



COURSE OUTLINE FALL 2009

FUN 229

FUNERAL SERVICE COUNSELING

Course Number

Course Title

3

Credits

3/0

Hours: lecture/laboratory/other (specify)

Catalog description:

Students will be taught the background material, skills and procedures needed for helping situations. An appreciation of care-giving roles in relation to grieving persons will be considered. Situations requiring professional therapy will be differentiated as those requiring referrals for more specialized counseling.

Prerequisites: FUN 206

Corequisites: None

Required texts/other materials:

TEXT:

Title: Psychosocial Aspects of Death and Dying
Author: John D. Canine
Publisher: Appleton & Lange
Edition: 1996

Title: Winning Ways
Author: Todd W. VanBeck
Publisher: Appleton & Lange
Edition: 1999

Title: Funeral Home Customer Service A-Z
Author: Alan D. Wolfelt
Publisher: Companion Press
Edition: 2001

Last revised: May 2008

Course coordinator: Robert C. Smith III; tel. 609-570-3472; smithr@mccc.edu

Other learning resources:

MCCC library website for database of holdings:

http://www.mccc.edu/student_library.shtml

There are numerous MCCC library holdings for Funeral Service.

The call designations are:

RA622	Funeral Service science and practice
HD9999	Funeral Service business and profession
GT3202	Funeral customs, sociology, and history

Director of Funeral Service has copies of Funeral Service magazines and articles for student use in his office collection.

The following videos/DVDs will be presented during this course: *“What Do I Tell My Children?”*; *“A Child’s Grief”*; *“When a Child Dies”*; *“The Gift of Listening”*; *“The Truth About Suicide”* and *“You’re Not Alone”*.

Course Competencies/Goals:

The student will be able to:

- 1) distinguish communication skills and styles as they relate to the interaction between the funeral directors and their clients
- 2) articulate counseling styles and their appropriate application in funeral director-client interactions
- 3) discuss the value of ritual from historical and contemporary perspectives
- 4) synthesize legal, ethical, and professional obligations for the funeral director when working with clients
- 5) correlate the research of grief theorists with appropriate interventions for the funeral director
- 6) appraise the resources available to the funeral director when serving clients through all the time frames of funeral service
- 7) demonstrate effective interpersonal skills through role-play
- 8) evaluate the impact of the “death surround” and culture on clients, communities, and society
- 9) synthesize the elements of the arrangement conference with appropriate client interactions
- 10) analyze their coping skills as they relate to self-care

Course-specific General Education Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-Solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of Study in detail:

Unit #1 – Topics: Communication
 Functions of Communication
 Types of Communication
 Listening
 Self-concept and Communication
 Trust and Communication

Preparation:

1. Attend class and participate in class discussions.
2. Written assignment on communication skills.
3. Written assignment on the student's early experiences with loss.
4. Complete the Death Anxiety Scale.

Objectives:

Having completed the assignments, attended class and participated in class discussions, the student will be able to:

1. Appraise the elements of verbal and non-verbal communication with respect to personal and professional communication. (Course Competencies 1 & 7; Gen. Ed. Goals 1 & 8; Core Skills A & B)
2. Differentiate the functions of communication between the funeral director and those being served. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
3. Demonstrate the various types of communication and their appropriate applications. (Course Competencies 1 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B & F)
4. Analyze the value of active listening skills and demonstrate them in real world applications. (Course Competencies 1 & 7; Gen. Ed. Goals 1 & 8; Core Skills A, B & F)
5. Correlate a person's self-concept with their communication skills. (Course Competencies 1 & 10; Gen. Ed. Goals 1 & 5, Core Skills A & B)
6. Distinguish the relationship of trust and communication between the funeral director and those being served. (Course Competencies 1 & 4; Gen. Ed. Goals 1, 5, & 9; Core Skills A, B, C & G)

Unit #2 – Topics: Psychology of Death
Denial of Death
Fear of Death
Death Anxiety
Cultural Attitudes Toward Death
Cultural Diversity and Funeral Service Practices

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 1-5 (PAD&D); “Words” (FHCSA-Z)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Justify the assessment that the United States is a “death denying” society. (Course Competencies 3 & 8; Gen. Ed. Goals 1, 5, 7, & 8; Core Skills A, B & G)
2. Reframe the concept of “fear of death” and how it is shaped by an individual. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Distinguish various psychological instruments used to measure death anxiety. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Analyze their results on the Death Anxiety Scale, and formulate how their results could impact their interactions with families that they serve. (Course Competencies 4, 5, & 10; Gen. Ed. Goals 1, 5, 8j & 9; Core Skills A, B, C, F & G)
5. Appraise various cultures with respect to those that are “Death Accepting”; “Death Defying”; and “Death Denying”. (Course Competencies 8; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B & G)
6. Differentiate the funeral practices of the Jewish, African-American, Native-American, and Mexican-American cultures. (Course Competencies 8; Gen. Ed. Goal 8; Core Skills A & G)

Unit #3: - Topics: Childhood Awareness of Death
Explaining Death to Children
Young Adults View of Death
Midlife View of Death
Geriatric View of Death

Preparation:

1. Attend class and participate in class discussions.
2. “Comfort Zones” – Doug Manning.

Objectives:

Having completed the assigned reading, attended class and participated in class discussions, the student will be able to:

1. Analyze the theories of Nagy, Piaget, Grollman, and Canine & Dates with respect to a child’s understanding of death. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)
2. Critique the factors that influence how a child interprets death. (Course Competencies 8; Gen. Ed. Goals 5 & 8; Core Skills A & B)
3. Demonstrate appropriate ways to explain death to children. (Course Competencies 1, 2, 6, 7 & 9; Gen. Ed. Goals 1,5,8 & 9; Core Skills A, B, C, D, F, & G)
4. Synthesize Piaget’s theories with a young adult’s perception of death. (Core Competencies 8 & 9; Gen. Ed. Goals 5 & 8; Core Skills A & B)

5. Differentiate death issues that the person in midlife experiences. (Course Competencies 8 & 9; Gen. Ed. Goals 5 & 8; Core Skills A & B)
6. Evaluate how the geriatric population perceives death. (Course Competencies 8 & 9; Gen. Ed. Goals 5 & 8; Core Skills A & B)

Unit #4: - Topics: Psychology of Dying
 Kubler-Ross
 Worden
 Lofland
 Pattison
 Weissman
 Glaser & Straus
 Duties of the Dying
 Role of the Funeral Director with the Dying
 Social Responses to Death

Preparation:

1. Attend class and participate in class discussions.

Objectives:

Having attended class and participated in class discussions, the student will be able to:

1. Critique Kubler-Ross' stages in a person's psychological response to dying using role-play and case studies. (Course Competencies 1, 2, 4, 5, 7, 8 & 9; Gen Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, F & G)
2. Appraise Worden's tasks of mourning through role-play and case studies. (Course Competencies 1, 2, 4, 5, 7, 8, & 9; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A,B, C, F & G)
3. Demonstrate Lofland's "dying scripts" by personal choices. (Course Competencies 5, 7, 8 & 10; Gen. Ed. Goals 1, 5, 7 & 8; Core Skills A, B & F)
4. Contrast the three phases of the dying process as defined by Pattison. (Course Competencies 5 & 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
5. Investigate Weisman's "appropriate death" and its relationship to a person's degree of death denial. (Course Competencies 5, 8 & 10; Gen. Ed. Goals 1, 5 & 8; Core Skills A & B)
6. Outline Glaser & Straus' contexts of awareness and formulate real-world applications. (Course Competencies 2, 4, 5, 7 & 8; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, F & G)
7. Differentiate the duties of the dying and the role of the funeral director with the dying. (Course Competencies 1, 2, 4, 5, 6, 8, 9 & 10; Gen. Ed. Goals 1, 5 & 9; Core Skills A, B, C, D & G)
8. Synthesize social responses to the following: death of a parent; death of a spouse; death of a child; and death of a sibling. (Course Competencies 5 & 8; Gen. Ed. Goals 5 & 8; Core Skills A, B & G)
9. Evaluate the implications of societal death responses for the funeral director, and formulate how the effective funeral director responds. (Course Competencies 1, 2, 5, 8 & 9; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, F & G)

Unit #5: - Topics: Introduction to Counseling
 Types and Styles of Counseling
 Grief Counseling and Grief Therapy
 Worden's Counseling Goals and Principles
 Guidelines for Care Providers
 Ways Funeral Directors Facilitate Grief

Preparation:

1. Attend class and participate in class discussions.

Objectives:

Having attended class and participated in class discussions, the student will be able to:

1. Differentiate informational counseling, situational counseling, and psychotherapy. (Course Competencies 2; Core Skill A)
2. Demonstrate directive and non-directive counseling techniques. (Course Competencies 1, 2, 5, 7 & 9; Core Skills A, B, F & G)
3. Contrast grief counseling and grief therapy. (Course Competencies 2; Gen. Ed. Goal 1)
4. Correlate Worden's goals of grief counseling with the role of the funeral director. (Course Competencies 1, 2, 5 & 6; Gen. Ed. Goals 1, 5, & 8; Core Skills A, B, C & G)
5. Distinguish Worden's counseling principles and procedures as guidelines for the funeral director. (Course Competencies 1, 2 & 5; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
6. Formulate how funeral directors facilitate grief. (Course Competencies 1, 3, 5 & 6; Gen. Ed. Goals 1, 5 & 8; Core Skills A, B & G)

Unit #6: - Topics: Interpersonal Skills
Helping Skills

Group Presentation: "Helping Skills"

Preparation:

1. Attend class and participate in class discussions.
2. Chapter 19 (PAD &D); Chapter 28 (WW); "Empathy" & "Helping" (FHCSA-Z)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Correlate interpersonal skills with effective communication between the funeral director and those being served. (Course Competencies 1; Gen. Ed. Goals 1 & 8; Core Skills A & B)
2. Distinguish Wolfelt's characteristics of the helping funeral director with real world applications. (Course Competencies 1, 2 & 5; Gen. Ed. Goals 1 & 5; Core Skills A, B & C)
3. Analyze attending, paraphrasing, clarifying, perception checking, leading, questioning, reflecting, informing, and summarizing as helping skills. (Course Competencies 1; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Demonstrate effective use of helping skills through case studies and role-play. (Course Competencies 1 & 7; Gen. Ed. Goal 1; Core Skills A, B, F & G)

Unit #7: - Topics: Barriers to Effective Communication

Preparation:

1. Attend class and participate in class discussion.
2. Chapters 18 & 35 (WW); "Communication" (FHCSA-Z)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Analyze Wolfelt's communication barriers of funeral director dominance, bombarding with questions, inappropriate self-disclosure, offering false reassurance, discouraging emotional expression, and emotional distancing. (Course Competencies 1; Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Synthesize Van Beck's communication barriers of interrupting, belittling and flip answers. (Course Competencies 1; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Evaluate Van Beck's communication personalities as distinguished by The Bore, The Questioner, The Blusterer, The Loud Speaker, and The Disputer. (Course Competencies 1; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Outline effective techniques for influencing people as it relates to the families that are being served, as well as funeral home staff. (Course Competencies 1, 2 & 5; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C & G)
5. Demonstrate an understanding of communication barriers through case studies and role-play. (Course Competencies 1, 2, 5 & 7; Gen. Ed. Goals 1, 5, 8 & 9; Core Skills A, B, C, F & G)

Unit #8 – Topics: Crisis Intervention
Suicide
Homicide/Sudden Death
SIDS
AIDS

Group Presentation: "Crisis Intervention"

Preparation:

1. Attend class and participate in class discussions.
2. Chapter 21 (WW); *"Suicide Postvention"* – Max Malikow

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Distinguish the qualities and characteristics of a crisis. (Gen. Ed. Goal 5; Core Skills A & B)
2. Construct how a crisis develops. (Gen. Ed. Goal 5; Core Skills A & B)
3. Differentiate developmental and situational crises. (Gen. Ed. Goal 5; Core Skills A & B)
4. Demonstrate Stone's ABC Method of Crisis Intervention. (Course Competencies 5 & 7; Gen. Ed. Goals 1 & 5; Core Skills A, B & F)
5. Analyze Schneidman's characteristics of survivors of suicide victims. (Course Competencies 5 & 6; Gen. Ed. Goals 1 & 5; Core Skills A & B)
6. Demonstrate ways in which funeral directors can be effective listeners when serving survivors of suicide victims. (Course Competencies 1, 2 & 7; Gen. Ed. Goals 1 & 5; Core Skills A, B & F)
7. Critique the factors that can make homicide and sudden deaths more difficult to grieve. (Course Competencies 5 & 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
8. Evaluate the factors that complicate grieving following SIDS. (Course Competencies 5 & 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
9. Appraise the features of a death due to AIDS with respect to its impact on the grieving process. (Course Competencies 5 & 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)

Unit #9 – Topics: Normal Grief Reactions
Lindemann’s Characteristics of Grief
Worden’s Grief Characteristics
Psychological, Sociological, and Physiological Factors Influencing Grief Reactions
Theories of Grief Counseling: Freud, Lindemann, Bowlby, Parkes

Group Presentation: “Normal Grief”

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 8-11 (PAD&D)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Differentiate grief and mourning. (Gen. Ed. Goal 5; Core Skill A)
2. Evaluate Lindemann’s five characteristics of grief. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)
3. Critique Worden’s characteristics of grief. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)
4. Synthesize the psychological, sociological, and physiological factors that influence grief. (Course Competencies 8; Gen. Ed. Goals 5 & 8; Core Skills A & B)
5. Analyze Freud’s theory of the grief process. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)
6. Distinguish the elements of Lindemann’s “Grief Syndrome”. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)
7. Appraise Bowlby’s “Attachment Theory” as it relates to the grief process. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)
8. Evaluate Parke’s clinical research as it pertains to the grief experience. (Course Competencies 5; Gen. Ed. Goal 5; Core Skills A & B)

Unit #10 – Topics: Complicated Grief Reactions
Past Losses
Death Surround
Social Issues
Abnormal Grief Responses
Therapeutic Strategies for the Bereaved
Funeral Rites

Group Presentation: “Complicated Grief”

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 12 & 13 (PAD&D)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Synthesize the influence of Worden’s “Historical Factors”, and Canine’s “Past Losses” on grief reactions. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Evaluate Worden’s “Circumstantial Factors” and Canine’s “Death Surround” as they relate to the survivor’s ability to grieve. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)

3. Appraise Worden's "Social Factors" and Canine's "Social Issues" and their relationship to grief as a social process. (Course Competencies 5 & 8; Gen. Ed. Goals 1 & 5; Core Skills A, B & G)
4. Formulate personality factors that influence the grief response as suggested by Worden. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
5. Critique Lazare's conditions that produce a complicated grief reaction. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
6. Distinguish Worden's chronic, exaggerated, delayed, and masked grief reactions. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
7. Demonstrate strategies that the funeral director can utilize to help the griever move toward resolution of the death. (Course Competencies 1, 2, 4, 5, 6 & 7; Gen Ed. Goals 1, 5, 8 & 9; Core Skills A, B, F & G)
8. Defend the value of funeral rituals with respect to the grief process. (Course Competencies 3 & 5; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
9. Demonstrate techniques that the funeral director may use to assist those suffering from complicated grief reactions. (Course Competencies 2, 5, 6 & 7; Gen. Ed. Goals 1 & 5; Core Skills A, B & F)
10. Critique behaviors that are an integral part of moving toward grief resolution. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)

Unit #11 – Topics: Grief and the Family System
 Family Structure
 Family Governance
 Family Roles
 Religious Beliefs and Practices
 Family Resources
 Death as a Family Crisis
 Healing Tasks for the Grieving Family

Group Presentation: "Family Grief"

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 15 & 16 and pages 29-34 (PAD&D); Chapters 36-41 (WW)
3. *"Empathy and the Funeral Director"* – Todd Van Beck.

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Analyze family structure and its influence on the family's grief response. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Evaluate the influence of family cohesion, flexibility, and communication on the family's grief response. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Differentiate the influence of a family's religious beliefs and practices on their ability to cope with a death. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Appraise the influence of a family's resources on their capacity to grieve. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
5. Synthesize the impact a death may have on a family's life cycle. (Course Competencies 5 & 8; Gen. Ed. Goals 1, 5 & 8; Core Skills A & B)
6. Formulate the major tasks that promote a family's adaptation to a death. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
7. Distinguish factors that influence a family's adaptation to a death. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)

8. Hypothesize potential conflicts that may exist for family members before the death, at the time of death, and after the death. (Course Competencies 5 & 8; Gen. Ed. Goals 1, 5 & 8; Core Skills A & B)
9. Construct interventions by the funeral director that may be helpful to the family as it experiences a death. (Course Competencies 2, 6 & 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)

- Unit #12:** - Topics: Aftercare
- Sociological and Psychological Factors
 - Purpose and Requirements
 - Opportunities
 - Categories and Models of Programs

Group Presentation: "Aftercare"

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 18, 20, & 21 (PAD&D)

Objectives:

Having completed the assigned readings, attended class, and participated in class discussions, the student will be able to:

1. Critique sociological factors of preindustrial and postindustrial societies and their influence on aftercare. (Course Competencies 3 & 8; Gen. Ed. Goals 1, 7 & 8; Core Skills A & B)
2. Evaluate the influence of technological advances on the need for aftercare in today's society. (Course Competencies 8; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Analyze how the absence of a cohesive structure for the grief process in contemporary society impacts the bereaved. (Course Competencies 3 & 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Synthesize the role of psychological factors on the importance of aftercare. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
5. Reframe the purpose of aftercare. (Course Competencies 3, 4, 5 & 6; Gen. Ed. Goals 1, 5 & 7; Core Skills A & B)
6. Defend Rando's requirements of a bereavement program. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
7. Appraise various opportunities for aftercare. (Course Competencies 6; Gen. Ed. Goals 1 & 5; Core Skills A & B)
8. Analyze the role of death care professionals with respect to aftercare. (Course Competencies 6; Gen. Ed. Goals 1 & 5; Core Skills A & B)
9. Evaluate the various categories and models of aftercare programs. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)

- Unit #13:** - Topics: Arrangement Conference
- Form vs. Function
 - Deritualization of the Funeral
 - Purposes of the Meaningful Funeral
 - Funeral Misconceptions
 - Reconciliation Needs of the Mourning
 - Creating Meaningful Funerals
 - Wolfelt's Four Steps in the Arrangement Conference

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 18, 20, & 21 (PAD&D); Chapters 26, 27, 29-34, & 42 (WW); "Arranging" (FHCSA-Z)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Critique the concepts of form and function with respect to their influence on a funeral director's ability to create meaningful ceremonies. (Gen. Ed. Goals 1 & 5; Core Skills A & B)
2. Appraise the impact of deritualization in American society on its funeral traditions. (Course Competencies 3; Gen. Ed. Goals 1 & 7; Core Skills A & B)
3. Evaluate purposes of the meaningful funeral with respect to their psychological and sociological impact on the bereaved. (Course Competencies 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
4. Respond to common misconceptions that society has of funeral practices. (Gen. Ed. Goals 1; Core Skills A, B & F)
5. Synthesize the reconciliation needs of mourning with funeral ceremony. (Course Competencies 3 & 5; Gen. Ed. Goals 1 & 5; Core Skills A & B)
6. Evaluate the legal, ethical, and professional elements of the arrangement conference while demonstrating the creation of meaningful ceremonies through real world applications. (Course Competencies 4, 7 & 9; Gen. Ed. Goals 1 & 9; Core Skills A, B, C, D, F & G)
7. Reframe Wolfelt's four steps of the arrangement conference through case studies, group work, and real world applications. (Course Competencies 9; Gen. Ed. Goals 1 & 5; Core Skills A, B & F)
8. Appraise the importance of confidentiality for the funeral director and its role in serving clients. (Course Competencies 4; Gen. Ed. Goals 1 & 9; Core Skills A, B & C)
9. Critique the importance of diplomacy, tact, and first impressions in the relationship between the funeral director and client. (Course Competencies 4; Gen. Ed. Goals 1 & 5; Core Skills A, B & G)
10. Demonstrate ways that the funeral director can positively influence the funeral experience for the client as well as attendees. (Course Competencies 4, 6, 7 & 9; Gen. Ed. Goals 1, 5 & 9; Core Skills A, B, C, D, F & G)

Unit #14: - Topics: Defense Mechanisms
Difficult Situations
Caring for the Caregiver

Preparation:

1. Attend class and participate in class discussions.
2. Chapters 19-25 (WW); Chapter 22 (PAD&D); "Attitude", "Burnout", "Don'ts", "Energy", "Family" (FHCSA-Z)

Objectives:

Having completed the assigned readings, attended class and participated in class discussions, the student will be able to:

1. Evaluate the susceptibility of the funeral director for burnout and the role that defense mechanisms play in coping strategies. (Course Competencies 10; Gen. Ed. Goals 1 & 5; Core Skills A & B)

2. Synthesize Wolfelt's characteristics of stress and burnout and how they may present in the funeral directors response to the rigors of the profession. (Course Competencies 10; Gen. Ed. Goals 1 & 5; Core Skills A & B)
3. Demonstrate effective strategies that the funeral director can utilize to cope with challenging situations, while maintaining self-care. (Course Competencies 7 & 10; Gen. Ed. Goals 1 & 5; Core Skills A, B & F)

Assessment of student learning:

Student learning will be assessed using examinations, quizzes, case studies, group projects, and a casket presentation. Multiple-choice, matching, case studies, short essays, and fill-in-the-blank questions will be given. The final examination will be multiple-choice and will be inclusive. Weekly quizzes will be given on the assigned readings. Case studies will be completed in groups as well as individually on examinations.

Weekly quizzes on assigned readings
 Midterm Examination will cover Units #1-#7
 Final Examination will cover Units #1 - #14

The students will be videotaped presenting a gasketed metal casket and a cremation casket to a client that has specific questions. They will be critiqued based on their product knowledge, communication skills, and professionalism

The group project will involve two role-plays presented to the class. Each group's presentation will focus on a particular type of grief reaction. In the first role-play, the group will present a scenario in which the funeral director is least effective with the clients. The class will then critique what they saw. The second role-play will involve the same scenario, but the funeral director will respond in an effective manner. The class will then critique what they saw. The group will be graded on the following criteria: appropriateness of scenario for topic; participation of group members; group members ability to stay in character; and similarity of critical elements in both scenarios.

The final grade will be determined as follows:
 Quizzes: 25%
 Casket Presentation: 10%
 Class Demonstration: 10% (5% group participation)
 Midterm Exam: 25%
 Final Exam: 30%

NOTE: Minimum "C" grade is required to pass this course.

100-94	A
93-90	A-
89-87	B+
86-83	B
82-80	B-
79-78	C+
77-75	C
74-60	D
>60	F

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609-570-3422 or urbanb@mccc.edu.

Academic Integrity Statement:

It is the student's responsibility to attend all of their classes. If they miss a class meeting for any reason, students are responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. It is expected that students be on time for all their classes. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not acceptable behavior. Disruptive behavior of any type while someone is speaking is not appropriate.

All electronic devices are to be placed on silent alarm during class sessions. Texting and other forms of electronic communication will not be tolerated during class sessions. Students who engage in such activity will be asked to leave the class by the instructor.

The college welcomes all students into an environment that creates a sense of community pride and respect; we are all here to work cooperatively and to learn together.