

**The University of Texas at Austin  
Steve Hick’s School of Social Work**

<b>Course Number:</b>	SW 360K	<b>Instructor:</b>	Lisa Keefauver, MSW
<b>Unique Number:</b>	59780	<b>Email:</b>	<a href="mailto:lkeefauver@utexas.edu">lkeefauver@utexas.edu</a> (prefer Canvas Inbox)
<b>Semester:</b>	Spring 2022	<b>Office:</b>	SW 3.104
<b>Meeting Time/Place:</b>	Mondays	<b>Cell Phone:</b>	734-272-7743
	1:00pm – 4:00 pm	<b>Office Hours:</b>	Mondays, 11:30 – 1:00pm
	SSW 2.132		Other time by appointment. Virtual unless otherwise specified.

## **Loss and Grief: Individuals, 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 scheduled to be in person 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. As of now, classes will meet in person on Tuesdays from 2:30-5:30. However, as circumstances change, some or all classes may need to move online. 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.

### IV. REQUIRED TEXTS AND MATERIALS

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

#### Recommended (not required)\*:

Harris, D. L., & Bordere, T.C. (2016) *Handbook for Social Justice in Loss and Grief: Exploring Diversity, Equity and Inclusion*. New York, NY: Routledge.

*\*Selected required readings, podcasts and videos will also be posted on Canvas. Check weekly in Modules and Inbox. Links or pdf files will be provided.*

### 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 Interview Project/Presentation (50 points)** Students will collaboratively work with a small group (ideally 3) of classmates to complete this assignment.

a) A group of 3 students will record and submit a zoom interview, taking turns as the interviewer, the interviewee and the observer. Questions will be provided when groups are assigned.

- b) Each student in the group will write and submit a 3-page reflection paper based on their experiences as interviewer, interviewee, and observer. Questions will be provided when groups are assigned.
- c) As a group, students will present their reflections on this exercise to the class.

***Objectives of the presentation are to:***

- Encourage students to examine their grief from a broad perspective, including the ability to identify non-death losses
- Make visible for themselves and others both the shared and varied grief beliefs we each hold.
- Enhance student's ability to hold space and bear witness to the grief and loss story of others
- Remind students about the power of culture, language and behavior (both implicit and explicit) in shaping our understanding of grief and loss.
- Increase comfort and ability to reflect openly and honestly about the experiences and impacts of grief and loss.

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

Students are asked to select one book, one movie (or well known dance performance or piece of art) 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 (30 total points – 15 points each)***

Students will complete two (2) journals over the course of the semester. These journals will consist of three to 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. ***Creative Response to Loss (20 points)***

In response to the course materials presented around Creative Response to Loss and Embodiment of Grief and Loss, students will be invited to create an original poem, drawing or other art form that captures the embodied response to grief, loss or trauma.

**Point Summary:**

Participation 20 points  
Group Interview Project/Presentation 50 points  
Book/Movie Review Paper 50 points  
Journals (2) 30 points (each journal=15 points)  
Quizzes (3) 30 points (each quiz=10 points)  
Creative Project 20 points  
**Total for the course: 200 points**

**\*\*\*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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

**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. SCHEDULE

Date	Topics	Assignments Due and In-Class Special	Readings and Other Source Materials*
<b>IMPORTANT NOTE: Additional Materials may be assigned throughout the semester. See Canvas Weekly</b>			
1/24*	Introduction to the Course, Personal Awareness and Defining Loss.  Introduction to Theories and Practices	<b>*This day of class will be only online via Zoom.</b>	<b>Read:</b> The Syllabus  <b>Read:</b> McCoyd, J and Walter, C (2016) <u>Grief and Loss Across the Lifespan, Introduction and Ch. 1</u>  <b>Read:</b> Harris & Bordere. <u>Handbook of Social Justice in Loss and Grief: Chapter 1: Social Justice Conceptualizations in Grief and Loss</u>
1/31*	Continuation of Theories of Grief and Loss Practice Models - Frameworks for Coping with Loss  Introducing Ambiguous Loss and Disenfranchised Grief	<b>*This day of class will be only online via Zoom.</b>	<b>Read:</b> Doka, K. (2002). <u>Disenfranchised grief: New directions, challenges, and strategies for practice (pp. 23-28 )</u>  <b>Listen to: : <a href="#">“On Being Podcast: Navigating Loss without Closure with Pauline Boss”</a></b>  <b>Listen to: <a href="#">GSB Podcast: Progressive Wisdom with Allan Cole</a></b>
2/7	Understanding Loss in Children	<b>Journal #1, due by 1pm via Canvas</b>	<b>Read:</b> McCoyd, J and Walter, C (2016) <u>Grief Across the Lifespan, Ch. 3 and Ch. 4</u>  <b>Listen: <a href="#">“Grief is a Sneaky Bitch Podcast: Talking with Kids About Death” with Rachel Carnahan-Metzger and Sierra Herbolt.</a></b>
2/14	Understanding Loss: Tweens, Teens, and Emerging Adults	<b>Quiz #1 Taken on Canvas and due by 1pm</b>  <u>Possible Guest Lecturer</u>	<b>Read:</b> McCoyd, J and Walter, C (2016) <u>Grief Across the Lifespan, Ch. 5 and 6</u>  <b>Read: <a href="#">In the Land of Hope and Grief by Kiliiii Yüyan</a></b>  <b>Listen: <a href="#">GSB Podcast: Reimagining Care with Barbara Jones</a></b>
2/21	Understanding Reproductive Grief and Loss	<b>Groups for projects will be assigned.</b>	<b>Read:</b> McCoyd, J and Walter, C (2016) <u>Grief Across the Lifespan, Ch. 2</u>  <b>Listen: <a href="#">“NPR: Black Mothers Keep Dying After Giving Birth. Shalon Irving’s Story Explains Why”</a></b>  <b>Listen: <a href="#">“GSB Podcast: When Stillness Silences Our Grief with Autumn Campbell”</a></b>  <b>Listen: <a href="#">GSB Podcast: Naming the Loss with Anonymous Guest</a></b>

2/28	Understanding Loss with Adults	<i>Quiz #2 Taken on Canvas and due by 1pm</i>	<p><b>Read:</b> McCoyd, J and Walter, C (2016) <u>Grief Across the Lifespan, Ch. 7 and Ch. 8</u></p> <p><b>Read:</b> TBD</p> <p><b>Listen:</b> "<a href="#">Terrible Thanks for Asking Podcast: The Gift of Time</a>"</p>
3/7	Understanding Loss with Older Adults	<i>Journal #2, due by 1:00p via Canvas</i>	<p><b>Read:</b> McCoyd, J and Walter, C (2016) <u>Grief Across the Lifespan, Ch. 9 and 10</u></p> <p><b>Listen:</b> "<a href="#">Into The Fold Podcast: Covid 19 and Older Adults,</a>"</p> <p><b>Listen:</b> TBD</p>
3/14 *****Spring Break*****			

3/21	Cultural, Collective & Ecological Grief		<p><b>Read:</b> <a href="#">'Solastalgia': Arctic inhabitants overwhelmed by new form of climate grief</a></p> <p><b>Listen:</b> <a href="#">GSB Podcast: In Search of Belonging with john a powell</a></p> <p><b>Listen:</b> GSB Podcast - Expansiveness of Grief with Shonagh Taruza</p>
3/28	Creative Response to Loss	<p><i>Book or Movie Reviews due by 12:00 pm via Canvas</i></p> <p><b>Guest Lecturer:</b> Robin Richardson</p>	<p><b>Read:</b> Richardson, R. <a href="#">Aesthetics of Health: Art Pedagogy Meets Community Engagement</a></p> <p><b>Read:</b> <a href="#">What to Make When You're Dying</a></p> <p><b>Listen:</b> <a href="#">On Being Podcast: Sculptor of Time and Loss</a></p> <p><b>Listen:</b> <a href="#">GSB Podcast: Bearing The Wait with Christina Bain</a></p>
4/4	Therapeutic value of Narrative, Metaphor and Poetry in Loss	<p><i>Quiz #3 Taken on Canvas and due by 1pm</i></p>	<p><b>Read:</b> Palmer, P (2004). <a href="#">A Hidden Wholeness: Chapter 6: The Truth Told Slant p.89-111</a></p> <p><b>Listen:</b> <a href="#">On Being Podcast: Shaping Grief with Language with Gregory Orr.</a></p> <p><b>Listen:</b> <a href="#">GSB Podcast: Poetic Nature of Grief w/ Fad Jamal</a></p>
4/11	Rituals and Ceremony in Death Grief and Mourning	<p><i>Group Project Video and reflection papers due by 12:00pm via Canvas</i></p> <p><b>Guest Lecturers:</b> Allie Garcia and Alex Casas</p>	<p><b>Read:</b> TBD</p> <p><b>Read:</b> Harris &amp; Bordere. <a href="#">Handbook of Social Justice in Loss and Grief: Chapter 17: From Violation to Voice From Pain to Protest</a></p> <p><b>Listen:</b> <a href="#">NY Times The Daily Podcast: A New Way to Mourn</a></p>
4/18	Embodiment of Grief and Loss  Cultivating Self Compassion		<p><b>Read:</b> TBD</p> <p><b>Listen:</b> <a href="#">Unlocking Us Podcast: Brene with Emily and Amelia Nagoski on Burnout and How to Complete the Stress Cycle</a></p> <p><b>Listen:</b> <a href="#">GSB Podcast: Self-compassion with Kristen Neff (forthcoming)</a></p>

4/25	Trauma	<i>Creative Project due by 12:00pm via Canvas</i>	<b>Listen:</b> <a href="#">GSB Podcast: Moving Through Trauma</a> <b>Read:</b> <a href="#">Grieving While Black by Breeshia Wade, Chapter 2.</a> Read: <a href="#">Loss, Trauma and Resilience by Pauline Boss Chapter 2</a>
5/2	Group Project Presentation – All Groups	<i>In Class Reflections on Group Project</i>	No readings. Please complete Course Survey

## X. BIBLIOGRAPHY

*The reading and audio list for this course was designed to represent the perspectives of diverse scholars. Additional materials may be added throughout semester. See Canvas for updates.*

Bain, Christina (2020). *What to Make When You're Dying*. (n.d.). Retrieved August 19, 2021 from <https://www.seamwork.com/magazine/2020/09/what-to-make-when-youre-dying>

Bearing the Wait with Christina Bain – Grief is a Sneaky Bitch Podcast (n.d.). Retrieved August 18, 2021 from <https://podcasts.apple.com/us/podcast/bearing-the-wait/id1474558908?i=1000497982939>

Brown, A. (2021). *Holding Change: The Way of Emergent Strategy Facilitation and Mediation*. Chico, CA: AK Press.

Cole, A. (2021). *Counseling Persons with Parkinson's Disease*. New York: Oxford University Press

Brene with Emily and Amelia Nagoski on Burnout and How to Complete the Stress Cycle – Unlocking Us Podcast (n.d.). Retrieved August 18, 2021 from [https://open.spotify.com/episode/6L48OhNvYeIlv7Tir3yij0?si=V2xo3lrRQ8SGm2wM9FaYbQ&dl\\_branch=1&nd=1](https://open.spotify.com/episode/6L48OhNvYeIlv7Tir3yij0?si=V2xo3lrRQ8SGm2wM9FaYbQ&dl_branch=1&nd=1)

Doka, K. (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice* (pp. 23-28 )

Expansiveness of Grief with Shonagh Taruza– Grief is a Sneaky Bitch Podcast (n.d.). Retrieved August 18, 2021, from <https://podcasts.apple.com/us/podcast/expansiveness-of-grief/id1474558908?i=1000500134712>

The Gift of Time - Terrible, Thanks For Asking. (n.d.). Retrieved August 18, 2021, from <https://www.tffa.org/episode/2019/10/15/82-the-gift-of-time>

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