

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

Course Number: SW 393R18

Unique Number: 61740

Semester: Fall 2021

Meeting Time: Wed, 2:30p-5:15p

Meeting Place: SSW 2.112

Instructor: Erin Spalding, LCSW-S

Email: erinspaldinglcsw@utexas.edu

Cell Phone: 512-297-9888

Office Hours: Wednesdays 1-2pm
and by appt, all office hours conducted
via Zoom.

Grief Counseling

I. STANDARDIZED COURSE DESCRIPTION

The framework for this course involves theories of grief and loss and assessment and intervention with children, adolescents, adults, and families. The interplay between normal grief and bereavement and clinical syndromes are analyzed for the purpose of developing empirically based interventions grounded in social work values and the ethical decision-making process. Childhood, adolescence, adulthood and aging, as distinct life stages, require different knowledge and skills to assess and treat varied grief reactions. Students will develop an advanced understanding of the grief process for people from diverse backgrounds, affirming, and respecting their strengths and differences. This course is designed for students to engage clients in appropriate working relationships and identify needs, resources, and assets for coping with grief reactions. Students will examine, in depth, their own responses and reactions to grief work.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, the students will be able to:

1. Demonstrate an in-depth understanding of the concept of loss and its implications for individuals during the life span;
2. Demonstrate the ability to assess, through empirical means, the physical and psychological responses to loss (both typical and atypical), coping mechanisms, and available support systems as they pertain to individuals and intergenerational families;
3. Demonstrate an advanced clinical knowledge of the relationship between adaptive mechanisms and counseling strategies of the grief processes of children, adolescents, adults and elders as they relate to the strengths, capacities and resources of those individuals and families;
4. Demonstrate the ability to adapt assessment models of normal and traumatic grief to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin;
5. Demonstrate an ability to evaluate outcomes and effectiveness of grief interventions;
6. Demonstrate advanced knowledge of social work values and the ethical decision making processes as they relate to ethical dilemmas in grief work and practice;

7. Identify and evaluate counselor loss and grief, burnout, and healthy adaptation.

III. REQUIRED TEXTS AND MATERIALS

Kosminsky, P. S., & Jordan, J. R. (2016). *Attachment-informed grief therapy: The clinicians guide to foundations and applications* (1st ed.). New York, NY: Routledge/Taylor & Francis Group.

Neimeyer, R. A. (2016). *Techniques of Grief Therapy* (1st ed.). New York, NY: Taylor and Francis.

Wade, Breeshia (2021). *Grieving While Black: An Antiracist take on Oppression and Sorrow*. Berkley, California: North Atlantic Books.

Social Work Desk Reference, 3rd Edition (required by the MSSW program)

Recommended:

Worden, J. W. (2018). *Grief counseling and grief therapy: A handbook for the mental health Practitioner* (5th ed.). New York, NY: Springer Publishing.

Lipsky, L.V. (2009). *Trauma stewardship: An everyday guide to caring for self while caring for others*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Rando, T.A. (1993). *Treatment of Complicated Mourning*. Champaign, IL: Research Press. [L
SEP]

All readings from the recommended section will be available in Canvas

IV. TEACHING METHODS:

A variety of teaching methods will be utilized, including: lectures, class discussions, case examples, video presentations, role plays, and guest speakers with information addressing diverse populations, including ethnicity, culture, gender, age, sexual orientation, and the economically and/or socially disadvantaged.

V. COURSE REQUIREMENTS

Course Assignments:

The course assignments are listed below. Detailed instructions for each assignment will be given to students during class well in advance of the due date. The due dates for each assignment are listed both on Canvas and the course schedule (below).

1. Class Participation 30 points
2. 2 Reflections 50 points

- | | |
|-------------------------------------|------------|
| 3. 2 In Class Case Assessments | 30 points |
| 4. Non-Death Loss Literature Review | 100 points |
| 5. Grief Assessment Group Project | 100 points |
| 6. Loss History Timeline | 40 points |

Total	350 points
--------------	-------------------

VI. GRADES

332.5-350	A
315-331	A-
304.5-314	B+
294-303	B
280-293	B-
269.5-279	C+
259-268	C

GRADING SCALE

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

Graduate students must earn a minimum grade of C in the course for credit.

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.

Please turn off cell phones during class.

Attendance: It is important for students to be punctual and attendance is expected, as is handing in assignments on time. Students have one unexcused absence per semester in this course. Points will be deducted from the Class Participation/Attendance grade for each unexcused absence after that. Students with more than two unexcused classes will lose a letter grade. Three or more unexcused absences may result in the student being dropped from the course. Late arrivals will be noted if the student is more than 10 minutes after the start of class. Three late arrivals will count as one unexcused absence.

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. 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.

Classroom exercises, discussions, role-plays, 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 or handouts. The student may schedule an office visit 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, canvas or text 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, attentiveness to lectures and guest speakers, and behaviors that reflect presence and readiness to learn. Students who are engage in side conversations or appear to be using their electronic devices for non-class related activities will have their participation grade lowered accordingly and may be asked to meet with the professor to discuss appropriate classroom behavior.

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 via Canvas with questions regarding assignments and/or concerns. The student should be prepared that it could take 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: <http://deanofstudents.utexas.edu/sjs/>.

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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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 SCHEDULE

8/25/21	Review Syllabus Ethical Obligation of Self-Care Introduction - Social Justice Issues in Grief	Assigned Readings: The Syllabus Canvas: Bordere “Social Justice Conceptualizations in Grief , and Loss” Listen to: “Shared Trauma in the COVID19 Pandemic: Interview with Carol Tosone, Ph.D.” from the Social Work Podcast Grief Out Loud: Grieving While Black—Breeshia Wade
8/29/21	Assignment	1st Reflection Paper Due
9/1/21	Theoretical Perspectives and terminology for Grief and Loss Practice.	Assigned Readings: Techniques of Grief Therapy, Ch. 1 and 2. Canvas: Grief Counseling and Grief Therapy Listen to: “Grief for Beginners: 5 Things to Know about Processing Loss,”
9/8/21	Theoretical Perspectives Continued & Theories behind Trauma Counseling	Assigned Readings: Techniques of Grief Therapy, Ch. 3 Listen to: David Kessler and Brené on Grief and Finding Meaning , Spotify Optional Listen: “How To Say the Right Thing at the Worst Time”
9/12/21	Assignment	Submit Topic for Non-Death Loss Paper
9/15/21	Effect of Developmental Level on Bereavement in Children and Teens	Assigned Readings: Attachment-Informed Grief Therapy, Ch.1-3

		<p>Canvas: “Grief in GLBT Populations: Focus on Gay and Lesbian Youth” Goldman/Livotti,</p> <p>Listen to: Into the Fold, Episode 13: Deportation Threat and the Children of the Undocumented,” Into the Fold.</p> <p>Optional Listen: Grief is a Sneaky Bitch: Talking About Death with Kids</p>
9/22/21	Introduction to Assessment and Interventions for Adults with Grief, Loss and Trauma	<p>Assigned Readings: Techniques of Grief Therapy, ch.6-9</p> <p>Grieving While Black: Part 1</p> <p>Canvas: Review Assessment questions from “The Grief Assessment Intervention Workbook” Pomeroy and Garcia</p>
9/29/21	Assessment Continued – Early Intervention Practice Assessment Small Groups	<p>Assigned Readings: Attachment Informed Grief Therapy ch. 5</p>
10/6/21	<p>Grief and Cultural/Gender Differences</p> <p>Guest Speaker</p>	<p>Assigned Readings:</p> <p>Canvas: Rosenblatt, “Cultural Competence and Humility”</p> <p>Stewart, “The Rhetoric of Shared Grief”</p> <p>Almack, K., Seymour, J., & Bellamy, G. “Exploring the Impact of Sexual Orientation on Experiences and Concerns about End of Life Care and on Bereavement for Lesbian, Gay and Bisexual Older People.”</p> <p>Listen to: “Black Queer Grief,” Black Radical Queer</p>
10/13/21	In Class Case Assessment	Grieving While Black: Part 2
10/17/21	Assignment Due	Non-Death Loss Literature Review Due
10/20/21	Ambiguous Loss and Disenfranchised Grief	<p>Assigned Readings: Techniques of Grief Therapy, ch. 25 & 27</p>

		<p>Canvas: “Disoriented Grief: A Lens Through Which to View the Experience of Katrina Evacuees”</p> <p>Listen to: “Disenfranchised Grief,” Bereaved But Still Me</p> <p>Optional Listen: “What’s Your Grief: Is Grief Ever ‘On Hold’?”</p>
10/27/21	Complicated Grief	<p>Assigned Readings: Techniques of Grief Therapy, ch. 14 & 28 Attachment-Informed Grief Therapy, Ch. 4</p> <p>Canvas: “Prolonged grief disorder in refugees from Syria: qualitative analysis of culturally relevant symptoms and implications for ICD-1,”</p>
10/31/21	Assignment Due	2nd Reflection Paper Due
11/3/21	Unexpected Traumatic Loss: Homicide, Suicide and Crisis Intervention Guest Speakers	<p>Assigned Readings: Attachment Informed Grief Therapy Ch. 6</p> <p>Canvas: Shapiro, “EMDR Treatment of Recent Trauma”</p> <p>“Is Suicide Bereavement Different: Perspectives from Research and Practice”</p>
11/10/21	Clinical Skill Development: Exploring Resistance	<p>Assigned Readings Techniques of Grief Therapy Ch. 17 & 41</p> <p>Attachment-Informed Grief Therapy, Ch. 8 and 9</p> <p>Canvas: “Predictors of grief following the death of one's child: the contribution of finding meaning,”</p> <p>Listen To: “Continuing Bonds with Deceased Loved Ones,” What’s Your Grief ep.153: big emotions in grief - jenny delacruz, lpc,” The Dougy Center and “A Sherpa Named Zoi: How to Walk Through Grief and Live,” Mindfulness and Grief Institute</p>
11/17/21	Case Presentations	

11/21/21	Assignment	Psychosocial Grief Assessment Group Paper Due
11/24/21	NO CLASS Happy Thanksgiving!	
12/1/21	Secondary Trauma & Self Care Final Class Goodbye	Assigned Readings: Goelitz & Stewart-Kahn, “You can be affected too” Listen to: “ Shared Trauma in the COVID19 Pandemic: Interview with Carol Tosone, Ph.D. ,” from the Social Work Podcast
12/5/21	Assignment	Loss History Timeline

X. BIBLIOGRAPHY

- Almack, K., Seymour, J., & Bellamy, G. (2010). Exploring the Impact of Sexual Orientation on Experiences and Concerns about End of Life Care and on Bereavement for Lesbian, Gay and Bisexual Older People. *Sociology, 44*(5), 908-924. doi:10.1177/0038038510375739
- Baum, N., & Negbi, I. (2013). Children removed from home by court order: Fathers disenfranchised grief and reclamation of paternal functions. *Children and Youth Services Review, 35*(10), 1679-1686. doi:10.1016/j.chidyouth.2013.07.003
- Bennett, S. M., Ehrenreich-May, J., Litz, B. T., Boisseau, C. L., & Barlow, D. H. (2012). Development and Preliminary Evaluation of a Cognitive-Behavioral Intervention for Perinatal Grief. *Cognitive and Behavioral Practice, 19*(1), 161-173. doi:10.1016/j.cbpra.2011.01.002
- Cacciatore, J., & Raffo, Z. (2011). An Exploration of Lesbian Maternal Bereavement. *Social Work, 56*(2), 169-177. doi:10.1093/sw/56.2.169
- Cooper, A. C. (2015, February 19). Stu Maddux and Bill Jones. Retrieved from <https://storycorps.org/listen/bill-jones-and-stu-maddux-150220/>
- David Kessler And BRENÉ on grief and finding meaning. Brené Brown. (2021, July 26). <https://brenebrown.com/podcast/david-kessler-and-brene-on-grief-and-finding-meaning/>.
- Dennis, M. K., & Washington, K. T. (2016). Ways of Grieving Among Ojibwe Elders. *OMEGA - Journal of Death and Dying, 78*(2), 107–119. <https://doi.org/10.1177/0030222816679661>
- Ep. 153: Big emotions in grief - Jenny DELACRUZ, LPC. Grief Out Loud. (n.d.). <https://deardougy.libsyn.com/ep-153-big-emotions-in-grief-jenny-delacruz-lpc>

- Goelitz, A., & Stewart-Kahn, A. (2013). Chapter 11. Intimate Partner Violence. *From Trauma to Healing: A Social Workers Guide to Working with Survivors*. Routledge.
- Goldberg, A. G. (2015, May 14). Nicholas Heyward Sr. Retrieved from <https://storycorps.org/listen/nicholas-heyward-sr/>
- Goldberg, A. G. (2015, May 22). Leslie Hurd. Retrieved from <https://storycorps.org/listen/leslie-hurd/>
- Hendry, C. (2009). Incarceration and the tasks of grief: A narrative review. *Journal of Advanced Nursing*, 65(2), 270-278.
- Health, H. F. for M. (2016, January 8). *Into the FOLD: Issues in mental Health: Into the Fold, Episode 13: Deportation threat and the children of the UNDOCUMENTED on Apple Podcasts*. Apple Podcasts. <https://podcasts.apple.com/us/podcast/into-fold-episode-13-deportation-threat-children-undocumented/id1057694008?i=1000360332588>
- InSocialWork Podcast #157 - Dr. Joanne Cacciatore and Kara Thieleman: Witness to Suffering: Mindfulness and Compassion Fatigue Among Traumatic Bereavement Professionals and Volunteers. (n.d.). Retrieved from <http://www.insocialwork.org/episode.asp?ep=157>
- InSocialWork Podcast #227 - Dr. Kristie Seelman: Sexual Minority Older Adults: Addressing Health Disparities and Promoting Healthy Aging. (n.d.). Retrieved from <http://www.insocialwork.org/episode.asp?ep=227>
- Z. (2017, December 02). It's All Happening Podcast - Episode 108 with Megan Devine. Retrieved from <http://zachleary.com/2017/12/02/megan/>
- Harris, D. L. & Bordere, T. C. (2016). *Handbook of Social Justice in Loss and Grief: Exploring Diversity, Equity, and Inclusion*. New York, NY: Routledge/Taylor & Francis Group
- Keesee, N. J., Currier, J. M., & Neimeyer, R. A. (2008). Predictors of grief following the death of ones child: The contribution of finding meaning. *Journal of Clinical Psychology*, 64(10), 1145-1163. doi:10.1002/jclp.20502
- Killikelly, C., Ramp, M., & Maercker, A. (2021). Prolonged grief disorder in refugees from Syria: Qualitative analysis of culturally relevant symptoms and implications For icd-11. *Mental Health, Religion & Culture*, 24(1), 62–79. <https://doi.org/10.1080/13674676.2020.1825361>
- Kosminsky, P. S., & Jordan, J. R. (2016). *Attachment-informed grief therapy: The clinicians guide to foundations and applications* (1st ed.). New York, NY: Routledge/Taylor & Francis Group.
- Living the questions: It's really settling in now, the losses large and small*. The On Being Project. (2020, December 18). <https://onbeing.org/programs/living-the-questions-its-really-settling-in-now-the-losses-large-and-small/>.

Loud, G. O. (2021, March 24). *Grief out Loud: Grieving while black - Breeshia Wade on Apple Podcasts*. Apple Podcasts. <https://podcasts.apple.com/us/podcast/grieving-while-black-breeshia-wade/id963387015?i=1000514398815>.

Marichal, D. M. (2010, August 26). Robert Patterson and Karen Patterson. Retrieved from <https://storycorps.org/listen/robert-patterson-and-his-wife-karen/>

Neimeyer, R. A. (2016). *Techniques of Grief Therapy* (1st ed.). New York, NY: Taylor and Francis.

O'Neill, S. (2020, May 14). *Grief for Beginners: 5 things to know about PROCESSING Loss*. NPR. <https://www.npr.org/2020/05/12/854905033/grief-for-beginners-5-things-to-know-about-processing-loss>.

Shared trauma in the Covid19 Pandemic: Interview with CAROL TOSONE, Ph.D. Shared Trauma in the COVID19 Pandemic: Interview with Carol Tosone, Ph.D. (n.d.). <https://socialworkpodcast.blogspot.com/2020/05/covid19.html>.

A Sherpa NAMED Zoi: How to walk Through grief & live WITH INTENTION: Mindfulness & GRIEF podcast #49. Mindfulness & Grief: Meditation for Life After Loss. (2021, June 22). <https://mindfulnessandgrief.com/49-a-sherpa-named-zoi-how-to-walk-through-grief-live-with-intention-with-eric-hodgdon/>.

Parents Of Stillborn Babies Find Joy In Grief. (2009, July 27). Retrieved from <http://www.npr.org/2009/7/27/111063912/parents-of-stillborn-babies-find-joy-in-grief>

Pomeroy, E. C. & Garcia, R. B. (2009). *The Grief Assessment and Intervention Workbook*. Belmont, CA: Brooks/Cole-Cengage Pub.

Rahman, S., & Souza, J. D. (2014). Disenfranchised grief following a non-fatal road traffic incident: A case study exploring a mother's experience. *International Emergency Nursing*, 22(3), 169-171. doi:10.1016/j.ienj.2013.09.001

Robert A. Neimeyer on Constructivist Therapy and Grief Therapy. (2016, July 24). Retrieved from https://www.youtube.com/watch?v=tMX_1yeKNoI

Shapiro, E. (2009). EMDR treatment of recent trauma. *Journal of EMDR Practice and Research* 3(3), 141-151.

Shared Trauma: Interview with Carol Tosone, Ph.D. (n.d.). Retrieved from <http://socialworkpodcast.blogspot.com/2014/09/shared-trauma.html>

Soto, M. (2010). Anticipatory Guidance: A Hospital-Based Intervention for Adolescents with Perinatal Loss. *Child and Adolescent Social Work Journal*, 28(1), 49-62. doi:10.1007/s10560-010-0219-4

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

Transcript - how to say the right thing at the worst time. Slate Magazine. (2021, August 18). <https://slate.com/transcripts/ejlCZTJMMk96Tkt0WjdvdksWskRRbW9tVTEzNIVzVVJkQXNUdVAyYmQ4cz0=>.

Valentine, C., Bauld, L., & Walter, T. (2016). Bereavement Following Substance Misuse. *OMEGA - Journal of Death and Dying*, 72(4), 283-301. doi:10.1177/0030222815625174

Wade, B. (2021). *Grieving while black: An antiracist take on oppression and sorrow*. North Atlantic Books.

Walton, C. (2017, November 28). Episode #22: Happy(ish) Holidays II. Retrieved from <https://www.apmpodcasts.org/ttfa/2017/11/happyish-h>

Worden, J. W. (2009). *Grief counseling and grief therapy: A handbook for the mental health Practitioner* (4th ed.). New York, NY: Springer Publishing.