



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5653-102: Grief, Death and Dying

Course Description:

This course explores grief counseling throughout the human life cycle with particular attention paid to the aspects of death and dying. The theories of Kubler-Ross, Worden, Rando and Wolfelt will be examined as they relate to dying and grieving. Students will investigate personal, societal, and cultural responses to the end of life. The role of the grief counselor, both personal and professional, will be examined.

Class Dates, Location and Hours:

Dates: July 13 – 15 & 20 – 22, 2018

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: June 14, 2018

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Glenda Hufnagel, Ph. D.

Mailing Address: University of Oklahoma
Department of Human Relations
601 Elm, Room 728
Norman, OK 73069

Telephone Number: (405)325-1756 (Work)
(405)477-3112 (Home 9a – 9p)

Email Address: gahufnagel@ou.edu

MHR Website: <http://ou.edu/cas/hr>

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Kubler-Ross, E., & Kessler, D. (2005). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York: Scribner. ISBN 9781476775555.
2. Worden, J. W. (2009). *Grief counseling and grief therapy: A Handbook for the mental health practitioner* (4th ed.). New York: Springer Press. ISBN 9780826101204. **Be sure to purchase the 4th edition.**
3. Rando, T. A. (1993). *Treatment of complicated mourning*. Champaign, IL: Research Press. ISBN 9780878223299.
4. Wolfelt, A. D. (2012). *Companioning the grieving child: A soulful guide for caregivers*. Fort Collins, CO: Companion Press. ISBN 9781617221583.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Other Required Materials

1. One composition notebook 9 ¾ by 7 ½ inches, (purchase this size, be sure that the cover is cardboard—available at most discount stores—usually with a black and what specked cover (although any color is fine)
2. One jar of rubber cement (usually available at Wal-Mart or Michael's or other craft stores)
3. Old or new magazines with artistic photographs such as old copies of National Geographic (usually there is a supply to purchase at the Norman Public Library—the Main Street location—for 10 cents a copy; antique stores such as Circa on downtown Main Street often have copies for sale); or garage sales and estate sales
4. Colored markers or pencils or crayons

Course Objectives:

Death, dying, and the grieving process have been gaining increasing attention over the past quarter century. The rights of the dying and also of the bereaved have been the subjects of intense debate in recent years. In this course, students should become acquainted with major streams of thought on some of the issues involved. Students will also participate in experiential work designed to deepen their understanding of the dying and grief experiences.

The student should be able to:

- Describe major counseling theories in the study of grief, death and dying.
- Understand the effect of culture, race, class, and gender upon the grieving process.
- Describe various grief reactions and distinguish from complicated grieving and depression.
- Appreciate the emotional and spiritual sides of loss experiences.
- Adapt and use practical tools and methods in dealing with persons preparing to die or suffering the pain of loss.
- Identify their own personal and professional reactions, strengths, and challenges in this area.

Course Outline:

- Team Presentations of the Course Texts
- Autoethnographic Papers and Presentations
- Grief Reflection Journals
- Final Examination

Assignments, Grading and Due Dates:

Attendance:

Students are expected to attend all class meetings and all team project meetings. Class attendance is mandatory; thus failure to attend class meetings and team meetings will result in the lowering of students' grades by four points for each missed class. Students who arrive more than ten minutes late will be counted as absent. To have an excused absence, students must provide medical documentation of illness

(or of their children's illness). The instructor will not review what was covered in class for students who are absent. Students should exchange phone numbers and email addresses with team members; in the event of an absence students should contact team members concerning what was covered in class during their absence. **-4 points for each absence**

Team Presentation:

Students will be assigned to teams during the first class meeting. Each team will be assigned a current grief theory covered in an assigned text which team members will research and present to the class. **A thorough outline should be provided for the class and each class member; make enough handouts so that each class member receives a copy; be sure to include the name of each team member.** This presentation should be "professional," that is dress is business casual; adhere to the time limit, use visual aids or power point. **The time limit is 30 minutes.** This is a team project and all team members will receive the same grade. Team progress will be reviewed during the semester. Each member must be present on the day of the presentation; the highest grade possible for a team with a missing member is "C." Therefore, it is imperative that all team members contribute equally and responsibly to the presentation effort. Teams have the option of "dismissing" a team member who is not contributing to the presentation project, e.g. non-attendance at team meetings, refusal to do the research required, etc. To "dismiss" a team member, the team must meet with the professor and discuss the unsatisfactory progress of the team member. Then the team must communicate with the team member that he/she has been dismissed from the team; this must be communicated via email prior to the day of presentation. "Dismissed" team members will forfeit the points for the assignment. At the conclusion of the presentation, team members should be prepared to answer questions from class members and the instructor. Some class time will be allocated to assist students in organizing their presentations; however, students should realize that they will also have to meet outside of class to complete this assignment. Evaluations will be based on the creativity and the thoroughness of the coverage of the topic. **25 points**

Autoethnographic Paper:

Autoethnography is an emerging paradigm in the study of human relations. It requires researchers to study their own particular response to their own particular culture. The primary data consists of the researcher's own lived experience. Students will write a 5 page paper which provides an autoethnographic approach to grief, death and dying as they have lived it. The paper should follow the conventions of APA format and should contain at least 4 in-text citations. These resources must be only peer-reviewed, scholarly resources; don't use web-sites nor materials which are not academically sound. Your autoethnographic topic must be approved by the professor. Refer to the APA Publication Manual for assistance in using proper citation format. **25 points**

Grief Reflection Journal:

Students must bring the journal (composition notebook) to each class period. Students will complete a grief reflection journal. Entries will consist of: reflective writing by the student, collages constructed from magazines or other print materials (for example, calendars, catalogs, etc.), quotes from the readings assigned for the course or any other source which students find informative, **Students will bring a copy of a quote or a poem they found inspirational or thought provoking to each class meeting. Students should bring enough copies for each student in the class.** We will have a final count of the number of students by the second class meeting. What has formed your personal ideas about death and loss, and ways of grieving? Consider your early experiences, adult experiences, culture, family tradition, religion, gender, ethnicity, class, etc. **25 points**

Final Examination:

This exam will be comprehensive. **25 points**

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Glenda Lewin Hufnagel, Ph. D.

Education

- Ph.D., Educational Leadership, University of Oklahoma
- MHR, University of Oklahoma
- MA, University of Oklahoma
- BS, University of Oklahoma

Current Positions

- Professor Emeritus of Human Relations
- Faculty Affiliate of Women and Gender Studies

Frequently Taught Courses

- HR 5003 Theoretical Foundations of Human Relations
- HR 5473 Women and Mental Health
- HR 5013 Current Problems in Human Relations
- HR 5093 Introduction to Graduate Studies of Human Relations
- HR 5153 Human Emotions

Major Areas of Teaching and Research Interest

- Autoethnographic Research Methods
- Women and Reproduction
- Working Class Studies

Representative Publications and Presentations

Publications

- Hufnagel, G. L. (Ed.). (2015). *The reproductive lives of twenty middle class North American women: Autoethnographical analyses with bibliographic extensions*. New York: The Edwin Press.
- Hufnagel, G. L. (2015). The truth has many faces: Exploring autoethnography as a feminist research method. In G. L. Hufnagel (Ed.). *The reproductive lives of twenty middle class North American women: autoethnographical analyses with bibliographic extensions* (pp. 3-18). New York: The Edwin Mellen Press.
- Hufnagel, G. L. (2015). Autoethnography—Selves within cultural contexts: A bibliography of selected Interdisciplinary readings. In G. L. Hufnagel (Ed.). *The reproductive lives of twenty middle class North American women: autoethnographical analyses with bibliographic extensions* (pp.19-33). New York: The Edwin Mellen Press.
- Hufnagel, G. L. (2015). Losing Lori: A mother's memory of grief, rust colored chrysanthemums, and the kindness of strangers. In G. L. Hufnagel (Ed.). *The reproductive lives of twenty middle class North American women: autoethnographical analyses with bibliographic extensions* (pp.35-48). New York: The Edwin Mellen Press.
- Hufnagel, G. L. (2015). Toward Mizuko Kuyo: Reflections on an unregrettable choice. In G. L. Hufnagel (Ed.). *The reproductive lives of twenty middle class North American women: autoethnographical analyses with bibliographic extensions* (pp.49-82). New York: The Edwin Mellen Press.
- Hufnagel, G. L. (2015). As my mother awaits death: A daughter recalls caretaking and loss. In G. L. Hufnagel (Ed.). *The reproductive lives of twenty middle class North American women: autoethnographical analyses with bibliographic extensions* (pp.446-456). New York: The Edwin Mellen Press
- Hufnagel, G. L. (2015). Women and reproduction around the globe: A bibliography of selected international readings. In G. L. Hufnagel (Ed.). *The reproductive lives of twenty middle class*

North American women: autoethnographical analyses with bibliographic extensions (pp.459-529). New York: The Edwin Mellen Press

- Hufnagel, G. L. (2012). A history of women's menstruation from ancient Greece to the twenty-first century: Psychological, social, medical, religious, and educational issues. New York: The Edwin Mellen Press. Awarded The Adele Mellen Prize for its Distinguished Contribution to Scholarship.
- Hufnagel, G. L. (2010). Essay Review. [Review of the books: Margaret Sanger and the origin of the birth control movement, 1910-1930: The concept of women's sexual autonomy; and Our bodies, our crimes: The policing of women's reproduction in America; and The infertility treadmill: Feminist ethics, personal choice, and the use of reproductive technologies]. *Feminist Formations* (Special Issue: The Politics and Rhetoric's of Embodiment), 22(2), 195-201.
- Hufnagel, G. L. (2009). Essay Review. [Review of the book: These winter Sundays: Female Academics and their working-class parents]. *NWSA Journal*, 21(1), 211-212.
- Hufnagel, G. L. (2008). Essay Review. [Review of the book: Sistering: Power and change in female relationships. *Feminist Review*, 88, (Special Issue: "War"), 187-188.
- Hufnagel, G.L. (2007). Essay Review. [Review of the book: Between women and generations: Legacies of dignity] *Feminist Review*, 87, (Special Issue: "Italian Feminisms"), 154-155.

Presentations:

- Hufnagel, G. L. (2015). Women and reproduction in the academy: An autoethnographic meditation on daughtering. Paper presentation at Oklahoma Women in Higher Education conference, University of Central Oklahoma, Edmond, OK.
- Hufnagel, G. L. (2015). Weaving a Web of Connection: Relational Cultural Therapy and Proffoff's Intensive Journal Process. Poster session presented at the JBMTI Summer conference, Wellesley College, Wellesley, MA.
- Hufnagel, G. L. (2014) Autoethnography and Relational Cultural Therapy: A Tapestry of Connections. Poster Session Presentation, JBMTI Summer Intensive Institute, Wellesley College, Wellesley, MA
- Hufnagel, G. L. (2013). "Oklahoma, where the wind comes sweeping down the plains": Tornados, relational cultural theory, resilience, and community connections. Poster session presented at the JBMTI Summer Conference, Wellesley College, Wellesley, MA.
- Hufnagel, G. L. (2012). Maternal connections: Women, reproduction, and autoethnography—A work in progress. Poster session presented at JBMTI Summer Conference, Wellesley College, Wellesley, MA.
- Hufnagel, G. L. (2011). Connection through ritual: The Mescalero maiden dance ceremony. Poster session presented at the JBMTI Summer Conference, Wellesley College, Wellesley, MA.
- Hufnagel, G.L. (2008, September). Women and the military: A course in progress. Poster session presented at the Oklahoma Women's and Gender Studies Conference, University of Oklahoma, Norman, OK.
- Hufnagel, G. L. (2008, September). A pictorial illustration of the Mescalero Apache girls' puberty ceremonial. Poster session presented at the Oklahoma Women's and Gender Studies Conference, University of Oklahoma, Norman, OK.
- Hufnagel, G. L. (2015). Preparation for LPC Clinical Supervision at the University of Oklahoma. Presentation at the Oklahoma Mental Health Counseling Association, Summer Conference.
- Hufnagel, G. L. (2006, June) Commencement Keynote Address. University Graduate and Undergraduate Commencement Ceremony. Hurlburt Air Force Base, Florida.

Representative Honors and Awards Received

- Adele Mellen Prize for Distinguished Contribution to Scholarship, 2012
- Who's Who in the World
- Who's Who in America
- Who's Who in the South and Southwest
- Who's Who in American Education
- Phi Kappa Phi Honor Society, University of Oklahoma, Charter Member
- McNair Scholars Program Award, McNair Scholars Faculty Mentor Award

- (Spring 2000)
- Presidential Adopt-A-Prof Program: Omega Psi Phi, Cate Center, Walker Tower
- Presidential Commendation for University Service; Phillips Minority Scholars Faculty Mentors (Spring, 1999)
- University Educators Teaching Award, Alpha Phi Omega (Delta Chapter) (Spring, 1999)
- Nominated for the 1998 Popular Culture Association and American Culture Association's Women's Caucus Awards for Excellence in Feminist Studies, Thirteenth Annual Awards Competition: Jan Backerman Award for the Best Published Article in Popular Culture and American Culture (Article, "Translators: Working-Class Women Teaching in the Academy")
- Nominated for the 1998 Popular Culture Association and American Culture Association's Women's Caucus Awards for Excellence in Feminist Studies, Thirteenth Annual Awards Competition: Kathleen Gregory Klein Award for the Best Unpublished Article in Popular Culture and American Culture (Article, "Body Bound Knowledge: Comments on Learning and Teaching in Women's Studies")
- Nominated, Woodrow Wilson National Fellowship Foundation Dissertation Grant in Women's Studies, Princeton, NJ.
- Selected / National Faculty Competition: 1996 National Faculty Competition for The Invitational Conference at the Women's Equity Institute. Marymount College, Tarrytown, NY.
- (Paper: "Body Bound Knowledge: Comments on Learning and Teaching in Women's Studies")

Major Professional Affiliations

- National Association for Women in Higher Education
- American Counseling Association
- National Women's Studies Association
- South Central Women's Studies Association
- Society for Menstrual Cycle Research
- National Council for Research on Women
- Phi Kappa Phi Honor Society
- Oklahoma Counseling Association
- Oklahoma Mental Health Counseling Association
- Oklahoma Society for Psychoanalytic Studies