

Hospice Foundation of America's Program

COVID-19 LOSSES AND GAINS OF TEENAGERS

Self-Study ONLINE Course

DESCRIPTION

The impact of COVID-19 on adolescents (ages 13-18) continues to be significant. Many young people have experienced the deaths of those close to them, sometimes multiple deaths in their family or community. The non-death losses for this age group are myriad, as many important life experiences and milestones have been modified or missed altogether. Most of the current research on the pandemic has either not focused on adolescents or has been conducted outside the United States. Dr. Servaty-Seib and Dr. Malone review the existing research that does exist on the psychosocial impacts of COVID-19 for adolescents and report findings from their current study focused on assessing adolescents' perceptions of losses and gains associated with the pandemic. Going beyond symptoms, an emphasis on loss/gain perceptions can suggest direction for facilitating grief and enhancing resilience and possible transformative insights and growth. By capturing adolescent voices, this gain/loss framework will provide important information and interventive strategies for counselors and other mental health providers, teachers, and parents.

PROGRAM DETAILS

Hospice Foundation of America has taken its popular webinar program and created a self-study course for professionals. The online presentation features experienced professionals offering their own expertise on the topic. On the screen, you will see the slide presentation and will be able to hear the experts talking and presenting.

RELEASE DATE:	Program originally premiered April 6, 2021
ON DEMAND:	to registered individuals for 1 year after purchase
LENGTH:	90 minutes
CE HOURS:	1.5 hours for a wide variety of professional boards
CE FEE:	One CE certificate is included in the cost of registration. Additional certificates (if selecting more than one board) are \$10 each.
CONTENT LEVEL:	The program is mainly for professionals already working in the field, but is practical for all levels of education – entry level, intermediate or advanced.
TARGET AUDIENCE:	The course is useful to Health care clinicians, social service clinicians and others working in the hospice, palliative care, counseling, hospital, nursing home, funeral home or faith community environments

HOW THE ONLINE SELF-STUDY PROGRAM WORKS

Step 1 - Register/purchase the course

Step 2 - View the course online through the link in your confirmation email or in your account.

Step 3 - Follow the instructions provided to receive your CE certificate*.

*An evaluation and a short exam are a part of this process.

TECHNICAL REQUIREMENTS

To view this online program, you will need a computer and screen, reliable internet access, and speakers. Please test your system ahead of time to ensure you have the capabilities to view and hear the program. Mobile service provider charges may apply.

TEST LINK for Audio and Video:

<http://hospicefoundation.org/Professionals/All-Programs/All-Self-Studies/Video-Test-Page>

REGISTRATION INFORMATION/FEEES

Register directly online, on HFA's website: www.hospicefoundation.org. To have a registration form mailed to you, contact HFA at 800-854-3402 or by email at educate@hospicefoundation.org.

For current prices, please refer to HFA's website at www.hospicefoundation.org.

There are no refunds on registration. *Few exceptions may occur depending on the circumstance. To request a refund, a written request must be received (and granted) by HFA.

REGISTRATION POLICY

INDIVIDUAL REGISTRATION

Provides one person, the registrant, access to the self-study course for personal viewing.

MULTIPLE VIEWER REGISTRATION

Provides one person, the registrant, access to the webcast for streaming from one computer to a group of people. Program access fees remain the same; CEs are included in course fees for the registered user and are \$12 per additional participant per course. **Please note that self-study courses accommodate individual learners only unless prior arrangements are made through HFA for additional certificates.** Contact HFA at 202-457-5811 or email us at educate@hospicefoundation.org to register the additional participants.

MATERIALS AREA

Course materials are accessible to all registered individuals immediately after registering. Program materials are available on HFA's website at <https://hospicefoundation.org/Shop-HFA/My-Account>. From here, click on "Orders/Courses." Materials contain the full-length video, CE instructions, the program's slides, and additional program material. Information will be posted to your account as they become available.

LEARNING OBJECTIVES

AT THE CONCLUSION OF THIS PROGRAM, PARTICIPANTS WILL BE ABLE TO:

1. Articulate the psychosocial burden of COVID-19 on teenagers.
2. Understand perceived losses experienced by teenagers during the pandemic.
3. Explain perceived gains as potential for transformative and growth-inducing insight.
4. Describe possible supportive actions and coping strategies to be provided by caring adults.
5. Identify individual demographic factors that may be related to teenagers' perceived gains and losses associated with COVID-19.

PROGRAM OUTLINE

- Teenagers and non-death loss (7 minutes)
 - Types of non-death loss
 - Impact on teenagers (physical, social, emotional, cognitive)
- Gain/loss framework as applied to pandemic (20 minutes)
 - Assumptions
 - Subscales of the Perceived Impact of Life Events Scale
 - Original version
 - Young adult/adolescent version
 - Application to young adults...and now teenagers
 - Life events/experiences researched thus far
- Grief-related concepts and their definitions (10 minutes)
 - Disenfranchised grief
 - Ambiguous grief
 - Indefinite loss
- International studies so far (5 minutes)
 - Mostly underscore the challenges and burdens caused by COVID-19
- Rationale for current study (10 minutes)
 - Research questions

- Method
 - Participants
 - Procedure
 - Questions/instruments
- Preliminary findings (8 minutes)
 - Quantitative findings
 - Qualitative themes
- Clinical and Research Implications (20 minutes)
 - Coping strategies for teenagers
 - Guidance for parents, teachers, clinicians
 - Gain/loss framework
 - practical statements and questions
 - applied to different modes/levels of intervention
 - sensitivity required with regard to discussion of gains
 - Critical need for balanced approach in research--losses and yet also possible points of gain and growth.
- Question/Answer Session (10 minutes)

CONTINUING EDUCATION

This program is available for 1.5 credits of continuing education. CE credits are available to the registered participant online (after completing the course). One CE certificate is included in the cost of registration. Additional certificates (if selecting more than one board) are \$10 each. A complete list of board approvals for this course is posted to HFA's website (at www.hospicefoundation.org).

COURSE COMPLETION REQUIREMENTS

Participants must view the entire 90-minute program (online-streaming video). Partial credit is not awarded. Participants must also complete the entire CE process online, before the CE deadline (1 year after purchase of course). In order to go online, two codes will be issued to you and verified online; a Site # (same as your Order/Invoice #) and the Course Code (provided in your CE instruction sheet). The online CE process includes a required evaluation form and exam. The exam must be completed at 80% or above (the exam may be re-taken, if necessary). Attendees will be able to choose the board they wish to receive credit from (from Hospice Foundation of America's list of board approvals*). Participants will then be able to print their CE certificate immediately after completing all CE requirements online (on HFA's CE site at <https://educate.hospicefoundation.org>).

*A complete list of board approvals is posted on HFA's website at www.hospicefoundation.org.

EXPERT SPEAKERS

Heather L. Servaty-Seib, PhD, HSPP, is a Dean's Fellow for Analytical Assessment in Purdue's Honors College. She is also Professor of Counseling Psychology in the Educational Studies Department of the College of Education where her primary scholarly areas include adolescent/college student bereavement, loss/gain impact of life events, and support and communication in the grieving process. Professor Servaty-Seib received her BA (honors) from Concordia College in 1992 and her Master's and PhD in Counseling Psychology from the University of North Texas in 1995 and 1997. She teaches Honors courses connected to her research—most recently courses entitled Death and Dying and Loss. Dr. Servaty-Seib is a past president of the Association for Death Education and Counseling (ADEC) and received the ADEC 2013 Death Educator Award. Much of her recent scholarship has been focused in area of college student bereavement including a co-edited volume (published by Jossey-Bass) entitled *Assisting Bereaved College Students*, an edited volume of narratives by grieving college students (published by Jessica Kingsley), and empirical articles published in journals such as *The Counseling Psychologist* and *Death Studies*. She is on the editorial boards of four academic journals including three of the top research journals of the field of thanatology.

Pamela A. Malone, PhD, LCSW-S, Fellow in Thanatology maintains a private clinical practice in which she provides individual, couples, and family therapy. Her clinical experience spans over 30 years in a variety of settings. She is a clinical supervisor for master's level clinicians specifically for hospice social workers. Dr. Malone is an Assistant Professor-in-Practice at the University of Texas at Arlington School of Social Work where her favorite course to teach is Death and Dying. Research, presentations, and publications focus on loss and grief during adolescence. Her book, *Counseling Adolescents through Loss, Grief, and Trauma* is published by Routledge and available at Amazon.

REVIEWER

Lynda Shand, CHPN, CNE, RN, PhD, *Associate Professor*, Mercy College

BIBLIOGRAPHY/REFERENCES:

Website

Actively Moving Forward: <https://heal grief.org/actively-moving-forward/>

Peer-reviewed journal/resources

Branquinho, C., Kelly, Cl, Arevala, L.C., Santos, A., & de Matos, M.G. (2020). "Hey, we also have something to say": A qualitative study of Portuguese adolescents' and young people's experiences under COVID-19. *Journal of Community Psychology*, 1-13.

Caffo, E., Scandroglio, F., & Asta, L. (2020). Debate: COVID-19 and psychological well-being of children and adolescents in Italy. *Child and Adolescent Mental Health*, 25(3), 167-168.

Stavridou, A., Stergiopoulou, A.A., Panagouli, E., Mesiris, G., Thirios, A., Mougiakos, T., Troupis, T., Psaltopoulou, T. Tsolia, M., Sergentanis, T.N., & Tsitskia, A. (2020). Psychosocial consequences of COVID-19 in children, adolescents and young adults: A systematic review. *Psychiatric and Clinical Neurosciences* 74(11), 615-616.

Textbook

Harris, D.L. (2020). (Ed.) *Non-death loss and grief: Context and clinical implications*. NY: Routledge.

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SPECIAL ACCOMMODATIONS FOR DISABILITY (ADA)

Reasonable accommodation may be made available, on an individual basis. To request accommodation, please contact HFA via email at educate@hospicefoundation.org or call 800-854-3402, or write to HFA, 1707 L Street NW, Suite 220, Washington, DC 20036.

CONFLICT OF INTEREST

Planners (Panelists and Reviewers) disclose no conflict of interest relative to this educational activity.

FOR QUESTIONS, COMMENTS, OR ADDRESSING GRIEVANCES

PLEASE CONTACT Hospice Foundation of America (HFA)

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