

# EDUC 790 – Special Topics

## Grief and Loss – 3 Credits

Spring, 2024

**Instructor** – Maria Loy, She/Her  
**Email:** [maloy@uwsp.edu](mailto:maloy@uwsp.edu)  
**Office Location:** 4<sup>th</sup> floor, CPS 449

**Student Drop-in/Office Hours:**  
Mondays, 9:00-10:00, 11:00-12:00, &  
1:00-2:00  
Tuesdays, 12:00-1:00 & 2:00-3:00  
Thursdays/Fridays, by zoom appt

### Purpose and Course Description

As educators we know that most, if not all, of our students will experience hardships during their time in K12 education. These experiences can range from food insecurity, to homelessness, to abuse or neglect, to mental health struggles, to experiencing the death of a loved one. In this course we will be diving into childhood grief and loss, and all the complexities that impact how we grieve. By the end of this course, you will have the confidence as well as the skills to know what to say and how to support when you have a student and family experiencing the death of a loved one.

### Course Learning Outcomes

The following are the course outcomes. If you bring sufficient ability and apply reasonable effort to this course, you will be able to:

1. Implement ways to support a child going through the death or of a loved one.
2. Explain how societal bias and the manner in which someone has died, impact the grieving process.
3. Identify grief and loss resources within their own community.

### Textbook & Course Materials

All required texts will be provided to you via Canvas.

### Required Technology Hardware

This course does have a synchronous zoom element. You will need a working computer or laptop.

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone
  - printer
  - a stable internet connection (don't rely on cellular)

### Course Structure

**This course will have both synchronous (via zoom) and asynchronous weeks.** All course materials can be found entirely online through the course management system Canvas. You will use your UWSP

account to log in to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

## Canvas Support

UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users.

Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## Professional Learning Communities (PLCs) – Small Groups

I will assign you to be a part of a PLC or small group throughout the semester. You will work closely with your group during class but also will have some tasks to do together during asynchronous weeks. I recommend leaning on each other as you navigate this course as a community.

## Topic Outline/Schedule

**\*Subject to change\***

Date	Week	Mode of Learning	Topic	Details
Jan. 22 <sup>nd</sup>	1	Synchronous - Zoom	Childhood Grief	Read Syllabus Grief Awareness Journal
Jan. 29 <sup>th</sup>	2	Asynchronous	Childhood Grief	Two Truths and a Lie Grief Awareness Journal Understanding Grief
Feb. 5 <sup>th</sup>	3	Synchronous -Zoom	Childhood Grief	Guest Speaker
Feb. 12 <sup>th</sup>	4	Asynchronous	Complexities of Grief – Historical Trauma	Historical / Intergenerational Trauma Slides
Feb 19 <sup>th</sup>	5	Synchronous – with PLCs only. No large group Zoom	Complexities of Grief: Cultural and Racial Identities	PLC Project: Cultural and Racial Identities
Feb. 26 <sup>th</sup>	6	Asynchronous	Complexities of Grief: Relationships, Death, and Disenfranchised Grief	PLC Project: Relationships, Death, and Disenfranchised Grief
Mar. 4 <sup>th</sup>	7	Synchronous -Zoom	Complexities of Grief: Relationships, Death, and Disenfranchised Grief	
Mar. 11 <sup>th</sup>	8	Asynchronous	Complexities of Grief – IRL (In Real Life)	PLC Project: 4 Questions – Guest Panel Grief Awareness Journal

Spring Break				
Mar. 25 <sup>th</sup>	9	Synchronous - Zoom	Complexities of Grief: Grief and Loss Panel	Guest Speakers - Grief and Loss Panel
April 1 <sup>st</sup>	10	Asynchronous	Complexities of Grief - Interview	
April 8 <sup>th</sup>	11	Asynchronous	Work Week	Interview (CLO 2)
April 15 <sup>th</sup>	12	Asynchronous	Lesson Plans	Diving into resources + discussion Grief Awareness Journal
April 22 <sup>nd</sup>	13	PLCs only. No large group Zoom	Lesson Plans (peer feedback)	PLC Project: Feedback from classmates
April 29 <sup>th</sup>	14	Asynchronous	Lessons/Activities in Practice	Practice, Reflect, and Adjust
May 6 <sup>th</sup>	15	Synchronous - Zoom	Supports: Share Out and Celebrations	Lesson Plan (CLO 1) Community Resource Informational (CLO 3)

## Course Assignments

These assignments are designed to help you foster proficiencies for successful teaching. Detailed information found in Canvas.

*\*All assignments will be due on Sundays. You are welcome to turn them in earlier. However, if you are working ahead, try to limit how far in advance you work. This is because discussions in the synchronous meetings are relevant to completion of the week's assignments.*

Assignments	Brief Description	Points
Read Syllabus	Respond to discussion prompt	1
Two Truths and a Lie	Creating a community is important, even over zoom	5
Grief Awareness Journal	All used to support processing and experiencing different topics and ideas	5 points per entry – 35 total
Understanding Grief	You will use a website to create a one-page visual to share with your staff that will help them understand grief, particularly regarding children and/or teenagers.	6
Historical/Intergenerational Trauma Slides	You will spend time reading an article on the healing of historical trauma after the “Indigenous holocaust.” You will then create a short slide deck that you could use to teach your staff about what you’ve learned.	12
PLC Project: Cultural and Racial Identities	You will explore with your group, factors that can impact the grieving process of BIPOC children and families	12

PLC Project: Relationships, Death, and Disenfranchised Grief	Your challenge will be to research a topic as a group and then teach your peers. You will be assigned the topic.	30
PLC Project: 4 Questions – Guest Panel	You will work with your group to think of 4 questions for our group panel on childhood grief	8
Short Assignments about Lessons/Activities	Diving into resources + discussion PLC Project: Feedback from classmates Practice, Reflect, and Adjust	4 points each Total: 12
Interview (CLO 2)	Interview someone who has experienced grief and loss as a child or a parent/guardian who witnessed their child going through the grieving process. <i>If you do not know of anyone who fits this criteria, please let me know and I will find someone for you.</i> <b>Due: April 14th</b>	22
Lesson Plan (CLO 1)	Create a lesson plan, group lesson, or individual activity for a grieving student(s) or a whole class. <b>Due: May 5th</b>	15
Community Resource Informational (CLO 3)	Create an eye-catching half page informational on your community resource. <b>Due: May 5th</b>	7

## Grading Policies

### Grading and Course Requirements

Directions and rubrics for all the assignments are in Canvas. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow. Please read the directions for each assignment carefully.

### Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.

### Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%

C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	Below 60%

*\*I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class.*

## Course Policies

### Attendance:

Per University reporting policy, at some point during the first eight days of the regular 16-week term, I will take attendance. I consider both synchronous and asynchronous for attendance. If you are not present or have not participated in asynchronous lessons or activities, you may be dropped from the class

Your attendance and participation are essential. Collaboration with your peers outside class is strongly encouraged and will be part of this course. Your learning is a priority but so is your wellbeing. Many students face obstacles while pursuing their education. These can be related to work, family obligations, or unforeseen personal difficulties. If you are experiencing challenges that are affecting your ability to succeed in this course, please contact me so we can work together to plan for your success. If I feel like missed attendance is becoming a pattern, I will reach out.

For make up work please contact me.

*Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation."*

Please refer to the [Office of the Registrar](#) for more attendance information.

### Late Work:

I do expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points. Please contact me if there is a need for work to be turned in late.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

### Communication:

If you are experiencing difficulty or have questions outside of class time, it is best to contact me through email at [maloy@uwsp.edu](mailto:maloy@uwsp.edu). I try to respond to student email within 1 business day, but at some points in the term, my inbox gets quite full. If you don't hear back within 2 days, please resend your message as a gentle reminder.

To help me process your message and respond effectively to your issues, your email should be clear, concise, and professional. Include the course title in the subject line of your email. If we end up in a long email discussion, remember to include the entire thread of an ongoing email conversation so that I can recall the history of your case. So that I remember exactly who you are, please sign off with your first and last name. Because of the risk of malware and computer viruses, I will not open email attachments.

## Instructor Inclusivity Statement

I am committed to a learning environment where diverse perspectives are recognized and valued as a strength. My intention is that students from all backgrounds feel welcomed and well-served in this learning space. Course materials and activities are chosen with care to be respectful of diversity in gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

I'm also committed to continually work on myself as I strive to become an antiracist educator. My goal is to always do better than before and if there is something that makes you uncomfortable or I miss the mark, please know that I welcome feedback.

I will continue to push not only my own thinking, but yours as well. We will support each other through some difficult conversations, but please know we are in this together. My goal is that we all grow as a community.

## Reflective Practitioner

It is necessary that you take the time to reflect on your interactions, disposition, and pedagogy throughout each school year. To be reflective is not being critical of yourself but rather a necessary tool to ensure that you are providing the best service to your students and colleagues. I will provide a myriad of resources to encourage reflection and collaboration in and outside of the classroom.

## Class Climate

I'm dedicated to creating safe, inclusive classes where everyone can succeed. This course is a **Safe Zone for LGBTQ+ students**. I won't condone disrespectful or discriminatory language or behavior. I extend an open-door invitation to all my students. If you feel unwelcome or unsafe in this course or have any concerns about your ability to succeed, please let me know. We can address the issue together confidentially. As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities (Links to an external site.).

## Dispositions and Conduct

As a class, we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never okay and will not be tolerated.

If you have experienced an act of conduct, speech, or expression at UWSP that is motivated by bias, you have the right to report it using this [bias incident reporting form](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

### Here are some ways we can agree to work together:

- Lean sharing – share what you would like to share but be conscientious of other's opportunity for air time.
- Include others in discussions.
- Present ideas without the use of offensive language.
- Our classmates come with differing abilities and strengths. Everyone deserves respect and kindness.
- Be Brave. Sometimes it takes a lot of bravery to enter discussions, especially around topics that are new or challenging. Speak from your heart.
- Do not hesitate to ask for feedback.

## Exceptional Needs

I'm dedicated to accommodating the needs of my students. **I don't believe that equal treatment is the same as fair treatment.** A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. *Some examples of exceptional needs are; learning disability, physical disability, chronic illness, death in the family, car accident, sick child.*

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies. If you have a disability and want accommodation, please register with the [Disability Services and Assistive Technology Office](#) and contact me. If you're unfamiliar or uneasy with this process, please contact me anyway, and we'll work through it together.

## Integrity

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. However, life happens from time to time. If you cannot meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with Chapter 14 of the UWSP Bill of Rights and Responsibilities. This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, a written report from me, and contest my decision (UWSP 14.06 (1, 3)).

## Offensive/Outdated Language:

Some of our readings are historical. As such, they will make use of archaic terms when referring to specific minority groups. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. I ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

## Preferred Names

If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can address you according to your preference.

## Pronouns

I am committed to making sure all my students feel welcome to come as their true and authentic selves. I will ask at the beginning of class for your pronouns, but if I ever misgender you please let me know.

## Technology in the Classroom:

**Cell phone usage:** It is my experience that students learn the most when they are actively engaged with course material during lectures and discussions. With that being said, I have a loose expectation with cell phones. If you need to use it, you've earned the right to. Ultimately it is all of you who are paying for this education. I may approach you after class and inquire about your usage if it appears to be excessive.

If it continues to be an issue, it will reflect on your attendance grade. **Your physical presence is not adequate enough to be present.**

**Virtual Class Expectations:** I know zoom can be challenging. Finding a quiet space with access to wifi and free from distractions can be difficult. However, I do expect active participation during our virtual classes. This means that I ask that your camera stays on (no, I don't care what your hair looks like, if you haven't brushed your teeth, or if you're still wearing your pajamas) and you're actively engaged. Keeping your camera on aids in community building, classroom participation, and small group discussions. It shows myself and your peers that you care. Please make sure your name is listed.

**Online Tools:** This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. If third party apps are used, I will provide you with information on the privacy policy of the app in question ([Flip's Privacy Policy](#) and [Google's Privacy Policy](#)). Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you. [UWSP Handbook Chapter 9 Section 5]

## Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## Student Support Resources

### Student Drop-in/Office hours:

I am available to provide help outside of class without an appointment on the **days/times below**. You may drop in during office hours or we can work together to schedule a different time. I do not hold normal office hours during Spring Break.

#### Office Hours:

### Tutoring and Learning Center (TLC):

The Tutoring and Learning Center provides individual and group tutoring in a variety of subject areas.

Stevens Point Campus	Marshfield Campus	Wausau
234 Collins Classroom Center (CCC) 1801 4th Ave. Stevens Point, WI 54481 715-346-3568 <a href="mailto:tlctutor@uwsp.edu">tlctutor@uwsp.edu</a>	Library 2000 W. 5th Street Marshfield, WI 54449 715-898-6036 <a href="mailto:roleary@uwsp.edu">roleary@uwsp.edu</a>	Library 518 S. 7th Ave Wausau, WI 54401 715-261-6148 <a href="mailto:lorandal@uwsp.edu">lorandal@uwsp.edu</a>



## Advising:

Staff in the Academic and Career Advising Center directly assist students in realizing their potential, achieving educational goals, and making successful transitions through college and into careers. See table below for contact information.

## Health/Mental Health:

Over the past few years, the U.S. has experienced a pandemic, the painful consequences of long-endured violence against people of color and Black communities, divisive political rhetoric and actions, changes to what many had assumed were basic rights afforded to them by the constitution, climate change, gun violence, and a host of other issues that impact people. These events have caused and continue to cause, fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout the term. If recent events have impacted your health, well-being, or schoolwork, I encourage you to contact the Counseling Center, located in Delzell Hall (715)346-3553.

## Canvas Support:

Canvas help is available 24/7. You can access this from any Canvas page using the “?” icon in the menu located at the left of your screen. Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## Dropping UWSP Courses

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Please reach out for support or if you have any questions.

Advising	Safety and General Support	Health
Academic and Career Advising Center, 234 CCC Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553.  Health Care, Delzell Hall, ext. 4646

## UWSP Service Desk (601 Division St)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit the [IT service desk web site](#).

## Dean Of Students Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Like other faculty and staff, I will be proactive, supportive, and involved in facilitating your success through early detection, reporting, and intervention.

As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by accessing the [student of concern reporting form](#).

## Legal and Institutional Policies

Although your instructor is responsible for developing course policies, there are institutional policies and laws with which each course must comply.

### Equal Access for Students with Disabilities\*

Many students have visible or invisible disabilities, and UWSP offers accommodations that allow all students to achieve their full potential in a course. If you require modifications in a course due to a disability, contact the [Disability Resource Center](#) to complete an Accommodations Request form, Phone: 346-3365 or Room 108 in Collins Classroom Center. Inform me of the required accommodations.

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs, compromise academic standards, or intrude upon instructors' academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe their disability.

### Confidentiality/FERPA

Details about your academic performance and participation in this course are confidential, as outlined in The [Family Educational Rights and Privacy Act](#) (FERPA).

### Religious Belief Accommodations

I am committed to respect for all religious traditions. If there is a conflict between course deadlines/requirements and your religious practices or beliefs, please inform me so I can make reasonable accommodations. (See [UWS 22](#)).

### Absence due to Military Service

I am committed to respect for those in the armed forces. You will not be penalized for late work due to due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) [weeks](#) unless special permission is granted by the instructor. Please contact me if you have such an obligation so that reasonable accommodations can be made. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

### Academic Honesty

All material submitted for grading in this course should represent the work of the student who submits it. When students claim credit for work that is not their own (copy, cheat), or assist in such acts, they may be guilty of Academic Misconduct. If found to have committed academic misconduct, students may face punishments from lowered grades to expulsion from the University. **You are capable of meeting my expectations for this course.** If you are concerned about how well you are doing in the course, please come speak with me instead of considering academic misconduct. Please see the student handbook coverage of [academic misconduct](#) for more information.

## Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment, and I have organized my course to ensure this. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

## Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

## Drug Free Schools

The Drug Free Schools and Communities Act (DFSCA) requires that institutions of higher education like UWSP establish policies addressing unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

## Copyright infringement

Copyright is a kind of intellectual property. It protects a creator's original works from specific forms of use by others. I strongly believe in the importance of respecting copyright, and appropriately attributing all works presented in this course, and expect students to show the same respect. If you use images, video, or words produced by others, it is important that you properly attribute them to the copyright holder. Inappropriately using or failing to correctly credit the owner of the intellectual property you use, without permission or legal authority, could be a violation of the Laws governing intellectual property. (see section 106 of the Copyright Act). Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).