

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

Course Number: SW 360K

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Semester: Fall 2015

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appointment.

LOSS AND GRIEF: Individual, Family and Cultural Perspectives

I. COURSE DESCRIPTION

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

The course examines issues of death, dying, and non-death losses that elicit grief responses and explores ways the mourner finds meaning in life after a significant loss. We look at a range of factors (involving the individual, family, community, and society) that can impact (impede or facilitate) the grief experience of individuals and families. Grief will be explored from lifespan developmental tasks perspective (from prenatal development through late adulthood) within the context of multiple types of family structure and socio-economic and cultural systems.

An emphasis will be placed on both personal and professional applications of course information. The philosophy underlying this course is in line with the “Statements on Death, Dying and Bereavement” (1994) of the International Work Group on Death, Dying and Bereavement. The introduction states: “Death, dying and bereavement are fundamental and pervasive aspects of the human experience. Individuals and societies can only achieve fullness of living by understanding and appreciating these realities. The absence of such understanding and appreciation may result in unnecessary suffering, loss of dignity, alienation, and diminished quality of living. Therefore, education about death, dying and bereavement is an essential component of the educational process at all levels, both formal and informal.” (IWG, 1994)

II. COURSE OBJECTIVES

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

- Critically analyze and assess values and ethical dilemma's regarding death, dying, loss and grief (such as end of life decision making);
- Demonstrate and appraise diverse cultural, geographical, spiritual, ethnic, and psychosocial factors related to loss, grief, and mourning;
- Demonstrate strategies designed to reduce discrimination and oppression regarding death and dying issues and explore the various determinants of grief and their impact on the tasks of mourning with various populations at risk;
- Compare and contrast theories examining the developmental impact of bereavement, grief and mourning within the life span of an individual, the life cycle of a family, and the influence on resilience of religion, social groups, communities and personality factors.
- Examine and critically evaluate various community referral networks for loss-specific services and policy implication for unavoidable losses such as end of life decision-making;
- Identify their own loss histories and beliefs and differentiate their personal boundaries from their professional roles and apply a health and resilience perspective in assessments and clinical interventions;
- Critically evaluate research issues relating to the emotional, behavioral, cognitive, physical and spiritual expression that accompany bereavement, grief and mourning;
- Demonstrate practice competence in grief and loss issues within a broad ecological framework.

III. TEACHING METHODS AND CLASS ORGANIZATION

The teaching format will consist of experiential exercises, lectures, discussions, guest speakers, and audiovisual media to help students understand and integrate their own beliefs of loss, illness and disability, death and dying into their social work practice. Throughout the course, students will be asked to focus on cultural influences that include gender, age, sexual orientation, spiritual beliefs, socio- economic, and language differences and individuals with chronic illness and developmental disabilities. Ethics and values associated with the dying process, death and grief reactions will also be examined throughout the course with a variety of populations.

IV REQUIRED TEXT AND OTHER REQUIRED READINGS

- A. **Required Text:** J. William Worden (2009) Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner
ISBN # 987 08261-0120-4 (plan to bring Text to class) AND
- B. **Other Required Readings:** Required Readings are on **Canvas** to read /download. A complete list of Required Readings and the document # of each required reading is on the last pages of this syllabus AND individually listed on each weekly assignment.

V COURSE REQUIREMENTS

Attendance and class participation are critical factors in the learning process for this course which contains substantial experiential and self-reflective exercises. It is expected that students will complete Text and Required Reading assignments prior to class and come prepared to contribute to class discussions and fully participate in class group activities. Attendance and class participation will be a significant part of the grading process. A multiple-choice **exam** and **two papers** (a mid-term paper and a final paper) are required in addition to **in-class assignments** due throughout the semester.

GRADE DISTRIBUTION

<u>Assignment Points</u>	<u>Percentage</u>	<u>Points</u>
Exam (multiple choice).....	20%	20
Mid-term paper	30%	30
Final paper	30%	30
In-class assignments	10%	10
participation		
Class attendance	10%	10
	TOTAL 100%	100

Grade Ranges Corresponding to Letter Grades

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

A. MULTIPLE CHOICE EXAM:

This exam will cover (1) Types of Losses (death and non-death), (2) the development of grief theory from psychoanalytic (Freud, Bowlby, et al) to psycho-social theorists (Kubler-Ross, Rando, Worden, et al),(3) the purpose of using a Grief Resilience Assessment Model (GRAM), in determining the likelihood for a complicated grief outcome; (4) how age and individual life stage development tasks (Erikson) and family life cycle stage (McGoldrich) can influence the meaning a person gives to a loss; and (5) the function of applying the concepts of adversity (risk), assets, and protective factors (Gilgun) to a person's grief status.

Date of Exam: Week 5— October 6, 2015.

B. MID-TERM PAPER:

Title of paper: “Student and Family Reactions to Death and Dying of a Family Member”

Students will write a paper involving the death and dying of some family member going back, if necessary, two or three generations before the student's generation. In writing their paper, students will (a) fill out and attach to their paper a separate form of the Grief Resilience Assessment Model (GRAM) for each person interviewed and (b) prepare and attach to their paper a self-developed question guide they will use as a guide to assist them for each person interviewed.

(1) Interview questions / Grief Resilience Assessment Model: Each student will interview *at least two family members from at least two different life stages at the time of the family member's death*. The questions asked (from the self developed question guide will cover (a) the family member's perception of events leading to the death and the dying process; (b) their experience of grief and bereavement (immediate reactions); (c) the manifestations and intensity of the mourning experience; and (d) the perceived duration of the bereavement period. Your filled out a (1) Grief Resilience Assessment Model (GRAM) form for each person interviewed and (2) the interview questions you developed as your guide will be attached to your paper and evaluated as part of the grade, but will not count as part of the 10-12 pages for the paper. However, (i) *your rationale* for the questions you put in your self developed question guide (ii) *your critique of the degree of success* with your model and the questions asked, or lack of success, will count as part of the 10-12 page paper, and (iii) *Students are expected to refer to and cite readings, lectures, and class discussions that informed their approach and conclusions.*

(2) Grief Resilience Assessment Model (GRAM) Analysis / Discussion:

Students will analyze, using their Grief Resilience Assessment Model (GRAM), to discuss family grief reactions with specific reference to individual life stage developmental tasks and psychosocial crisis of that life stage as well as gender, cultural, religious and spiritual perspectives, discrimination and oppression, or other matters that, in your opinion, may have affected the grief process of those interviewed. Students will describe the event, their own reactions to the event if they were around at the time, and the reactions to the event of the persons interviewed. Plan to take into consideration how the death impacted the life stage, developmental tasks, and psychosocial crisis of the persons interviewed, the level of attachment, the family life cycle stage, and the role(s) played by the decedent and surviving family members, the family belief systems about life and death, family communication patterns, the type of death, (i.e. sudden, accidental, violent, traumatic, anticipated, long-term illness, “in-time” normal). Fully utilize the GRAM’s contents to the extent they fit your situation.

(3) Tasks of uncomplicated mourning Using Worden’s four tasks of uncomplicated mourning, students will evaluate the extent to which each of the family members interviewed did or did not, (have or have not), complete(d) *any of the four tasks* of mourning, and *explain the rationale* for their conclusions.

(4) Any complicated grief?

Each student will discuss whether, in their opinion, the grief of any family member resulted in a complicated grief experience. If so, what were the factors (noted in your Grief Resilience Assessment Model (GRAM) that may have contributed to the grief becoming complicated.

(5) Resources utilized

What resources, (individual, family, friends, community) were utilized during the grieving process by any family member interviewed? Were the resources utilized considered as helpful, not helpful, or made matters worse?

(6) New family information

What did you learn about yourself and members of your family as a result of doing this paper with respect to family belief systems, communication systems and attitudes toward death, dying and bereavement. What did you learn about any differences in grief response or openness to talking with you based on whether the family member was female or male.

(7) Professional skill learning,

What did you learn as a result of this assignment that might assist you in becoming a more professionally qualified social worker?

NOTE 1: ALL STUDENTS WILL FORMAT their papers by placing the numbers (1) through (7) and the respective title, as outlined above, at the beginning of each section of their paper that addresses the specific content requested by the title.

NOTE 2: If it is not possible to use family members for this assignment, students can select an important death and dying event from a friend’s life after first discussing with the instructor.

Length of Paper: 10-12 pages, double-spaced.

Your (i) Grief Resilience Assessment Model (GRAM) for each person interviewed and (ii) self-developed interview question guide you prepared and used for each interview are required to be attached to the back of your paper. The paper needs to follow APA style.

Due Date: Week 9 November 3, 2015

C. FINAL PAPER Title of paper: “Traumatic and Stigmatized Death in a Minority, At- Risk Population”

Students will write a **comprehensive** paper discussing the methodology of assessment and the development of an appropriate intervention involving a traumatic and stigmatized death in a family situation that has led to a complicated mourning situation for at least one member of the family. Complicated grief, however, may be present in more than one family member.

(1) Briefly describe the family, the life stages involved, and the facts of the traumatic and stigmatized situation. Each student will develop a fact situation of a “family” consisting of *at least* 3 people (excluding the deceased), with the 3 people in the family representing *at least* two life stages. The sources of the family fact situation can come from a book, a news story, a movie, a real life situation, the student’s imagination or a combination of any or all of the above, as long as the facts involve a traumatic and stigmatized death of one of its members. The person who died must be gay, lesbian, bisexual, trans-gendered (GLBT), *AND* represent an oppressed or discriminated against racial/ethnic or other marginalized minority group. In your fact situation, more than one trauma and stigmatization needs to be applied to the deceased and *the paper must be specific as to how the trauma and stigmatization impacts the assessment of the grieving process of each person interviewed.* The selection of the particular traumas and stigmatizations chosen by each student will be discussed in class and approved by the instructor in order to gain a diversity of fact situations. Any student having difficulty formulating their fictional fact situation should request an appointment with the instructor who will assist in the development of an appropriate fact situation.

(2) Grief Resilience Assessment Model (GRAM)

Using a separate GRAM form for each person interviewed for the paper be sure to discuss the *life stage developmental tasks and psychosocial crisis*, cultural and spiritual perspectives, risk, adversity and protective factors to analyze and assess the loss and grief issues and to develop an appropriate intervention for each person interviewed. Indicate if the death was related to chronic illness or disability (e.g. HIV/AIDS, Alzheimer’s, leukemia), suicide, murder, accident, other out-of-time death? Discuss in what ways these factors led to a complicated grief process that might require prior addressing in order to enable the uncomplicated grief process to proceed. What is your recommended intervention for any complicated grief issues (and your rationale) and what would be your advice for an intervention, if any at all, on the uncomplicated grief process of family members?

(3) Local (Austin area) Resources:

Name the local bereavement-related resources, (address and contact numbers), and sources that you have personally contacted (at least 3) and describe the specific types of direct services they offer that may actually be *timely* available to be utilized in aid of your clients.

(4) If Social Worker is the only available resource : What, if anything, can you, a social worker, do (or recommend) if needed remedial resources are not available for your situation from family, community, or government?

(5) Ethical Issues Identify and discuss applicable ethical decision-making issues, social work values and policy considerations that emerge from your situation, including a realistic assessment of effective and accessible resources available to meet your clients' needs.

A one-page outline of the final paper including fact situation is **due November 10, 2015.**

Length of Final Paper: 14-16 pages (excluding bibliography), double-spaced. In writing your paper plan to put the number (1) through (5) and the respective title, as outlined above, at the beginning of each paragraph that addresses the specific content requested by the title. **Attach a copy of the Grief Resilience Assessment Model (GRAM) to the back of your paper for each family member interviewed.**

FINAL PAPER Due Date Dec 1, 2015. LAST DAY OF CLASS

VI. UT POLICIES

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.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. 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://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

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/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education

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 to keep 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>.

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.

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>.

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 are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VII. COURSE SCHEDULE

DATE

WEEK 1

SEPT 8, 2015

Introduction

Overview of Syllabus:

Course Assignments, In- Class Activities.

Course Objectives, Confidentiality

HANDOUTS:--used extensively thru course.

- I. Individual Development Life Stages: developmental tasks and psycho-social crisis of each life stage (Ref. Erikson/Newman)**
- II. "Traditional" Family Life Cycle Events (Ref Walsh & McGoldrich)**
- III. Grief Resilience Assessment Model (GRAM) (ref. Hooeyman & Kramer) ■■**
- IV. The Psychosocial Typology of Illness Model (Roland) ■■**
- V. Risk, Adversity, Assets, Protective Factors (Gillgun)**

Required Readings:

TEXT: Worden –Introduction (pp 1-56)

-Ch 1, Attachment, Loss and the Experience of Grief

-Ch 2 Understanding the Mourning Process

ALSO REQ'D READINGS:

- #1. Walsh & McGoldrich, (Eds.) (2004) *Living Beyond loss: Death in the Family*, (2ndEd.) New York: W.W.Norton.

-Ch. 2, A Time to Mourn: Death and the Family Life Cycle. (pp.28-46)

WEEK 2

SEPT 15, 2015

- **Lecture: Types of Losses—death and non-death losses, likely to result in Grief. Difference between Primary and Secondary Losses; Define Ambiguous losses; Acute Grief Manifestations Differences in the**

Traditional Psychoanalytic and the more current Psychosocial theories of grief, assessment and intervention; Functions of the Normal (uncomplicated) Mourning Process promoted by each of Worden's Four Tasks of Mourning;; The Dangers of Generalizations of what is normal , abnormal pathological in the way individuals grieve and for how long, how intensely, or how intermittently they grieve; Whether the Passage of Time brings a guaranteed relief from the pain of grief.

HANDOUT: THE 4 TASKS OF MOURNING (Worden) –to be used extensively thru course.

In-class Exercise: Students will assess a client's grief status using the Grief Resilience Assessment Model (GRAM)

WEEK 3

SEPT. 22, 2015

Lecture: Worden's Four Tasks of Uncomplicated Grief:

The lecture will address the following topics: □ How does the life stage developmental tasks of adolescence and its corresponding psychosocial crisis differ from other life stages? The impact of losses on mourner's life stage developmental tasks and potential influence on the *assessment* of grief status.

What types of Disenfranchised Grief might occur in adolescence? What is the significance of the *resilience* approach to grief counseling in taking into account adversity, assets, and protective factors?

Video: Camp Braveheart: Adolescent Loss of a Parent Bereavement Group.

In Class Exercise: Using examples in the Video and other examples provided, assess the grief status using the Grief Resilience Assessment Model (and Worden's mediators of mourning) to determine where the mourners have progressed to or are stuck in one or more of Worden's four tasks.

Required Readings:

TEXT –Worden

-Ch 3 The Mourning Process: Mediators of Mourning.

-Ch. 4 Grief Counseling: Facilitating Uncomplicated Grief (pp. 57-125)

ALSO REQ'D READINGS:

- #2 Hooyman & Kramer, (2006) *Living through loss: Intervention across the life span*. New York, Columbia University Press – -

-Ch. 3 Resilience and Meaning Making (pp. 63-86)

- #3 Doka, K.J. (Ed.). (2002), *Disenfranchised grief: New directions, challenges and strategies for practice*. Champaign Illinois: Research Press

-Ch.22. (Doka, & Martin) **How We Grieve: Culture, Class and Gender.** (pp. 337-347)

WEEK 4

SEPT 29, 2-015

Lecture: Complicated Grief for Adolescents and Young Adults: The lecture will address the following topics: What are the unique differences in Life Stage developmental tasks in Adolescence and Young Adults that are more likely to complicate a grieving process?

What is society's recognition of losses and support for a grief response from prenatal and natal issues: abortion, SIDS, stillbirth, miscarriage?

What is the role of the social worker when dealing with these issues with different life stages and different populations? (SW Ethics and Values).

In-Class Group Exercise: Identifying non- death Stigma and Trauma issues of Loss and Grief.

Required Readings:

TEXT –Worden

-**Ch 5** Abnormal Grief Reactions: Complicated Mourning. (pp. 127-152)

-**Ch. 7** Grieving Special Types of Losses (pp.179—216)

ALSO REQUIRED READINGS:

-**#4** Neimeyer (Ed), Meaning reconstruction & the experience of loss (2002)
Wash. D.C.: American Psychological Association

-**CH 5** (Nadeau, J. W.). **Family Construction of Meaning** (pp. 95-111)

Hand out in Class: Comprehensive Question Guide from which to select your own questions to fit the family members you are interviewing for your papers and for interviewing clients generally.

WEEK 5

OCT. 6, 2015

MULTIPLE CHOICE EXAM: 26 questions (at beginning of Class)

Lecture: Infant and Children's Experience of Loss and Grief. The lecture will address the following topics:

-The unique life stage development issues (limited cognitive, emotional control and language abilities) of infants and young children in their capacity to comprehend the death of a parent or sibling or other non-death attachment loss events and the complications that may arise if their needs are not promptly and properly addressed.

– How do you reach children who are grieving a major loss but have not developed sufficiently to comprehend or have language to express what they are feeling?

–What task or tasks of grief are you working with when employing Play or ArtTherapy?

Video: Techniques to reach grieving children. (My Healing Place)

Week 5 (cont'd)

Required Readings:

TEXT –Worden

-**Ch.8:** Grief and Family Systems. (pp. 217-245)

ALSO REQ'D READINGS:

-**#5** Webb (Ed.) (2002). *Helping bereaved children: A handbook for practitioners.* (2nd Ed.) New York: Guilford Press.

-**Ch 10** (Tait, & Depta) **Play Therapy Group for Bereaved Children**
(pp.169-185)

WEEK 6

OCT. 13, 2015

Lecture: Distinguish between a Stigmatized situation and a Disenfranchised situation as related to Loss and Grief? This lecture will address the following topics:

- -How Stigmatized Losses and Disenfranchised Grief impede an uncomplicated mourning process?

Guest Speaker: A mother dealing with Complicated Grief resulting from the struggle with choices involving non-death losses, stigma, strong belief systems, and parental love.

REQ'D READINGS: -

9 Doka,(Ed. (2002), Disenfranchised grief: New directions, challenges and strategies for practice. Champaign Illinois: Research Press

-**Ch. 21.** (Doka, K.J.) **How We Die: Stigmatized Death and Disenfranchised Grief.** (pp.323-336)

WEEK 7

OCT 20, 2015

Lecture: Loss, Trauma, and Grief from Violent Death including Natural, Community and National Disasters. This lecture will address the following topics: □ Distinguish how the impact of mass violence differs from the impact of violence experienced by children and adults –In what ways can mass deaths from terrorist attacks, train or airplane crashes, impact the scope of the grief experience differently from a cause of death that takes one or a few individuals? In what ways might a social worker become involved in such situations?

In-Class Exercise: Planning My Own Funeral

REQ'D READINGS:

8 Straussner & Phillips (Eds.) (2004) Understanding mass violence: A social work perspective. New York: Pearson.

-Ch. 3 (Steele, W.) **Helping Traumatized Children** (pp.41-56)

WEEK 8

OCT 27, 2015

Guest Speaker: The Impact of Murder of a Loved One on survivors' grief process and the implications of intervention

-In-Class Exercise

-Mid-term Evaluation

REQ'D READING

- **#7** Armour, M.(2003) **Meaning Making in the aftermath of**

- **Homicide.**

Death Studies Vol. 27 (pp. 519-540)

-**#11 Handout:** Medical Power of Attorney, Do Not Resuscitate

WEEK 9,
NOV 3 2015

DUE: MIDTERM PAPER

Lecture: Loss issues of the Elderly: Definition of Death, the Process and Impact of Dementia and Alzheimer's Disease, Hospice Care. Who Makes the Decision for Hospice Care. Who Makes the Decisions: Where to Die? Organ Donations? Ethical and Legal Issues Pain and Cure or Comfort in the Last Days? How does a person qualify for Hospice Care?

Guest Speaker: Dr. Leigh Fredholm, Former Medical Director, Hospice Austin
Small Group Exercise: Discussion of personal decisions on Advanced Directives, Medical Power of Attorney and Do-Not Resuscitate.

REQ'D READINGS

- #10 Corr, C.A., Nabe C.M., & Corr, D.M. (2003) *Death and dying Life and living* (4th Ed.) Belmont CA:Wadsworth
- Ch.18 **Assisted Suicide and Euthanasia, Intentionally Ending a Human Life.** (pp.484-512)

WEEK 10
Nov. 10, 2015

DUE: One page outline of Final Paper

CLASS GRIEF SUPPORT GROUP EXERCISE. Each student will bring an item of importance and meaning that evokes a welcome, if sad, memory of someone or something that is no longer in their life. The student will share the significance of the item with the class. The entire period of the class will be conducted as a Grief Support Group with an appropriate safe and warm environment. Each group member will share the item and it's personal meaning. Each student will provide empathetic listening to the other group members. The special item can be a poem, an heirloom, a photo, a recipe, a song, an event--- anything that evokes a strong memory of someone or something that was once especially meaningful and is no longer physically around.

WEEK 11

NOV 17, 2015

AND

WEEK 12

NOV 24, 2015

Lecture: .Loss and Grief in Different Cultures. Are generalizations about any of these populations concerning their grief process reliable? Why or why not? In what ways may the different bereavement-related beliefs and rituals of other cultures be helpful to (or hinder) the completion any of Worden's 4 tasks of uncomplicated mourning What are the major religions, beliefs and rituals within each of the following groups with respect to life, death, illness, loss and grief? (a)African Americans? (b)Asian Americans? © Hispanic Americans? (d)Native Americans?

When considering the effect of losses on an individual's or family's grief experience, how do discrimination, oppression, poverty, low socio- economic status lack of opportunities interact differently with particular races, cultures, alternative life styles in the U.S. -What role can the social worker play when confronted by such conditions in a loss and grief situation? -Consider death and non-death losses. Where do non-death losses such as illness and disability fit for these populations in terms of the experience of loss?

Small group exercise: Answer the questions with respect to two of the above (assigned) populations and make a presentation to the class of your conclusions and rationale.

REQ'D READING

-#12 Corr, C.A. Nabe, C. M. & Corr , D. M. (2003) Death and Dying : Life and Living. Belmont, CA: Wadsworth Thomson

-CH. 5 Cultural Differences and Death (pp 99-125) #13

#13 **Schneider, J. M (2012)**Finding My Way From Trauma to Transformation: The Journey Through Loss and Grief. Traverse City: Seasons Press

-CH 3 Normal and Disordered Responses to Loss (pp. 57-78)

Review: #9 Doka) , # 10 (Corr Nabe & Corr , # 12 (Corr, Nabe & Corr

**WEEK 13 -
DEC 1, 2015**

LAST DAY OF CLASS

-FINAL PAPER DUE

-Discussion of class objectives. -

-SHORT IN-CLASS ESSAY (20 minutes)

My Reconciliation of Differences

As a social worker, in dealing with clients' loss and grief, how do I personally reconcile and professionally adapt to differences, personal disagreements, or even moral repugnance, between my personal beliefs, and values, and biases and those clients having different cultural, religion, and lifestyle beliefs, values and behaviors? If I believe my career goal is to become a highly qualified professional who delivers best practice services uniformly to all clients, what, if any, circumstances, *for the protection of the client*, might I choose to draw a professional boundary for myself and make a referral or not undertake assigned or requested services?

-CLASS EVALUATION -

BIBLIOGRAPHY Recommended Texts:

- Becker, E. (1973) *The denial of death*. New York: Free Press.
- Becvar, D.S. (2001) *In the presence of grief: Helping family members resolve death, dying and bereavement issues*. New York: Guilford Press
- Boss, P. (1999) *Ambiguous loss*. Cambridge: Harvard University.
- Corr, C.A., Nabe, C.M. & Corr, D.M. (2003) *Death and dying Life and living* (4th ed). Belmont CA: Wadsworth/Thomson:
- Doka, K.J. & Davidson, J.D. (1998) *Living with grief: Who we are How we grieve*. Philadelphia: Brunner/Mazel
- Doka, K.J. (Ed.) (2002). *Disenfranchised grief: New directions, challenges and strategies for practice*. Champaign IL: Research Press.
- Hooymann, N. R. & Kramer, B.J. (2006) *Living through loss: Intervention across the life span*. New York: Columbia University Press.
- Meyer, C. (2000). *Surviving death: A practical guide to caring for the dying & bereaved*. Mystic: Twenty-Third Publications.
- Pomeroy, E. & Garcia, R.B. (2009) *The grief assessment and intervention workbook: A strengths perspective*. Wadsworth Cengage Learning
- Rando, T.A. (1993). *Treatment of complicated mourning*. Champaign, IL: Research Press. Rando, T.A. (2000). *Clinical dimensions of anticipatory mourning: Theory and practice in working with the dying, their loved ones, and their caregivers*. Champaign, IL: Research Press
- Rolland, J.S. (1994) *Families, illness, & disability. Basic Books*
- Schneider, J.M. (2012) *Finding my way from trauma to transformation: the journey through loss and grief*. Traverse City: Seasons Press
- Sprang, G., & McNeil, J. (1995). *The many faces of bereavement: The nature and treatment of natural, traumatic, and stigmatized grief*. New York: Brunner/Mazel
- Viorst, J. (1998). *Necessary losses*. New York: Fireside
- Worden, J. W. (2009) *Grief counseling and grief therapy* (4th Ed.). New York: Springer Publishing.
- Walsh, F. & McGoldrich (Ed.) (2004). *Living beyond loss: Death in the family* (2nd Ed.). New York: W.W. Norton
- McGoldrick, M., Carter, B. & Garcia-Preto N. (Ed.) (2010) *The expanded family life cycle* . (4th Ed), New York: Allyn & Bacon
- Webb, N.B. (Ed.) (2002). *Helping bereaved children: A handbook for practitioners* (2nd Ed). New York:

LIST OF REQUIRED READINGS IN ADDITION TO THE TEXT

These **REQUIRED READINGS** are listed below by week. The Required Reading # is the same as listed in the Weekly Course Schedule ,

- Week 1** #1 **Walsh & McGoldrich:** Living beyond loss: Death in the family
and -**Ch: 2 A Time to Mourn: Death and the Family Life cycle** (pp. 28-46)
Week 2
- Week 3** #2 **Hooyman & Kramer:** Living through loss: Intervention across the life span. New York, Columbia University Press
-**Ch. 3 Resilience and Meaning Making** (pp. 63-86)
- #3 **Doka:** Disenfranchised grief: New directions, challenges and strategies for practice
-**Ch.22 How We Grieve: Culture, Class and Gender** (pp 337-347)
- Week 4** #4 **Neimeyer:** Meaning reconstruction and the experience of loss (2002) Wash. D.C. American Psychological Association
-**Ch.5 Family Reconstruction & the Experience of Loss** (pp. 95-111)
- Week 5** #5 **Webb:** Helping bereaved children: A handbook for practitioners
-**Ch. 10 Play Therapy Group for Bereaved Children** (pp. 169-185)
- Week 6** #9 **Doka:** Disenfranchised grief: New directions challenges and strategies for practice
-**Ch. 21 How We Die: Stigmatized Death and Disenfranchised Grief** (pp 323-336)
- Week 7** #8 **STRAUSSNER & PHILLIPS:** Understanding mass violence: A social work perspective. New York: Pearson
-**Ch.3 Helping Traumatized Children** (pp. 41-56)
- Week 8** #7 **Armour M. (2003)Meaning Making in the Aftermath of Homicide**
-Death Studies Vol. 27 (pp.519-540)
#11 **Handout: Forms: Medical Power of Attorney, Directive to Physician, Do not Resuscitate**
- Week 9** #10 **Corr, Nabe, & Corr,** Death and dying Life and living
-**Ch. 18 Assisted Suicide and Euthanasia: Intentionally Ending a Human Life** (pp.484-512)
- Week 11** #12 **Corr, Nabe & Corr,** Death and dying Life and living.
Week 12 **Ch 5 Cultural Differences and Death,**
#13 **Schneider, J. M (2012)Finding My Way From Trauma to**

Transformation: The Journey Through Loss and Grief. Traverse
City: Seasons Press
-CH 3 Normal and Disordered Responses to Loss (pp. 57-78)

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