

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

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| Course Number: | SW 360K | Instructor: | Jahanett Ramirez |
| Unique Number: | 60820 | Email: | Jahanett.ramirez@austin.utexas.edu |
| Semester: | Spring 2023 | Office: | 3.130C |
| Meeting Time/Place: | Mondays, 1:00 pm – 4:00pm SSW 2.132 | Office Phone: | 512-232-2721 |
| | | Office Hours: | TBD |
| | | | Other time by appointment |

**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 scheduled to be in person and uses a form of blended learning where students learn content online through analyzing readings, watching videos, listening to podcasts, 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 meet in person on Mondays from 1:00 – 4:00pm. 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 TEXT AND MATERIALS

McCoyd J.L.M., Koller, J.M., Walter, C.A. (2021). *Grief and Loss Across the Lifespan: A Biopsychosocial Perspective* (3rd ed.). New York, NY: Springer Publishing Company, LLC.

Recommended Readings (not required):

Garcia R.B., Pomeroy E.C. (2022) *Trauma and Grief Assessment and Intervention: Building on Strengths*. New York: Routledge.

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

Additional readings and materials will be available on Canvas.

V. COURSE REQUIREMENTS

| Assignment | | Total Points |
|-----------------------------|--|---------------------------------|
| 1. | Attendance and Class Participation (including CBL) | 15 |
| 2. | Formative Quizzes (2) | 10 (each quiz = 5 points) |
| 3. | Journal Reflections (5) | 20 (each reflection = 4 points) |
| 4. | Loss History/Personal Awareness Assignment | 25 |
| 5. | Individual Wellness Learning Plan | 5 |
| 6. | Final Exam | 25 |
| Total for the course | | 100 |

1. Participation and Case-Based Learning (15 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.

Case-Based learning or CBL, is a method of instruction used in medicine and many other disciplines, where students work in groups to apply their knowledge and problem-solving skills to real-world scenarios. Throughout the semester, students will be given case-presentations during class and will be asked to answer questions in a small group setting. They will then present their answers to the entire class for further feedback. This allows students to use collaborative learning to learn from each other's perspectives and further reinforce the concepts being learned in class.

2. Formative Quizzes (10 points)

Students will complete two (2) quizzes over the course of the semester. These quizzes will consist of questions related to assigned readings and in-class presentations. The format will be multiple-choice questions. The goal of these formative assessments is to help you identify gaps in your learning, provide feedback to improve your knowledge, and help you prepare for the final exam. These quizzes will only be graded for completion and answers will be reviewed during class.

3. Journal Reflections (20 points)

Students will complete five (5) reflections over the course of the semester. These reflections are short responses to the readings, that should address questions that will be posted on Canvas prior to the next class. They should be no longer than ½ - 1 page long, 12pt font, double-spaced, Times New Roman, and are due by 5pm central time the night before our scheduled class (i.e., due on Sundays, by 5pm). As with the formative quizzes, these reflections will only be graded for completion and responses will be discussed during class.

4. Loss History/Personal Awareness Assignment (25 points)

Students will be asked to reflect on their own experience with grief, and apply the concepts/ideas learned throughout the semester to submit a paper (approximately 2-3 pages in length) using standardized questions developed by the professor. This assignment will be divided into three parts, which will be completed throughout the semester. Additional requirements and instructions will be reviewed on the first day of class and posted on Canvas.

5. Individual Wellness Learning Plan (5 points)

Students will develop an individualized wellness learning plan for themselves to attend to their emotional and physical needs adapted from Resilience in the Face of Grief and Loss: A Curriculum for Pediatric Learners.

6. Final Exam (25 points)

The final exam will consist of multiple-choice questions and short essays related to the assigned readings and in-class presentations. The questions and short essays will be similar in format to the formative quizzes and case presentations discussed during class.

Please note, expectations and requirements for all course assignments will be reviewed on the first day of class and will be additionally posted on Canvas with detailed instructions.

VI. GRADES

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| 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, cell phones and other communication devices are restricted and must be turned off when class begins and remain off throughout the duration of the class. Text messaging is not allowed during class time without special circumstances about which the professor has been made aware. Laptops may be used during class only to take notes for this course. These are issues of professionalism and failure to comply with this expectation may result in a grade reduction in class participation grade.

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 1:00 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 office visit, 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.

Attendance is mandatory for each class session in its entirety and three or more absences may result in the student being dropped from the course. A sign in sheet will be available at the start of class and students are expected to take responsibility in signing in for themselves each class session. Late arrivals will be noted if the student is more than 10 minutes after the start of class (late arrival = 1:10pm or later). Three late arrivals will count as one absence. Points will be deducted from the Class Participation/Attendance grade for each unexcused absence. Points will be deducted from the Class Participation/Attendance grade for any departures from class prior to class being dismissed.

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 or handouts. All handouts, PowerPoints, 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 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 at the given office number 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 engaged 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.

Student Feedback: Student feedback is welcome either informally or formally about class room learning and content, the teacher's teaching strategies, peer relationships, scheduling, or other items. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

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 colleague 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.

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, by Canvas, 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 72 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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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. COURSE SCHEDULE

| Date | Topic | Assignment Due | Readings** |
|------|---|---|--|
| 1/9 | Introduction to the Course, Theories, and Context | <i>Read Syllabus</i> | Read: Syllabus Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 1</u> : Theories and Context |
| 1/16 | Martin Luther King, Jr. Day; no classes held | | |
| 1/23 | Continuation of Theories of Grief and Loss Understanding Loss in Children: Infancy, Toddlerhood, and Preschool | <i>Loss History Assignment (Part 1) due</i> <i>Journal Reflection due (optional)*</i> | Read: Garcia R, Pomeroy EC (2022) Trauma and Grief Assessment and Intervention: Building on Strengths- <u>Chapter 1</u> : Understanding Grief and Loss – An Introduction Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 3</u> : Loss in Infancy, Toddlerhood, and Preschool Listen: Talking with Kids About Death with Rachel Carnahan Metzger and Sierra Herbort (GSB) |

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| 1/30 | <p align="center">Understanding Loss in Children: Elementary School - Age</p> | <p align="center"><i>Journal Reflection due (optional)*</i></p> | <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 4: Elementary School-Age Children</u></p> <p>Read: American Academy of Pediatrics: Understanding Grief and Loss in Children Discussion Guide</p> <p><i>CBL Case #1</i></p> |
| 2/6 | <p align="center">Understanding Loss in Tweens and Teens and Emerging Adults</p> | <p align="center"><i>Journal Reflection due (optional)*</i></p> | <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 5: Tweens and Teens & Chapter 6: Emerging Adults</u></p> <p>Listen: “Losing a Parent can Derail Teens Lives” (NPR)</p> |
| 2/13 | <p align="center">Understanding Loss in the Context of Perinatal Attachment and Loss and in Young Adulthood</p> | <p align="center"><i>Journal Reflection due (optional)*</i></p> | <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 2: In the Context of Perinatal Attachment and Loss & Chapter 7: Young Adulthood</u></p> <p>Listen: Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why (NPR)</p> <p><i>CBL Case #2</i></p> |

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| 2/20 | Understanding Loss in Middle Adulthood and Disenfranchised Grief | <i>Journal Reflection due (optional)*</i> | <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 8: Middle Adulthood</u></p> <p>Read: Albuquerque S, et al (2021) COVID-19 and Disenfranchised Grief</p> <p>Listen: The Importance of Mourning Losses Even When They Seem Small (NPR)</p> <p><i>TBD: Guest Speaker</i></p> |
| 2/27 | Understanding Loss in Young-Old Adulthood and Retirement and Reinvention | <p>Loss History Assignment (Part 2) due</p> <p><i>Journal Reflection due (optional)*</i></p> | <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 9: Retirement & Reinvention & Chapter 10: Young-Old Adulthood</u></p> <p><i>CBL Case # 3</i></p> |
| 3/6 | Understanding Loss in Older Adulthood and End of Life Issues | <p>Formative Quiz #1 due on 3/5 by 5pm</p> <p><i>Journal Reflection due (optional)*</i></p> | <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 11: Older Adulthood</u></p> <p>Read: Corr CA, Corr DM, Doka KJ (2019) Death & Dying, Life & Living <u>Chapter 16: Legal Issues</u></p> <p>Read: Karnes B (2014) Gone From My Sight: The Dying Experience</p> <p>Review Formative Quiz #1</p> |

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| 3/13 | Spring Break; no classes held | | |
| 3/20 | Grief in Special Populations | <i>Journal Reflection due (optional)*</i> | <p>Read: Garcia R, Pomeroy EC (2022) Trauma and Grief Assessment and Intervention: Building on Strengths - <u>Chapter 7</u>: Grief Reactions and Special Populations</p> <p>Read: Harris D, Bordere T (2016) Handbook of Social Justice in Loss and Grief: <u>Chapter 12</u>: The Silenced Emotion Older Women and Grief in Prison & <u>Chapter 13</u>: Grief in Developmental Disabilities</p> |
| 3/27 | Trauma as Grief and Ambiguous Loss | <i>Journal Reflection due (optional)*</i> | <p>Read: Garcia R, Pomeroy EC (2022) Trauma and Grief Assessment and Intervention: Building on Strengths - <u>Chapter 2</u>: Grief and Trauma: A Complex Convergence) & <u>Chapter 4</u>: Expected and Traumatic Grief in Adults</p> <p>Listen: Moving Through Trauma with Ilyse Kennedy (GSB)</p> <p>Read: Boss, P (2010) The Trauma and Complicated Grief of Ambiguous Loss</p> <p>Listen: Navigating Loss without Closure with Pauline Boss (On Being Podcast)</p> <p><i>TBD: Guest Speaker</i></p> |

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| 4/3 | Cultural Patterns, Rituals, and Ceremonies | <i>Journal Reflection due (optional)*</i> | <p>Read: Corr CA, Corr DM, Doka KJ (2019) <i>Death & Dying, Life & Living</i> <u>Chapter 5</u>: Cultural Patterns and Death</p> <p>Read: Harris D, Bordere T (2016) <i>Handbook of Social Justice in Loss and Grief</i> <u>Chapter 14</u>: Social Expectations of the Bereaved and <u>Chapter 17</u>: From Violation to Voice, From Pain to Protest</p> |
| 4/10 | Caring for the Caregiver and Self-Care | <i>Individual Wellness Learning Plan due</i> | <p>Read: Harris D, Bordere T (2016) <i>Handbook of Social Justice in Loss and Grief</i>: <u>Chapter 21</u>: Care for the Caregiver</p> <p>Listen: TAPS: Who Am I Now?</p> <p>Read: Garcia R, Pomeroy EC (2022) <i>Trauma and Grief Assessment and Intervention: Building on Strengths - Chapter 8</i>: Practice Implications for the Professional</p> <p>Read: Harris D, Bordere T (2016) <i>Handbook of Social Justice in Loss and Grief</i>: <u>Chapter 22</u>: The Liberating Capacity of Compassion</p> <p>Listen: Self-Compassion and Grief (GSB)</p> <p>Read: American Academy of Pediatrics: Introduction to Personal Wellness Developing a Wellness Learning Plan</p> |

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| | | | <i>CBL Case #4</i> |
| 4/17 | Narrative and Creative Response to Loss | <i>Loss History Assignment (Part 3) due</i> | <p>Listen: Healing Power of Storytelling with Annie Brewster (GSB)</p> <p>Read: Bertman,S (2015). Using the Arts and Humanities with the Dying, Bereaved, . . . and Ourselves</p> <p>Listen: After Loss Turning To Poetry for Grief and Healing (NPR)</p> <p><i>TBD: Guest Speaker</i></p> |
| 4/24 | Closing, Course Reflections | <i>Formative Quiz #2 due on 4/23 by 5pm</i> Course evaluations | No readings Review Formative Quiz #2 |
| 5/1 | Final Exam | | |
| <p>* Must complete 5 out of the 10 journal reflections over the course of the semester to receive full credit.</p> <p>** Additional readings will be uploaded to Canvas throughout the semester</p> | | | |

X. BIBLIOGRAPHY

Albuquerque S, Teixeira AM, Rocha JC. COVID-19 and Disenfranchised Grief. *Front Psychiatry*. 2021 Feb 12;12:638874. doi: 10.3389/fpsy.2021.638874.

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