

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW387R1	Instructor:	Allyson Jervey, LCSW
Unique Number:	62815	Email:	allyjerverey@earthlink.net
Semester:	Spring 2011	Phone:	(512) 663-5870
Meeting Time:	Mondays 2:30-5:30PM	Office:	SSW 3.104A
Meeting Place:	SSW 2.122	Office Hours:	Mondays 1:15-2:15 and by appointment

**LOSS AND GRIEF: INDIVIDUAL, FAMILY AND CULTURAL
PERSPECTIVES**

I. STANDARDIZED COURSE DESCRIPTION

This course will give students an opportunity to explore and understand their perceptions and beliefs of death and dying and how individual cultural differences influence that experience and prepare them for working with clients on grief and loss.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the semester, students should be able to:

1. Demonstrate an understanding of the cultural factors involved in grief and loss.
2. Identify social work values and ethics involved in grief work.
3. Demonstrate a basic working knowledge of grief reactions experienced by children, adults, and elderly within a cultural context.
4. Demonstrate an increased awareness of their own grief reactions and how this awareness can help them to develop skills and tools in grief work.
5. Demonstrate an ability to manage feelings of personal loss and client needs in a healthy way.

III. TEACHING METHODS

This course is designed to include a variety of teaching/learning methodologies to achieve the course objectives. These activities may include reading, writing, discussion, lecture, guest speakers, film, in-class group activities, student presentations, self-reflection, and community experience.

IV. REQUIRED READINGS

Pomeroy, E., & Garcia, R. (2008). *The Grief Assessment and Intervention Workbook: A Strengths Perspective*. Brooks Cole.

A course packet of required readings (Jervey) will be available for purchase by enrolled students at Speedway Copies at Dobie Mall (512) 478-3334.

V. CLASSROOM REQUIREMENTS

1. **Participation/Attendance:** Punctuality, attendance and quality of contribution (demonstrated by student preparation level and active participation in discussion, role plays and presentations) will determine this portion of the grade. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions and experiential learning assignments. Failure on the part of the student to demonstrate through class discussion comprehension of the material (or at a minimum, a hearty attempt at understanding) will be considered in assigning the final grade.

Punctuality and regular attendance are imperative and are one of the many important standards of professional behavior. Class will begin promptly at 2:30 and end at 5:15. Students are allowed **one excused absence**. A student is considered absent if he arrives more than 10 minutes late to class, leaves early, or is unable to come to class. Any absences beyond the first will result in a reduction of the attendance grade by one letter grade. If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any material missed due to absence.

2. **Loss History Timeline/Personal Reflection**
2 parts: Loss time-line and written reflection
Detailed instructions are attached to this syllabus
3. **Cultural Variations/Group Presentation**
60-minute group presentation to the class examining a culture's influence on expression of illness, loss and grief
Detailed instructions are attached to this syllabus
4. **Intervention and Evaluation Research Paper**
10-15 page APA format paper with an evaluation plan and intervention strategy for clients coping with loss and grief
Detailed instructions are attached to this syllabus

VI. COURSE GRADING CRITERIA

Participation/Attendance.....	25 %
Loss History Timeline/Personal Reflection.....	25 %
Cultural Variations/Group Presentation.....	25 %
Intervention and Evaluation Research Paper.....	25 %

GRADUATE GRADING SCALE

100 - 94 =	A
93 - 90 =	A-
89 - 87 =	B+
86 - 84 =	B
83 - 80 =	B-
79 - 77 =	C+
76 - 74 =	C
73 - 70 =	C-
69 - 67 =	D+
66 - 64 =	D
63 - 60 =	D-
59 & below =	F

Grades are assigned based on the following criteria:

A grade of “A” is given for outstanding work that engages course materials with original thought and creativity, or a mastery of technical skills.

A grade of “B” is given for doing all of the work well.

A grade of “C” is given for meeting all course requirements.

To obtain a high grade, students must find the time to complete assignments in a way that **integrates and extends** readings, lectures, classroom discussions, and your own critical perspective on the topic.

VII. CLASS POLICIES

- 1. Professional Conduct in Class:** Social work practitioners respect others, and the classroom offers students an opportunity to practice interacting with a professional demeanor and mutual respect. This behavior includes exchanges with the professor—in person, by e-mail or telephone; arriving to class on time; being prepared to participate in the class discussion; and showing respect for one another’s opinions. We share the class as a time to learn in a safe and nonjudgmental environment. Here, we will be exposed to diverse ideas and opinions, and we will not always, nor should we, agree with the ideas expressed by others. Differences in values, opinions, and feelings of class members and guest speakers will be respected. Disrespect toward others is not tolerated and will be handled directly and in the context in which it occurs.

In order to facilitate classroom communication and learning, phone calls, pagers, and other communication devices are restricted from being on, or should be placed in ‘silent’ mode while in class. Laptop computers will not be used during class unless specifically authorized by the professor for a particular student or situation.

- 2. Late Assignments:** Except in the case of extended emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty.** Students are expected to turn in all required assignments on the agreed upon due date **at the beginning of class.** Assignments turned in after class starts will be considered late.

If accepted, late assignments will be assessed point penalties at the rate of three (3) points each day late. If the due date is a problem, the student can see the professor and negotiate another due date well in advance.

3. **Writing Assignments:** The ability to write in a professional manner is very important for social workers, particularly in settings where they work as members of interdisciplinary teams. Written work must be typed, edited for grammatical, spelling and typographical errors. Work will be graded based on the American Psychological Association (APA- 5th edition) guidelines for references and citations.
4. **Class Performance:** If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments *prior to the end of the semester*. **Final grades assigned in the course are not negotiable.**
5. **Course Evaluation:** Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome, and the course will be viewed as a joint effort between students and the instructor. Feedback can be given during office hours, by phone, e-mail or appointment, as may be convenient and comfortable for the student. A mid-semester and end-of-semester course evaluation will be conducted, and input considered for course adjustments. The professor will always return phone calls and emails during scheduled office hours, and will do so intermittently throughout the workweek.
6. **Confidentiality:** Learning about grief and loss can elicit difficult emotions and may involve self-disclosure. The instructor and classmates have the ethical responsibility to see that differences in values, opinions, and feelings of class members and guest speakers will be respected and that an emotionally safe class environment is maintained. All students are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients or the experiences of other students, as required by Section 1.07 of the National Association of Social Workers Code of Ethics.
7. **Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.
8. **The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
9. **Documented Disability Statement:** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with

Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

- 10. Policy on Scholastic Dishonesty:** Social work practitioners assume responsibility for themselves. Students are often encouraged to study and work together; however, all independent work is expected to reflect your own work and to conform to rules of scholastic honesty as described in the General Information Bulletin of The University of Texas at Austin. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).
- 11. Religious Holidays:** A student who is absent from a class, an examination, a work assignment, or a project for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given. Notice of the dates the student will be absent must be given at least fourteen days prior to the classes scheduled. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.
- 12. Use of E-Mail for Official Correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
- 13. Behavior Concerns Advice Line (BCAL):** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
- 14. Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
 Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII. COURSE OUTLINE (TENTATIVE)

January 24

Topics:

Introduction to the Course:

- Review Syllabus
- Introductions
- Defining Loss
- Personal Awareness with regard to Loss and Grief
- Discuss assignment: Loss History Graph/Personal Reflection

Readings:

Irish (1993). Chapter 1: Cross cultural variation in the experience, expression and understanding of grief and Chapter 2: Personal reflections. In *Ethnic variations on dying, death and grief: diversity in universality*. Taylor & Francis.

Worden (1991). Chapter 8: The counselor's own grief. In *Grief counseling and grief therapy* (Subsequently referred to as GCGT). NY: Springer.

Browning, D. (2004). Fragments of love: Explorations in the ethnography of suffering and professional caregiving. *Living with Dying (LWD)*. Berzoff & Silverman (Eds.) Columbia University Press: New York.

January 31

Topics:

Theoretical Perspectives--Theories of Grief and Loss

Practice Models--Frameworks for Coping with Loss

Factors Influencing Reactions to Loss

Assessing Grief and Loss

Normal versus Pathological Grief

Readings:

Pomeroy and Garcia (2008). Chapter 1: Understanding Grief and Loss – An Introduction and Chapter 2: Grief Interviewing and Assessment and Chapter 3: Expected Grief Experience in Adults and Chapter 4: Complex Grief in Adults

Rando, T. (1993). Chapter 1: Introduction. In *Treatment of complicated mourning*. Champaign, IL: Research Press.

Rando, T. (1993). Chapter 2: A Perspective on Loss, Grief and Mourning. In *Treatment of Complicated Mourning*. Champaign, IL: Research Press.

February 7 ***LOSS HISTORY TIMELINE/PERSONAL REFLECTION DUE*******

Topics:

GUEST SPEAKER—Annie Burwell, Williamson County Mobile Outreach Team

Assessment of Situations Involving Sudden and Traumatic Loss

Grief versus Trauma

Implications of Suicide and Homicide for Treatment

Coping with Public Tragedy

Readings:

Osmont, K. (1993). The value of viewing in grief work reconciliation: A psychotherapist's perspective. *The Forum Newsletter*. Association for Death Education and Counseling. November/December 1993.

Thompson, D. and Holland, E. (2003). Meaning making in the wake of public tragedy. In *Living with grief: Coping with public tragedy*. (M. Lattanzi-Licht and K.Doka, Eds.) Hospice Foundation of America.

Armour, M. (2002). Meaning making in the aftermath of homicide. *Death Studies*, 27. pp.519-540.

Aronson, L. (2004). Social Work Consultation to mental health workers serving children and families affected by disasters. (pp. 664-674). In *LWD*.

Schacter, S. (2003). 9/11: A Grief Therapists Journal. *Living With Grief: Coping with Public Tragedy*. (M. Lattanzi-Licht and K. Doka, Eds.) Hospice Foundation of America.

Calhoun, L.G. & Tedeschi, R.G. (2002) Posttraumatic growth: The lessons of loss. In *Meaning Reconstruction and the Experience of Loss*, Neimeyer, R. (Ed.) 2nd Ed. Washington, D.C.: American Psychological Association.

February 14

Topics:

Working with Children and Adolescents Facing Grief and Loss

Children who Face Terminal Illness

Losing a Parent, Sibling, or Friend

Grief in Schools

Readings:

Pomeroy and Garcia (2008) Chapter 5: Grief Reactions in Children and Adolescents.

Boyd Webb, N. (2002): Chapter 1 and 2 in *Helping bereaved children: A handbook for practitioners*. New York: The Guilford Press.

Goldman, L. (2003). Talking to children about terrorism. . In *Living with grief: Coping with public tragedy*. (M. Lattanzi-Licht and K.Doka, Eds.) Hospice Foundation of America.

Bouton, B. (2003) Schools, children and public tragedy. . In *Living with grief: Coping with public tragedy*. (M. Lattanzi-Licht and K.Doka, Eds.) Hospice Foundation of America.

Christ, G.H., Raveis, V.H., Siegel, K., Karus, D. & Christ A.E. (2005). Evaluation of a preventative intervention for bereaved children. *Journal of Social Work in End-of-Life & Palliative Care*, 1(3), 57-81.

Hutton, N., Jones, B., & Hilden, J. (2006) From cure to palliation: Managing the transition.

Child and Adolescent Psychiatric Clinics of North America: Pediatric Palliative Medicine. 15 (3). 575-584.

Jones, B. (2006) Companionship, control and compassion: A social work perspective on the needs of children with cancer and their families at the end of life. *Journal of Palliative Medicine*, 9 (3). 774-788.

Sourkes, B. et. al (2005). Food, toys and love: Pediatric palliative care. *Current Problems in Adolescent Health Care*, 35, 35-386.

February 21

Topics:

Grief in Families

 Parents Losing Children

 Losing a Spouse

The Elderly and Loss

Readings:

Pomeroy and Garcia (2008) Chapter 6: Grief Reactions in the Older Adult Population and Chapter 7: Grief Reactions and Special Considerations.

Murphey, S.A., Johnson, C. & Lohan, J. (2003). The effectiveness of coping resources and strategies used by bereaved parents 1 and 5 years after the violent deaths of their children. *Omega: Journal of Death and Dying*, 47(1), 25-44.

February 28

Topics:

Terminal and Chronic Illness

Hospice

End of Life Decisions

Readings:

Bern-Klug, M., Forbes, S. & Gessert, C. (2001). The need to revise assumptions about the end of life: Implications for social work practice. *Health & Social Work*, 26(1), 38-48.

Csikai, E.L. (2004). Social workers' participation in the resolution of ethical dilemmas in hospice care. *Health and Social Work*, 29(1), 67-76.

Barrett, R.K. (2005-2006). Dialogues in diversity: An invited series of papers, advance directives, DNRs, and end-of-life care for African-Americans. *Omega: Journal of Death and Dying*, 52(3) 249-261.

Miller, P.J. & Hedlund, S.C. (2005). "We just happen to live here": Two social workers share their stories about Oregon's death with dignity law. *Journal of Social Work in End-of-Life Care*, 1(1), 71-86.

Gwyther, L.P. et. al. (2005). Social work competencies in palliative and end-of-life care. *Journal of Social Work in End-of-Life Care*, 1(1), 87-120.

King, D.A. & Quill, T. (2006). Working with families in palliative care: One size does not fit all. *Journal of Palliative Medicine*, 9(3), 704-715.

Clark, E. J. (2004). The future of social work in end-of-life care: A call to action. (pp. 838-847).

In *LWD*.

March 7

Topics:

HIV and AIDS
Disenfranchised Grief
Mid-Term Evaluation

Readings:

- Doka, K. (2002). Chapter 1 in *Disenfranchised grief: New directions, challenges, and strategies for practice: Introduction*.
- Nord, D. (1997). Chapter 5: Grieving Multiple Losses. In *Multiple AIDS-Related Loss: A Handbook for Understanding and Surviving a Perpetual Fall*. Washington, D.C.: Taylor & Francis.
- Richards, T. A. (2002) Spiritual resources following a partner's death from AIDS. In *Meaning Reconstruction and the Experience of Loss*, 2nd Ed. Washington, D.C.: American Psychological Association.
- Mitchell, C.G. & Linsk, N. L. (2004). A Multidimensional conceptual framework for understanding HIV/AIDS as a chronic long-term illness. *Social Work*, 49 (3). 469-477.
- Owens, S. (2003). African American women living with HIV/AIDS: Families as sources of support and of stress. *Social Work*, 48 (2). 163-171.

March 14

*****Spring Break—No class*****

March 21

Topics:

Religious and Spiritual Perspectives of Death and their Relationship to Grief
Ritual as an Intervention

Readings:

- Jacobs, C. (2004). Spirituality and end-of-life care practice for social workers. (pp. 188-205) In *LWD*.
- Sinclair, S., Pereira, J. & Raffin, S. (2006). A thematic review of the spirituality literature within palliative care. *Journal of Palliative Medicine*, 9(2), 464-479.
- Doka, K. (2002). Chapter 9 in *Disenfranchised grief: New directions, challenges, and strategies for practice: The role of ritual in the treatment of disenfranchised grief*. Champaign, Illinois: Research Press
- Imber-Black, E. (1991). Rituals and the healing process (pp.207-223). In F. Walsh & M.

March 28

Topics:

Social Support/Support Groups
Responding to the Unique Needs of Different Populations

Readings:

Barlow, C.A. & Coleman, H. (2003). The healing alliance: How families use social support after a suicide. *Omega: Journal of Death and Dying*, 47(3), 187-201.

Sutton, A.L. & Liechty, D. (2004). Clinical practice with groups in end-of-life care. (pp. 508-533). In *LWD*.

April 4**Topics:**

Grief/Loss and Specific Populations

Readings:

Del Rio, N. (2004). A framework for multicultural end-of-life care: Enhancing social work practice. (439-461), In *LWD*.

Barrett, R. K. (1998). Sociocultural considerations for Working with Blacks Experiencing Loss and Grief (pp. 83-96). In K. Doka & J. Davidson (Eds.), *Living with grief: Who we are, how we grieve*. (LWG)

Murphy, P.A. & Price, D.M. (1998). Dying and grieving in the inner city (pp. 114-120). In LWG.

Thompson, B. & Colon, Y. (2004). Lesbians and gay men at the end of their lives: Psychosocial concerns. (p. 482-498). In *LWD*.

Colon, M. (2005). Hospice and Latinos: A review of the literature. *Journal of Social Work in End-of-Life & Palliative Care*, 1(2), 27-43.

Lawrence, E., Jeglic, E.L., Matthews, L.T. & Pepper, C.M. (2005-2006). Gender differences in grief reactions following the death of a parent. *Omega : Journal of Death and Dying*, 52(4), 323-337.

April 11**Topics:**

2 Cultural Variations/Group Presentations

Readings:

None

April 18**Topics:**

2 Cultural Variations/Group Presentations

Readings:

None

April 25

Topics:

2 Cultural Variations/Group Presentations
Termination as Loss

Readings:

None

May 2

****** Intervention and Evaluation Research Paper Due******

Topics:

Transcendence, Transformation and Hope
Care of Self/Personal Awareness Revisited
Course Wrap Up and Evaluation

Readings:

Pomeroy and Garcia (2008): Chapter 8: Practice Implications for the Professional.
Figley, C. (1995). Compassion Fatigue as Secondary Stress Disorder: An Overview (pp. 1-20).
In C. Figley (Ed.), *Compassion Fatigue: Coping with Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized*. NY: Brunner/ Mazel.
Renzenbrink, I. (2004). Relentless self care. In *Living with Dying*. Berzoff & Silverman (Eds.)
Columbia University Press: New York.

Assignment #1
Loss History Timeline/Personal Reflection

Due Date: Monday, February 7, 2011

GOAL: The purpose of this assignment is to assist students in developing an awareness of the many faces of loss, and the very unique, personal and changing responses each of us has to loss throughout our lifespan. It is critical that we recognize the ways in which our own experiences and style of dealing with loss influence our clinical practice. Understanding your attitudes, values, and reactions surrounding loss, and responding to remaining grief issues and unfinished business will be an important part of the reflection that you do to prepare for your work with grieving clients.

Maximum length: 5-6 double-spaced pages (excluding loss history timeline)
Please label each section of the paper with its corresponding heading.

Part I: Loss History Timeline as an Assessment Tool

Considering the broad definition of loss discussed in class, construct a loss history timeline that represents the loss events in your life. On an 8.5" x 11" piece of unlined paper, draw a timeline lengthwise on the paper. This timeline represents your life span up to your current age. Label the time line with the various losses you have experienced throughout your lifetime (both death and non-death losses).

Indicate:

1. Your age at the time of each loss and your age now
2. Nature of the loss: move, pet death, parents divorced, etc.

You may have had losses that you choose not to disclose. The main goal is to learn to use the tool while thinking about how the losses in your life influence your clinical practice with individuals who are dealing with issues of grief and loss.

If you like, you may be creative by adding symbols or graphics or anything else! Use anything that you think will add meaning to this assessment tool. This is not required, but is encouraged.

Part II: Autobiographical Reflection on Your Losses

Part IIa: Personal Style for Dealing with Loss

1. What losses have you experienced that you would consider significant? What determines significance for you?
2. How did you respond to/cope with the various losses? Did you find yourself distancing yourself from the loss experience? What personal strengths helped you? What personal limitations may have hindered your process? What patterns do you notice as you reflect on your response to various life losses?

3. How have the following influenced your coping style:
 - people around you?
 - your cultural background, ethnicity, religion?
 - your personal values, attitudes, and beliefs?
4. How did the earlier loss experiences in your life impact your responses to later losses?
5. How does your loss history impact your life choices today?

Part IIb: Impact of Personal Experience on Clinical Practice

1. How do you think that personal loss experiences (or the absence of them) have influenced your comfort level in working with others who are dealing with issues of grief and loss?
2. How might your coping style (related to loss) influence the way you work with others?
3. How else might your experiences have an impact on your work?
 - Do you think your experiences will help you in your work?
 - Do you think your experiences might hinder your work in some way?

Part III: Potential Challenges or Dilemmas

Based upon your experiences or your personal belief system:

- Are there any specific issues or situations that might be challenging or difficult for you?
- Identify any value-oriented or ethical dilemmas related to grief and loss issues that may arise in your work.

Part IV: Coping Strategies/Identification of Resources

Identify coping strategies and/or resources that could assist you in dealing with the dilemmas or challenges identified in Part III.

Rubric for Loss History Timeline/Personal Reflection

- 95-100%** Demonstrates exceptional insight related to the impact of losses, patterns of personal response, and the ways in which this history will influence work as a social worker in this field. Paper is written in a professional manner demonstrating proficiency in written communication skills.
- 90-94%** Demonstrates helpful insights related to loss history, patterns of response, and it's impact on life and work. Proficiency in written communication is demonstrated.
- 80-89%** Gives a thorough timeline of losses, both death and non-death, offers a good review of these losses and any response patterns, with some insights on the impact of this on life and work. Proficiency in written communication is demonstrated.
- 70-79%** Offers a complete timeline of losses with limited review of response to these losses and a general explanation of how losses impact life and work. Written presentation of thoughts is poorly organized and contains grammatical and/or mechanical errors.
- 60-69%** Offers a loss timeline including death losses only, provides some description of response to these losses, little or no insight related to the impact of these losses in life or in work. Poorly written with numerous grammatical and mechanical errors.
- 50-59%** Offers a very sketchy timeline including death losses only, vague description of response to loss and little discussion of current impact or professional impact as a result of these losses. Poorly written.
- 49%** Does not contain the required content of the assignment. Poorly written.

Assignment #2
Cultural Variations/Group Presentation

Due date: Monday, April 11, 2011, and Monday April 18, 2011, and Monday, April 25, 2011

GOALS:

- 1) To encourage you to seek information and understanding about issues related to illness, health, grief and loss in a culture/community different from your own.
- 2) To remind you that your cultural background can influence your perception of other cultures' expressions of illness, grief, and loss.
- 3) To provide a forum for the class to benefit from the information and knowledge that you have gained.

Part I:

Form a group of 4 students to work collectively on this assignment. You will be required to meet outside of class to complete the assignment and will receive a grade as a group. Group members will decide how to divide the assignment as well as how to divide responsibilities for the class presentation.

Identify a population/community of interest that differs from your own backgrounds (i.e., different racial or ethnic heritage; different religious or spiritual background).

Part II:

Identify a member of the community that you have selected who can be interviewed for 30-60 minutes to facilitate your understanding of this population.

Part III:

Research the beliefs, values, customs and rituals of the members of your chosen group regarding the following:

a) beliefs, values, and practices related to:

- * illness and medical care
- * health and healing
- * euthanasia, suicide
- * death and the process of dying
- * the afterlife, spiritual beliefs

b) practices, customs and rituals following a death

c) cultural "norms" regarding grief (expression, duration, rituals)

d) societal and historical issues for the cultural group you are addressing

e) current social work literature discussing common issues and concerns for this group

You may want to reflect on geographic or generational differences and issues of acculturation and social justice. Remember to use cultural humility throughout—recognizing that your cultural/ethnic/spiritual background will inform your understanding of this culture.

Part IV:

In addition to death-specific beliefs and practices, discuss other attitudes, beliefs, values within this culture that may influence your social work interactions with members of this cultural group (i.e., attitudes about seeking help, comfort with disclosure of personal information, etc.). How do social work values and ethics inform your work with this group?

Part V:

Re-contact your interviewee and share with her your research findings. Ask her to reflect upon this information and its relevance (or not) to her specific life experiences. The goal is not to have perfect agreement but to integrate the academic research with real life experiences. Each interviewee is the expert in her own life and culture. This second conversation may result in changes in your presentation so allow enough time before your scheduled date to do so.

You are required to hand in a detailed written outline of the information, including references. The outline should have enough information on it to communicate your key points in this presentation. Follow the content outline from the assignment. Bring copies of your outline and handouts to distribute to the class.

Include a list of references or sources of information in APA format. Include the name of the person you interviewed, telephone number, and agency or organizational affiliation (if relevant). Also, list the dates you interviewed him.

As always, you are encouraged to be creative with this assignment! Feel free to include photography, artwork, poetry, popular culture, videos, food, visual aids, music or anything that will illustrate your points about the culture that you are researching. Each group will have one hour for its presentation.

Assignment #3
Intervention and Evaluation Research Paper

DUE DATE: Monday, May 2, 2011

GOALS:

- 1) To design an evaluation plan and intervention strategy based upon clinical practice literature and theory that can assist clients in coping with issues of grief and loss
- 2) To become familiar with the range of resources which are available for use with clients experiencing loss

PROCESS: Identify a grief/loss event of interest.

IT DOES NOT HAVE TO BE RELATED TO A CLIENT OR CASE FROM FIELD. You will be researching a potential evaluation plan and intervention strategy (hypothetical rather than based on an actual case) for use in your social work practice with clients experiencing this issue. You will also be identifying potential informational and supportive resources available to your clients.

PRODUCT: Using the following headings and guidelines, you will create a paper (10-15 pages) using APA format that includes the following:

Section I. Loss Event and Rationale

Identify the loss event that you have selected for this assignment. Use course materials and references from the literature that are not on your syllabus to inform your responses to points a-c below:

a) Discuss the importance and relevance of this topic for social work practice. How common is it? How can social workers make a difference in the lives of those experiencing this grief or loss event? Why is social work a logical discipline to assist clients experiencing this grief or loss event? Think about the values and philosophies underlying social work practice as well as social work's mission.

For b & c, please list or "bullet" the responses rather than writing about them in sentence/paragraph format; simply note the references used at the end of each list.

b) Based upon the literature (and perhaps your personal or professional experience), list potential consequences of the loss and potential problems that might be faced by a person experiencing this loss event.

c) Based upon the literature (and perhaps your personal or professional experience), list potential service-related and resource-related needs (consider immediate needs as well as longer term needs).

Section II. **Potential Intervention Strategy**

Using the practice literature to guide you (at least 3-4 references that are not on your syllabus), describe an intervention strategy that could be utilized in session to assist a client dealing with this grief or loss event. Describe the intervention in enough detail that a reader could carry it out. If the reference contains specific instructions for implementing the intervention, include them and any supporting materials (e.g., copy of an exercise, description of a videotape to be shown, etc.) in an appendix (excluded from page limit).

Section III. **Treatment Planning/Evaluation Strategies**

Identify potential goals/anticipated outcomes of the intervention that you have proposed in section II—be sure to stay focused on grief and loss-related goals. Briefly describe strategies that you might use for evaluating progress toward these treatment goals/outcomes. In other words, how might you and your client monitor the success of the intervention?

Hints for success on Section III:

- Remember the criteria that facilitate communication about goals/outcomes: specific, concrete, measurable, observable, etc. Beware of goals/outcomes that are vague and not clearly defined.
- Be sure to consider a range of strategies for monitoring and evaluating progress—draw on what you learned in practice and research courses.

Section IV. **Rationale for the Intervention Strategy**

Using references from your syllabus and at least 2 references from the scholarly literature that are not on your syllabus, find support for your intervention strategy. How does this intervention relate to the potential problems and/or treatment goals identified in Parts I and III? Be sure to discuss how the proposed intervention and the potential problem(s)/anticipated outcomes(s) of treatment are logically connected.

Identify at least one grief-related theoretical framework or practice model from the course readings that informs and/or supports this intervention strategy and discuss its relevance.

Section V. **Factors Influencing Implementation of the Intervention**

Identify and describe factors that could hypothetically influence the implementation and success of this intervention plan.

Consider the following:

- *Culture, ethnicity, national origin, citizen status, gender, sexual orientation, class, age, disability, or any issues that may affect disenfranchisement, oppression, and discrimination
- * client characteristics, resources, and/or circumstances
- * your personal style, comfort levels, and skills
- * constraints created by agency context, policies, or guidelines

Discuss ethical dilemmas that could present themselves in your potential intervention.

Section VI. **Potential Referral Resources**

Consider additional resources that might be useful to a client dealing with this loss event. Create a mini-directory with at least one resource in each of the following categories that might be appropriate as a referral resource to address the loss event you have chosen:

- 1) a community or national agency or organization—briefly describe the grief or loss-related services they provide;
- 2) a support group (based in the community or online); and
- 3) educational materials (books, videotapes, pamphlets, online information).

Include enough information about each resource that a client could access the resource if desired (i.e., copy of the resource or information about how to obtain it; name of contact person and telephone number, Web site address, etc).