

# THE UNIVERSITY OF TEXAS AT AUSTIN STEVE HICKS SCHOOL OF SOCIAL WORK

**Course Number:** 360K  
**Unique Number:** 61135  
**Semester:** Spring 2021  
**Meeting Time:** Mondays, 1:00-4:00p  
Course is offered online only

**Instructor:** Elaine Cavazos, LCSW-S  
**Email:** elaine.cavazos@austin.utexas.edu  
**Office:** Office hours will be online  
**Office Phone:** 512-537-4882  
**Office Hours:** 10:30a-11:30a (online only)

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

### I. STANDARDIZED COURSE DESCRIPTION

The course examines issues of death and dying, placing a special emphasis on non-death losses that elicit grief responses and exploring ways the mourner finds meaning in life after a significant loss. We will look at grief from individual, family, community and society views and the impact (impede or facilitate) these systems have on the grief experience. An emphasis will be placed on examining multiple cultures and the impact culture has on grief response. The course will provide many opportunities (formal and informal) to examine personal grief histories, perceptions and beliefs about death, dying and loss, and how personal beliefs, experiences and culture can impact professional development and therapeutic services with diverse populations.

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) We will explore how this statement on death, dying and bereavement extends to include all areas of grief work, including disenfranchised grief.

### 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 understanding of disenfranchised grief and how this affects clients in multiple practice environments.

5. Demonstrate an increased awareness of their own grief reactions and how this awareness can help them to develop skills and tools in grief work.
6. 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 and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. The class is fully-online and uses a form of blended learning where students learn content online through analyzing readings, watching videos and completing assignments. Class time is designed to clarify, and supplement the understanding of the assigned readings, videos, and exercises. This occurs through discussions, guest speakers, and in-class small group activities. It is critical that students remain current with reading assignments to fully participate in class discussions. Students are expected to ask questions, share experiences, and actively participate in class discussions. Classes will occur via online video conferencing on Tuesday afternoons from 2:30 to 4:00pm. The class is shorter than an in-person class, to make time for the online learning that happens (required assignments, recorded videos, etc.) between online video classes. This course will highlight diverse perspectives of thought, and encourages students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds. An addendum to this syllabus provides guidelines and policies for participation in this web-based course.

### IV. REQUIRED TEXTS AND MATERIALS

Walter, C. A., & McCoyd, J. L. (2016). *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed.). New York: Springer Publishing Company.

Recommended (not required):

Lipsky, L. V., & Burk, C. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Oakland, CA: Berrett-Koehler.

Selected required readings will also be posted on Canvas.

### V. COURSE REQUIREMENTS

A total of 200 Points are assigned to the course requirements in the following ways:

1. **Participation (20 points)**

Participation and discussion are critical parts of this course. Students are expected to attend all class sessions. Points will be deducted from the Participation grade for absences that have not been proactively discussed in advance with the professor. In addition to class attendance, contributions to and participation in class discussions, and occasional homework assignments should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings. Students will be asked to

self-evaluate their participation in class on two occasions. This self-evaluation will factor into the final participation grade.

2. ***Group Presentation (50 points)***

Students will collaboratively work with a small group of classmates to complete this assignment. Students are asked to imagine that they are forming a task group at a grief and loss agency that is considering expanding culturally responsive support services to individuals and groups who have experienced a loss. Students are to research one of the listed populations or types of loss below and create an educational presentation about the unique responses to these losses for the agency's Board of Directors.

Objectives of the presentation are to:

- encourage students to seek information and understanding about issues related to illness, death, and loss;
- remind students that one's cultural background can influence one's perception of other cultures' expressions of illness, death, and loss;
- identify and understand the layers of losses that are unique to each of these populations;
- provide a forum for the "Board" to benefit from the information and knowledge that has been gained.
- Populations or types of loss to be researched are: loss of a parent, loss of a child, loss of physical health (disability), loss due to immigration, sudden/unexpected loss, and cultural beliefs & death loss. Students will have some opportunities to use class time for virtually working on this assignment, will also be required to virtually meet outside of class to complete the assignment, and will receive a grade as a group. When needed and when appropriate, the professor reserves the right to award group assignment grades on an individual basis.

3. ***Book/Movie Review (50 points)***

Students are asked to select one book or one movie to read/watch in order to submit a written review (approximately 4-5 pages in length) using standardized questions developed by the professor.

4. ***Journals (40 total points – 10 points each)***

Students will complete four (4) journals over the course of the semester. These journals will consist of five questions for students to reflect on about ideas/concepts learned, in addition to a self-assessment of their participation in class. Students are expected to think deeply and respond accordingly to the reflection questions they are offered.

5. ***Quizzes (30 total points – 10 points each)***

Students will complete three (3) quizzes over the course of the semester. These quizzes will consist of questions related to assigned readings and will be a combination of multiple-choice questions and short essays.

6. ***Current Events (10 points)***

Each class, selected students will identify and share a current event article from the community which represents loss and grief. Current events will promote discussion in regards to possible effects and intervention considerations for those who were affected. If possible, students should attempt to correlate the event with the discussion topic of the class session. There is no written component for this course requirement.

Participation	20 points
Group Presentation	50 points
Book/Movie Review (Paper)	50 points
Journals (4)	40 points (each journal = 10pts)
Quizzes (3)	30 points (each quiz = 10pts)
Current Events	10 points
<b>Total for the Course:</b>	<b>200 points</b>

**Extra Credit:** Two extra credit assignments will be given during the semester. Information about these opportunities will be given after the start of the class.

**\*\*\*PLEASE NOTE – expectations for all course assignments will be thoroughly reviewed on the first day of class and additionally posted on Canvas with all requirements and detailed instructions.**

All assignments in this course may be processed by Turnitin, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any Turnitin submission, the professor will make the final determination as to whether or not a paper has been plagiarized.

## VI. 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

## VII. CLASS POLICIES

**Professional Accountability/Conduct in Class:** The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment, we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Part of professional accountability includes treating others with respect and courtesy. Within the class, this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas in a positive and respectful manner, and being willing to promote group cohesiveness in the learning environment.

The student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

In order to facilitate classroom communication and learning, distractions must be limited to the greatest extent possible.

**Time Management:** Students will lose 5% of the total point value per calendar day that an assignment is late. Assignments are due on Canvas by the beginning of class on the due date (unless otherwise specified). Assignments turned in after class begins are considered late. On subsequent days, papers must be submitted before 2:30 p.m. to avoid an additional penalty. The student must email the professor to indicate that the assignment has been submitted. **An assignment will not be accepted if it is submitted more than 7 days past the due date.**

Students who wish to visit with the professor about a deadline for an assignment must do so in advance of the due date. They will be expected to contact the professor to arrange for an appointment, discuss the reason for the delay, and negotiate a new deadline for the assignment. The professor only grants extensions for illness (with documentation from a medical professional), personal crisis (with documentation from Student Emergency Services), or documentation from the Services for Students with Disabilities office.

Students are expected to attend all class sessions in their entirety and three or more absences may result in the student being dropped from the course. Points will be deducted from the Participation grade for absences that have not been proactively discussed in advance with the professor. Points will be deducted from the Participation grade for any departures from class prior to class being dismissed and without proactive discussion in advance with the professor.

Classroom exercises, discussions, guest speakers and other class experiential exercises are essential for the students' professional learning and continued development of self-awareness. This form of learning cannot be "made up" once missed. Students will be expected to contact their peers to secure any missed notes. All handouts, PowerPoints, videos, or additional reading materials will be posted to Canvas for that class date under "Modules." Please do not contact the professor to ask about missed materials before checking Canvas and talking with a peer. The student may schedule an appointment with the professor if they wish to discuss missed classroom material in more detail.

Students are to notify the instructor prior to class via email if they cannot attend class due to an illness or emergency.

The professor will evaluate each student's class participation based upon their willingness to engage in class discussions, group activities, and behaviors that reflect presence and readiness to learn.

**Student Feedback:** Student feedback is welcome either informally or formally about classroom learning and content, the professor's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by email, and by appointment if they desire. Additionally, students will be given the opportunity to complete a mid-semester course evaluation.

**Concerns about Grades:** Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student.

Students with concerns related to equitable distribution of work on a group assignment should first give the peer in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If significant concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due. When needed and when appropriate, the professor reserves the right to award group assignment grades on an individual basis.

**Course Modifications:** Should any modifications or changes need to be made to the course (e.g. calendar, reading assignments), students will be notified in class and/or by email.

**Contacting the Professor:** The professor is available to discuss any issues that arise related to class during office hours or by appointment. Additionally, the student can email the professor with questions regarding assignments and/or concerns. The student should be prepared that it could take up to 48 hours for the professor to respond.

## VIII. UNIVERSITY POLICIES

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations

no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 professor. The professor 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 may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**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 for keeping the university informed about a change of 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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**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, examination, work assignment, or 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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between 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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

**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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.

**IX. COURSE**

## IX. SCHEDULE

Date	Topics	Assignments Due	Readings
1/25	Introduction to the Course, Review of Syllabus, and Developing Self-Care Practices		<p>Read: The Syllabus</p> <p>Watch: Recorded lecture (located in Canvas under modules)</p>
2/1	Social Work Ethics, Terminology for Grief and Loss, and Types of Loss	<i>Journal #1, due by 1p via Canvas</i>	<p>Read: Grief and Loss Across the Lifespan, Introduction and Ch. 1</p> <p>Listen to: <a href="#">“Grief in the Time of Covid-19”</a> and <a href="#">“Understanding Secondary Loss”</a></p> <p>Watch: Recorded lecture (located on Canvas under modules)</p>
2/8	Understanding Loss in Children	<i>Quiz 1 Taken on Canvas and due by 1p</i>	<p>Read: Grief Across the Lifespan, Ch. 3 and Ch. 4</p> <p>Listen to: <a href="#">“Into the Fold, Episode 13: Deportation Threat and the Children of the Undocumented”</a> and <a href="#">“Tips for Talking with Children about Grief”</a></p> <p>Watch: Recorded lecture (located on Canvas under modules)</p>
2/15	Understanding Loss: Tweens, Teens, and Emerging Adults		<p>Read: Grief Across the Lifespan, Ch. 5 and 6</p> <p>Listen to: <a href="#">“Nathan”</a></p>

			Watch: Recorded lecture (located on Canvas under modules)
2/22	Understanding Perinatal Attachment and Loss	<i>Journal #2, due by 1:00p via Canvas</i>	<p>Read: Grief Across the Lifespan, Ch. 2</p> <p><b>Listen to:</b> <a href="#">“Black Mothers Keep Dying After Giving Birth. Shalon Irving’s Story Explains Why”</a> and <a href="#">“Parents of Stillborn Babies Find Joy in Grief”</a></p> <p><b>Watch:</b> Recorded lecture (located on Canvas under Modules)</p>
3/1	Understanding Loss with Adults	<i>Quiz #2 Taken on Canvas and due by 1p</i>	<p><b>Read:</b> Grief Across the Lifespan, Ch. 7 and Ch. 8</p> <p><b>Listen to:</b> <a href="#">“The Gift of Time”</a> and <a href="#">“On Grief and Finding Meaning”</a></p> <p><b>Watch:</b> Recorded lecture (found on Canvas under Modules)</p>
3/8	Understanding Loss with Older Adults		<p><b>Read:</b> Grief Across the Lifespan, Ch. 9 and 10</p> <p><b>Listen to:</b> <a href="#">“Covid 19 and Older Adults,”</a> and <a href="#">“A New Way to Mourn”</a></p> <p><b>Watch:</b> Recorded lecture (found on Canvas under Modules)</p>
3/15	Spring Break/No Class		

3/22	Group Presentation Workday and Required Meeting with the Professor	<i>Journal #3 Due via Canvas by 1p</i>	
3/29	Social Justice and Loss	<i>Book or Movie Review Due by 1:00p via Canvas</i>	<p>Read: Grief Across the Lifespan, Ch. 11,</p> <p><i>“The Rhetoric of Shared Grief: An Analysis of Letters to the Family of Michael Brown,” and “From Violence to Voice, From Pain to Protest: Healing and Transforming Unjust Loss Through the Use of Rituals and Memorials” (found on Canvas under Modules)</i></p> <p>Listen To: <a href="#">“The Trauma of Being Black in America”</a></p> <p>Watch: <a href="#">“How Oscar Grant’s Death Changed Society,”</a> <a href="#">“Impact of Brown’s Death Still Felt in Ferguson,”</a> and <a href="#">“I Chose to Live”</a></p>
4/5	Disoriented Grief: Grief from Natural Disasters		Readings TBD
4/12	Group Presentations: Group 1 and 2	<i>Quiz #3 Taken on Canvas and due by 1p</i>	No Assigned Readings
4/19	UT Perinatal Mental Health Conference/No Class		No Assigned Readings
4/26	Group Presentations: Group 3 and 4		No Assigned Readings
5/3	Trauma Stewardship and Cultivating Self-Compassion	<i>Journal 4 due by 1:00p via Canvas</i>	Readings TBD

## X. BIBLIOGRAPHY

*The reading list for this course was designed to represent the perspectives of diverse scholars.*

(n.d.). Retrieved January 13, 2021, from <https://www.insocialwork.org/episode.asp?ep=157>

AssociatedPress. (2019, August 08). Impact of Brown's death still felt in Ferguson. Retrieved January 13, 2021, from <https://www.youtube.com/watch?v=UP3ggGEE77U>

AssociatedPress. (2019, August 08). Impact of Brown's death still felt in Ferguson. Retrieved January 13, 2021, from <https://www.youtube.com/watch?v=UP3ggGEE77U&feature=youtu.be>

Center, T. (n.d.). Ep. 6: Where Did Everyone Go? Retrieved January 13, 2021, from <https://www.dougy.org/index.php/grief-resources/grief-out-loud-podcast/page/P176>

David Kessler and Brené on Grief and Finding Meaning. (n.d.). Retrieved January 13, 2021, from <https://brenebrown.com/podcast/david-kessler-and-brene-on-grief-and-finding-meaning/>

The Gift of Time - Terrible, Thanks For Asking. (n.d.). Retrieved January 13, 2021, from <https://www.iheart.com/podcast/3-terrible-thanks-for-asking-27882264/episode/the-gift-of-time-51158723/>

Harris, D., & Bordere, T. C. (2016). *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion*. New York: Routledge.

Health, H. (2016, January 08). Into the Fold: Issues in Mental Health: Into the Fold, Episode 13: Deportation Threat and the Children of the Undocumented on Apple Podcasts. Retrieved January 13, 2021, from <https://podcasts.apple.com/us/podcast/into-fold-episode-13-deportation-threat-children-undocumented/id1057694008?i=1000360332588>

Humphrey, K. M. (2009). *Counseling strategies for loss and grief*. Alexandria, VA: American Counseling Association.

Lipsky, L. V., & Burk, C. (2010). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Surry Hills, NSW, Australia: Accessible Publishing Systems, Pty.

Mercurynews. (2018, December 31). 10-year anniversary: How Oscar Grant's death changed society. Retrieved January 13, 2021, from <https://www.youtube.com/watch?v=QYjCHB5r8I0>

Nathan - Terrible, Thanks For Asking. (n.d.). Retrieved January 13, 2021, from <https://www.iheart.com/podcast/3-terrible-thanks-for-asking-27882264/episode/nathan-29832629/>

- A New Way to Mourn: An Update. (2020, December 29). Retrieved January 13, 2021, from <https://www.nytimes.com/2020/12/29/podcasts/the-daily/coronavirus-funerals.html>
- Nina Martin, P., & Montagne, R. (2017, December 08). Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why. Retrieved January 13, 2021, from <https://www.npr.org/2017/12/07/568948782/black-mothers-keep-dying-after-giving-birth-shalon-irvings-story-explains-why>
- Parents Of Stillborn Babies Find Joy In Grief. (2009, July 27). Retrieved January 13, 2021, from <https://www.npr.org/2009/07/27/111063912/parents-of-stillborn-babies-find-joy-in-grief>
- Stewart, F. R. (2017). The Rhetoric of Shared Grief: An Analysis of Letters to the Family of Michael Brown. *Journal of Black Studies*, 48(4), 355-372. doi:10.1177/0021934717696790
- Sufrin, J. (2020, September 14). COVID-19 and Older Adults: Hogg Foundation for Mental Health. Retrieved January 13, 2021, from <https://hogg.utexas.edu/podcast-covid-19-and-older-adults>
- Trayvon Martin's mother: "I chose to live". (2018, August 08). Retrieved January 13, 2021, from <https://youtu.be/HmVifil-AmA>
- Walter, C. A., McCoyd, J. L., & Koller, J. M. (2016). *Grief and loss across the lifespan: A biopsychosocial perspective*. New York, NY: Springer Publishing Company, LLC.
- What's Your Grief Podcast. (2020, April 16). Retrieved January 13, 2021, from <https://whatsyourgrief.com/grief-podcast/>
- Williams, E. (2020, April 16). What's Your Grief Podcast: Grief Support for Those Who Like to Listen: Grief in the Time of COVID-19 on Apple Podcasts. Retrieved January 13, 2021, from <https://podcasts.apple.com/us/podcast/grief-in-the-time-of-covid-19/id946757971?i=1000471745869>

## **Elaine Cavazos, LCSW-S Course Syllabus Addendum Online Course Guidelines and Policies**

### **Course Technology Requirements**

Students will need to have access to the following to participate in this online course:

- Computer with dependable access to reliable, high speed internet connection and webcam
- Headphones and a well-lit private room for participation in the synchronous portion of the class each week
- Access to the Internet, MS Word or Pages, PowerPoint or Google Slides
- Accounts in Canvas

- Accounts in Zoom

## **Online Classroom Expectations**

### **Out of Class Time Assignments (Asynchronous)**

It is required that students complete the asynchronous portion of each class module on the due date indicated in the course schedule and on Canvas. The specific requirements/components for the Asynchronous portion of each class will be posted in Canvas at least one week prior to the due date.

Required class readings are included in the expectations of class preparation and that time is not considered part of asynchronous class activities. Students should take notes of any questions, comments, thoughts and feelings while engaging in the asynchronous units/modules/activities and be prepared to share during the synchronous class meeting times.

### **Synchronous Class Meeting Times (Our Online Classroom)**

Although class participants are not in a physical classroom, the virtual environment needs to be treated with respect as a learning environment. External distractions must be limited to the greatest extent possible. Students should do their best to find a quiet, well-lit space prior to logging into the synchronous class session.

### **Classroom Decorum and Establishing a Safe Environment for Dialogue**

- Classroom attire – students should wear something they would wear to an in-person class.
- Children – should not be on the student’s lap or in the vicinity of the camera’s view in respect to other students.
- Pets – appearances should be kept to a minimum.
- Safety – students should not access the web-based classroom while driving.
- Distractions – both television and music should not be on during class time. Students should not be in a public space (e.g. a coffee shop) during class time. Students and their computers should be in a place where students can hear and be heard without distractions. Cell phones should be off or in silent mode and not used during class time unless there is an urgent issue that you have informed the professor about before class.
- Set up for class – students’ computer cameras should give a full view of the student’s face in order to engage with others in the virtual classroom.
- Class participation – students should monitor contributions to class as they would in a physical classroom. Students should be aware of when they can contribute more and when they need to pull back with the level of contribution to give others space.
- Language – students should use academic discourse through speech, chat room or email.

- When posting written communication, avoid typing in all caps or bold as this can be viewed as yelling in some online communities.
- Use emoticons and other symbols to indicate tone when appropriate. This helps to decipher tone and intent.
- Students should take time to critically think about messages posted and how to formulate responses. Thoughts do not need to be perfectly formulated, but should be respectful.
- Chat room entries should be relevant to the topic being discussed in the synchronous portion of class.

### **Technology Issues**

If students encounter technology challenges with Canvas and/or Zoom prior to and/or during synchronous class sessions, the ITS service desk should be contacted (not the professor) - <https://sites.utexas.edu/css/servicedesk/>.