



COURSE OUTLINE

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:	<u>Psychosocial Aspects of Death and Dying</u>
Author:	John D. Canine
Publisher:	Appleton & Lange
Edition:	1996
Title:	<u>Winning Ways</u>
Author:	Todd W. VanBeck
Publisher:	Appleton & Lange
Edition:	1999
Title:	<u>Funeral Home Customer Service A-Z</u>
Author:	Alan D. Wolfelt
Publisher:	Companion Press
Edition:	2005

Last revised: Spring 2020

Course coordinator: Michael Daley; tel. 609-570-3472; daleym@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

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
 Non-verbal Communication
 Kinesics and Proxemics
 Communication in Funeral Service
 Words and Rules of Language
 Types of Communication
 Communication Process
 Communication “Don’ts” and “Blunders”
 Public Speaking

Preparation:

1. “Communication”, “Speeches” and “Words” (FHCSA-Z)
2. Chapter 35 (WW)
3. Online: “Communication”

Objectives:

Having completed the online assignment, 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. Distinguish how “word choices” and “rules of language” influence effective communication. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
5. Compare and contrast interpersonal, intrapersonal, small group, public and mass communication. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)
6. Define the seven basic elements of the communication process. (Course Competencies 1; Gen. Ed. Goal 1; Core Skill A)
7. 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)

8. Synthesize Van Beck's communication barriers of interrupting, belittling and flip answers. (Course Competencies 1; Gen. Ed. Goals 1 & 5; Core Skills A & B)
9. 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)
10. Differentiate the steps necessary to plan a speech and distinguish the various types of speeches with their appropriate applications. (Course Competencies 1; Gen. Ed. Goal 1; Core Skills A & B)

Unit #2: - 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 #3 – 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 & 2 (PAD&D)
3. *How to Talk to the Children and Teens in Your Life About the Newtown CT Tragedy* – Alan D. Wolfelt PhD
4. Written assignment on the student's early experiences with loss.
5. Complete the Death Anxiety Scale.
6. Online: "Psychology of Death" "Cultural Attitudes Toward Death"

Objectives:

Having completed the assigned readings, online assignments, 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. Synthesize their early loss experiences with their current response to death and loss. (Course Competencies 5 & 10; Gen. Ed. Goals 1 & 5; Core Skills A,B & D)
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 #4: - 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. Chapters 3 & 16 (PAD & D)

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 #5: - 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.
2. Chapters 4 & 5 (PAD & D)
3. Online: "Psychology of Dying"

Objectives:

Having completed the assigned readings, online assignments, 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 #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); "Don'ts", "Empathy", "Helping", "Listening", "Manners" & "Qualities" (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: 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)

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 #8 – 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

Preparation:

1. Chapters 8-11 (PAD&D)
2. Online: "Normal Grief Reactions" and "Theories of Grief"

Objectives:

Having completed the assigned readings, online assignments 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 #9 – 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)
3. Online: "Complicated Grief"

Objectives:

Having completed the assigned readings, online assignments, 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 #10 – 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. Chapter 15 (PAD&D); Chapters 36-41 (WW)
3. *"Empathy and the Funeral Director"* – Todd Van Beck.
4. Online: "Grief and the Family System"

Objectives:

Having completed the assigned readings, online assignments, 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 #11:** - 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); "Aftercare" (FHCA-Z)
3. Online: "Aftercare"

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 #12:** - 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 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 #13: - 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, role-plays 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.

The group project will involve two role-plays presented to the class. Each group's presentation will focus on a particular topic from the course. 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 heard and 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 heard and saw.

The final grade will be determined as follows:

Quizzes:	5 %
Class Demonstration:	5% (group participation)
Tests:	25%
Midterm Exam:	30%
Final Exam:	35%

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 in compliance with both the ADA and Section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please see Arlene Stinson in LB216, (609)570-3525 or stinsona@mccc.edu for information regarding support services.

Academic Integrity

Students are required to perform all the work specified by the faculty and are responsible for the content and integrity of all academic work submitted, such as papers, reports, and examinations. A student will be guilty of violating the Rule of Academic Integrity if he or she:

- uses or obtains unauthorized assistance in any academic work;
- gives fraudulent assistance to another student;
- knowingly represents the work of others as his or her own or represents previously completed academic work as current;
- fabricates data in support of an academic assignment;
- inappropriately or unethically uses technological means to gain academic advantage

Classroom decorum

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.

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 appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type 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.

Attendance

It is the students' responsibility to attend all classes. If classes are missed for any reason, students are still 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. Students are expected to be on time for classes. If students walk into a class after it has begun they should select a seat close to the entrance in order to minimize the disruption.

Make-up tests and exams will not be given. In the event of an emergency it is the student's responsibility to notify the instructor of the situation **prior** to the administration of the test or exam. Should the instructor decide that a make-up test or exam is warranted because of the circumstances resulting in the absence, it will be administered at a **scheduled time**. The student must take the test or exam at the scheduled time or they will receive a grade of "0". This "exception" will only be considered **once** for the entire semester. Any additional tests or exams that are not taken with the rest of the class will receive a grade of "0".