play a critical role, and often have a life-long impact, on grieving students. However, frequently and understandably, educators are unsure of how to best respond. This course provides helpful, practical information on the developmental stages and understandings of death, how to talk with students about death, and four important concepts about death for student understanding. It provides examples and strategies for dealing with complicated death such as suicide, death of estranged family members, long-term illness, multiple family member deaths, deaths that occur on campus, and deaths that effect the whole school community. The course supports educators in examining their own responses to death, and how this impacts these conversations. Cross-cultural and religious sensitivity is also examined. Specific exercises and interventions are provided. This course can be taken during the summer months as well as during the school year when educators are actively engaged with students. The intent of this course is to be a support, and encouragement, and to provide a clear framework for addressing this important aspect of care for students.

**Note:** Required book must be acquired separately.

#### Required Texts and Course Materials

**Book:** Schonfeld, David J. & Marcia Quackenbush. (2010). *The Grieving Student: A Teachers Guide*. Baltimore: Paul H. Brookes Publishing Co. <https://www.amazon.com/Grieving-Student-Teachers-Guide/dp/1598571168>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These may include videos, podcasts, worksheets, online activities, journal articles or other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

## Continuing Education Program Student Learning Outcomes

|      |                                                                                                                                                                                                                                |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.                                                                              |

|      |                                                                                                                                                                                                                                                                   |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CE 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.                                                                                                        |
| CE 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.                                        |
| CE 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.                                                                                                      |
| CE 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

### Student Learning Outcomes (SLOs) for This Course

| <b>Student Learning Outcomes for This Course</b><br>By the end of this course student will be able to:                                                                                                                                                                                                                                             | <b>National Standards Addressed in This Course*</b> | <b>Continuing Education Program Student Learning Outcomes Addressed**</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------|
| 1. Students will increase their understanding of how their professional role relates to meeting the needs of grieving students.                                                                                                                                                                                                                    | NBPTS 1-4                                           | CEP 1-11                                                                  |
| 2. Students will be better prepared to meet the needs of grieving students and enhance their skills in talking with them directly and compassionately when helpful and needed. Students will develop specific strategies to address the developmental, cognitive, and emotional stages of their students who are coping with grief or loss.        | NBPTS 1-4                                           | CEP 1-11                                                                  |
| 3. Students will be better able to educate on four concepts of death: it is irreversible, all life functions end, eventually everything dies, and death is caused by physical reasons. This helps to reduce difficult child fantasies such extreme feelings of guilt or self-blame, or the idea that part of the body may remain alive and return. | NBPTS 1-4                                           | CEP 1-11                                                                  |
| 4. Students will be better able to address various faith, religious, and cultural concerns, as well as questions related to attending funerals, visiting dying students in hospitals, engaging with the family.                                                                                                                                    | NBPTS 1-4                                           | CEP 1-11                                                                  |
| 5. Students will be better prepared to address complicated deaths such as suicide, estranged family members, multiple family member deaths, when a student is present at the death, or finds the body.                                                                                                                                             | NBPTS 1-4                                           | CEP 1-11                                                                  |

|                                                                                                                                                                                                                                                                                                                                                                                    |           |          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|
| 6. Students will be better prepared to address the needs of a school community experiencing a shared trauma such as multiple deaths in a community, a school wide crime or loss, death of a parent, or death of a fellow colleague or administrator. Students will be better prepared to deal with a national issue such as a health crisis or death of a local or federal leader. | NBPTS 1-4 | CEP 1-11 |
| 7. Practical exercises and tools will be provided to meet the needs of grieving students, and to provide education for their peers or school wide trainings or in-services.                                                                                                                                                                                                        | NBPTS 1-4 | CEP 1-11 |
| 8. Students will be supported in reflecting and increasing their own understanding of their approach to death and how their life experiences and personalities influence their preparedness and skills in talking with others about death.                                                                                                                                         | NBPTS 1-4 | CEP 1-11 |

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

| Module Title                                                                           | Module Assignments and Activities                                                                                                                                                                                         | Points Possible for Each Assignment |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Welcome Module</b>                                                                  | <ul style="list-style-type: none"> <li>• Introduction video</li> <li>• Course Syllabus</li> <li>• Introduce Yourself Forum</li> </ul>                                                                                     |                                     |
| <b>Module 1 –</b><br>Introduce Reflections, State and Local Standards, Forum           | <ul style="list-style-type: none"> <li>• Self-reflection Questions (1.1)</li> <li>• State and Local Standards (1.2)</li> <li>• Forum: Sharing you Role and goals (1.3)</li> </ul>                                         | 5 pts<br>5 pts<br>5pts              |
| <b>Module 2 –</b><br>Reading and Responses to Required Text, Video Resources and forum | <ul style="list-style-type: none"> <li>• Reading and Response Questions Three assignments 5 points each (required text: Intro to Chapter Five) (2.1, 2.2, 2.3)</li> <li>• Video resources response forum (2.4)</li> </ul> | 15 pts<br>5 pts                     |
| <b>Module 3 –</b><br>Reading and Responses to Required Text, Instructor Reflections    | <ul style="list-style-type: none"> <li>• Required text Reading and Response Questions Three assignments, five points each (required text chapters 6-12) (3.1, 3.2, 3.3)</li> </ul>                                        | 15 pts                              |

| Module Title                                        | Module Assignments and Activities                                                                                                                                                    | Points Possible for Each Assignment |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module 4 –</b><br>Annotated Bibliography         | <ul style="list-style-type: none"> <li>Annotated Bibliography Assignment 250 pages of self-selected reading (4.1)</li> </ul>                                                         | 15 pts                              |
| <b>Module 5 –</b><br>Major Integration project      | <ul style="list-style-type: none"> <li>Major Integration Project: Providing Direct Care OR Education, Resources and Memorials (5.1)</li> </ul>                                       | 25 pts                              |
| <b>Module 6-</b><br>Course overview and Reflections | <ul style="list-style-type: none"> <li>Overview and Reflection Questions (6.1)</li> <li>Reviewing the text (6.2)</li> <li>Forum: Integration and Contribution (6.3)</li> </ul>       | 5 pts<br>5 pts<br>5 pts             |
| <b>Course Wrap-up –</b><br>Grading and Evaluation   | <ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul> |                                     |
|                                                     | <b>TOTAL POINTS</b>                                                                                                                                                                  | <b>105 pts</b>                      |

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

| Grade | Percent   | Description  | Rubric                                                                                                                                                                                 |
|-------|-----------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A     | 90-100%   | Excellent    | Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.            |
| B     | 80-89%    | Very Good    | Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.                 |
| NC    | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### Forums



Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 90 hours on a typical 2-unit course or 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final

grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

|           |                                                                                                                                                                                                                                                                                                    |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FPU-SLO 1 | <b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.                                                 |
| FPU-SLO 2 | <b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.                                          |
| FPU-SLO 3 | <b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.                                                                                                   |
| FPU-SLO 4 | <b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.                                                                                            |
| FPU-SLO 5 | <b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations. |



|            |                                                                                                                                                                                                                                                                                                                                                                        |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FPU-SLO 6  | <b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.                                                                                                                                                           |
| FPU-SLO 7  | <b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.                                                                                                                                                                                                                                                                    |
| FPU-SLO 8  | <b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.                                                                                                                                                                               |
| FPU-SLO 9  | <b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.                                                                                                                                                                                                          |
| FPU-SLO 10 | <b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information. |