Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 08/15/2012
(Effective date cannot be retroactive)

☐ New course ☐ Temporary course ☐ Drop service course
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit
☐ Increase credit (former credit ________)
☐ Number (former number ________)
☐ Crosslisting (between WSU departments) (Must have both departmental signatures)

☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in ________ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only) ☐ Graduate credit (professional programs only)
☐ Other (please list request) ________

CoPsy
course prefix

596

Pet Loss and Human Bereavement

Course No. title

1 1 0 0 Graduate status
credit lecture hrs lab hrs studio hrs prerequisite

per week per week per week

20 words or less

Description: Addressing human bereavement and grief in the context of the human/animal relationship.

Instructor: Dr. Phyllis Erdman
Contact: Lynn Buckley Phyllis Erdman
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Campus Zip Code: 2136

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

2-27-12
Kelly Ward Chair/date

Dean/date

General Education Com/date

Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

All-University Writing Com/date Academic Affairs Com/date Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for Proposed Courses

The Colleges of Education (Counseling Psychology Program), Veterinary Medicine, and CAHNRS (Animal Science Program) are working together to provide cross disciplinary coursework for students interested in Human-Animal Interaction (HAI). We are proposing the following:

The College of Education is proposing a new course entitled CoPsy 596 – Pet Loss and Human Bereavement (see attached syllabus), which will be offered for graded graduate credit to coincide with the existing course in the College of Veterinary Medicine, VM 596 - Pet Loss and Human Bereavement. These have to be separate courses because the VM course is coded as a professional course and is ungraded; the CoPsy course will be offered for graduate credit and will be graded. The courses will be scheduled at the same time, allowing both veterinary and counseling students to enroll in their respective sections, while attending the same class.

The College of Education and CAHNRS is proposing a cross listed course entitled AS 505/CoPsy505 – Reverence for Life (see attached syllabi), which will be offered for graded graduate credit to coincide with the existing course in the College of Veterinary Medicine, entitled VM 505 – Reverence for Life. These have to be separate courses because the VM course is coded as a professional course and is ungraded; the AS/CoPsy course will be offered for graduate credit and will be graded. The courses will be scheduled at the same time, allowing both veterinary, animal science, and counseling students to enroll in their respective sections, while attending the same class.

These courses cover topics relevant to human-animal interaction (HAI), which is an area of study that cuts across the disciplines of Veterinary Medicine, Counseling, and Animal Science. Faculty across these disciplines have been involved in interdisciplinary research with graduate students focusing on HAI. Our goal, in the near future, is to create a group of related courses that will count toward a cognate or certificate in HAI. These two courses are the first to be offered toward that goal.

Further support for cross listing these courses comes from recent literature that emphasizes the role of the veterinarian as playing a part in the stability of family interactions and health of its members. Dr. Peg Rucker notes that “the human/animal bond will be the salvation of the [veterinary] profession…” The newly revised mission statement of the American Veterinary Medical Association (AVMA) incorporates the importance of The Bond (referring to the human/animal bond) and defines it as “Healthy Pets, Healthy Pet Owners, Healthy Pet Care Providers”. This evolving recognition of the bond between people and their companion animals, and the empirically proven mental and physiological benefits of human animal interactions, opens new arenas for interdisciplinary work between veterinary, animal science, and counseling professionals. In veterinary hospitals across the country, social work and counseling professionals are providing support for clients in euthanasia decisions, grief and bereavement counseling post-euthanasia and in working with veterinary professionals in the realm of compassion fatigue.
With the recognition that animals often serve as sentinels for family dysfunction (domestic violence, child abuse) and psychological disorders (animal hoarding), there is increasing need for counselors and psychological professionals to be educated and informed about HAI issues.

Scientifically validated investigation of the HAI is needed to determine what is good for people and good for animals, and for its incorporation in therapeutic settings (e.g. reimbursement of Animal Assisted Therapy by medical insurance companies). Although the number of well-designed, empirical studies on the HAI has increased in recent years, much more research still needs to be done. It is therefore important to train scientists with expertise in animal behavior and welfare (such as animal science students) or in human behavior (counseling/psychology students) that will also have strong knowledge and understanding of all aspects of the HAI.

By cross listing these courses, there will be an opportunity for counseling students to partner with veterinary medicine students and animal science students in a supportive role to bridge the connection between needs of the veterinary profession and the skills of the mental health professional, and allow them to develop a more global view of the HAI.

"...the [veterinary] profession must redevote itself to the original ideals of compassion and honest caring towards his patients and their owners"  
Pukay, B. P. (2000)
CoPsy 596

Pet Loss and Human Bereavement
Department of Educational Leadership and Counseling Psychology
Washington State University

Instructor
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Office location/hours  - Cleveland 160B
My regular office hours are 8-5 Monday – Friday as associate dean. If I am not available during that time please check with my assistant, Sara Johnston, for my availability. You may also email her (sejohnston@wsu.edu) to schedule appointments with me.

Required Readings
See attached Reading List. Reading assignments will be determined from this list and/or additional readings as they are identified by the instructor. Because this is an evolving field, new research is being published regularly.

Course Description
This class is designed to prepare master’s counseling students for addressing the issues of bereavement within the context of the human/animal relationship. Counseling students will be paired with veterinary students in staffing a Pet Loss Hotline to serve as mentors to assist veterinary students in addressing clients’ bereavement issues. Additionally, counseling students will learn about the various aspects of serving as professional consultants to veterinary clinics.

Counseling Program and Course Learning Outcomes

I. Skilled counseling practitioners, specifically.....
   Students will learn how to integrate the role of the professional counselor into veterinary practices

II. Skilled scholars/researchers as appropriate to their professional roles, specifically...
   Students will become familiar with the research regarding grief responses within the veterinary profession

III. Professional and ethical scholars and practitioners, specifically....
Students will become familiar with professional and ethical issues surrounding a counselor’s role working with veterinarians

IV. Sensitive to issues of diversity and able to integrate this sensitivity into respective professional roles, specifically....
Students will learn about various approaches and beliefs regarding grief/human-animal bond with sensitivity to all types of diversity.

V. Effective in consultation, collaboration, communication, and human relations skills across professional contexts, specifically....
Students will learn about consultation with veterinarian, and related community members

VI. Developing a professional identity appropriate for future career plans, specifically....
Students will learn about career opportunities in partnering with veterinarians.

COURSE REQUIREMENTS AND STUDENT ASSESSMENT

I. Attendance/Participation/Engagement

Attendance. Attendance and punctuality are essential elements of professionalism. As a student in this course, you are expected to behave as professionals; to attend all class sessions, arrive on time, stay the entire class, and return promptly from breaks. Since each class session constitutes an entire week of class, attendance is extremely important and any absences will result in a loss of credit. Because of the interactive nature of this class, it will be impossible to make up class time if you are not present. Students who have special concerns or circumstances are encouraged to contact me as soon as possible.

Participation and Engagement. Participation and engagement include completing the assigned readings, completing class assignments, and actively participating in class discussion. It is important to respect the opinions and contributions of other class members and to contribute questions, ideas, and solutions of your own. Please turn off all cell phones and any other electronic devices during class time.

II. Course Requirements

1. Attend and actively participate in all six classes. Classes consist of lectures and interactive discussions. Missed classes cannot be made up.

2. Dates of class: 5:30 to 7:30 pm
   - Thursday, August 23, 2012
   - Thursday, September 6, 2012
   - Thursday, September 13, 2012
   - Thursday, September 20, 2012
   - Thursday, September 27, 2012
   - Thursday November 15, 2012
3. In office training session: Each student must complete one ½ hour training for the Pet Loss Hotline office to learn procedures, policies, etc.

4. Complete readings as assigned: Come prepared to discuss the articles or readings.

5. Complete four shifts on the Pet Loss Hotline prior to completion of credit (shift sign up sheet is in Abbie DeMeerleer’s office on her file cabinet). You are responsible for keeping track of your shifts, and finding replacements if you are unable to fulfill a shift, due to illness or personal reasons. Counseling students will be paired with 1st/2nd year veterinary students.

6. Case Presentation: You will be asked to choose one phone call or letter from the Hotline to present to the class during the final class meeting. Your presentation will describe the role you played in assisting the veterinary student; how you helped the student process the phone call/letter; what the final outcome was.

7. Written assignment: Each student will prepare a Reflection Paper on Grief, approximately 5-10 pages. The paper will have two parts: Part 1 – Your personal reflection on the grief process and what you learned about yourself; Part 2 – What you learned about working with veterinary students and what you contributed to their development regarding grief. This paper should be partly personal reflection and partly based on class discussions, articles read, and your own research on the role of counselors as consultants to veterinarians.

III. Evaluations

This is a graded, 1-credit graduate level course. You will be evaluated on multiple measures for this class.

- Actively engaging in discussions and class readings, which includes coming to class being prepared and having read the material: 20% of grade
- Pet Loss Hotline shifts (four shifts): 20% of grade
- Case Presentation: 30% of grade
- Written assignment: 30% of grade
Grading scale:

93%+      A
90-92%     A-
87-89%     B+
83-86%     B
80-82%     B-
77-79%     C+
74-76%     C
70-73%     C-
65-69%     D
64 and below F

Policy on Incompletes

A student may receive an “incomplete” in this class only when there are circumstances beyond the student’s control that require an extension in fulfilling assignments for this course (e.g., serious illness; deaths). Conflicting obligations (e.g., other course work; work responsibilities; RA/TA duties) do not qualify for receiving an incomplete. It is the discretion of the instructor to determine what circumstances will be considered acceptable for an incomplete. If it is not determined acceptable, the students will receive a grade based on the work completed in the class at the end of the semester.

Students will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an “I” grade. If the work is not completed after the time, the “I” grade for the course will automatically become an F. Students cannot graduate with an “I” grade on their transcript.

Students with Disabilities

We are an institution of higher education and we have a responsibility to inform students with disabilities about the process of accessing reasonable accommodations. The Students with Disabilities syllabus statement is an important part of fulfilling that institutional responsibility, therefore we ask that all teaching faculty include it in every syllabus.

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building, Room 217). All accommodations MUST be approved through the Access Center.

Please stop by or call 509-335-3417 to make an appointment with a disability specialist.
Academic Integrity

Any member of the University community who witnesses an apparent act of academic dishonesty shall report the act either to the instructor responsible for the course or activity or to the Office of Student Affairs. The Handbook defines academic dishonesty to include “cheating, falsification, fabrication, multiple submission [e.g., submitting the same or slightly revised paper or oral report to different courses as a new piece of work], plagiarism [the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work], abuse of academic material, complicity, or misconduct in research.” Infractions will be addressed according to procedures specified in the Handbook. Students found in violation of the code of academic integrity in this course will receive a failing grade for the course with a reduced penalty at the discretion of the instructor, dependent on circumstances surrounding the violation.

http://academicintegrity.wsu.edu/default.asp?PageID=4614 (WSU’s Academic Integrity Program)

http://www.wsulibs.wsu.edu/plagiarism/main.html (WSU’s Plagiarism Information Site)

Safety on Campus

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Each of us shares responsibility for campus safety. Individual faculty, staff and students should know the appropriate actions to take when an emergency arises. Several resources are available for you to become familiar with the University safety and security procedures that will assist emergency personnel fulfill their responsibilities when emergencies arise.

The Campus Safety Plan (http://safetyplan.wsu.edu) contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community.

Visit the Emergency Management website (http://oem.wsu.edu/emergencies) to become familiar with the campus safety and emergency information provided.

Visit the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found. This site also provides information on the
communication resources WSU will use to provide warning and notification during emergencies.

All faculty, staff, and students should go to the myWSU portal (http://my.wsu.edu) and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the myWSU main webpage. Look for the Emergency Notification box on the right side of the page and click on Register to be taken to the registration page where you can enter your cell, landline, and email contact information.

Calendar

Class One: Thursday, August 25

I. Introduction
   - Welcome and Overview
   - Goals of Training Workshop
   - Why are you here?
   - Article discussion
   - Philosophy of Hotline
   - Mission Statement

II. Goals of Service to clients
   - Facilitate expression of feelings
   - Listen, acknowledge, validate, develop action plan
   - Legitimize Human/Animal bond, loss, and grief
   - Educate and/or refer

III. The Human-Animal Bond
   - Brief History
   - Current state of attachment
   - Changing expectations of clients for veterinarians
   - Positive and negative realities of bond

IV. Examining Personal Readiness
   - Personal experiences with loss, death and grief
   - Fears and apprehensions
   - Grief Script
V. Professional Detachment versus Empathy:
   • How do we navigate between the two polarities?

Class two: Thursday, September 1

What skills do we need to help the bereaved?

The normal grieving process

• Stages and phases
• Normal manifestations of grief
• Traumatic death and grief
• Grief and special populations
• Pet loss grief vs. human loss
• Helping children cope
• Pet loss and the elderly
• Gender differences and grief
• Traumatic death and grief

The Euthanasia Decision

• Personal fears and beliefs
• Discussing with a caller
• Anticipatory grief
• Attending the death
• Guilt reactions
• Burial, disposal
• Grief rituals
• 20/20 Video on client grief and bereavement

Class Three: Thursday, September 8

I. What does compassionate communication look like?
II. Therapeutic skills and tools for the Hotline Volunteer
   • Portrait of a helper
     1. Ideal
     2. Personal evaluation and plan
   • How to be therapeutic without doing therapy
   • Encouraging Callers to tell their story
   • Communications skills
     1. Levels of communication
2. The helper’s basic tool chest
   - Problem Exploration
   - Active listening
   - Empathy
   - Reflection
   - Clarification
   - Using questions effectively
   - Dealing with silence
   - Do’s and don’ts
   - Guiding not leading
   - Exploring options
   - Exploring resources
   - Develop an action plan

III. Confidentiality

IV. Handling difficult calls (or difficult clients in practice)
   - The angry caller
   - The chronic caller
   - The caller with suicidal thought

V. Assisting clients in making difficult decisions

VI. Compassion Fatigue

Class Four: Thursday, September 15
   - Debrief calls and letters
   - Article Discussion
   - Presentation: A client’s experience with pet loss
      Client videos

Class Five: Thursday, September 22
   - Veterinary panel to discuss end of life care, euthanasia and related subjects.
   - Come prepared with questions.

Class Six: Thursday, November 17
   - Final Debriefing
   - Personal case presentations
Reading List


