

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

<b>Course Number:</b>	SW 360K9	<b>Instructor Name and Pronouns:</b>	Lisa Keefauver, MSW (she/her/hers)
<b>Unique Number:</b>	60824	<b>Email:</b>	lkeefauver@utexas.edu
<b>Semester:</b>	Spring 2023	<b>Office:</b>	ONLINE ONLY
<b>Meeting Time/Place:</b>	Virtual/Zoom (See Course Schedule)	<b>Alternate Email:</b>	lisa@lisakeefauver.com
	Tuesdays 11:30-2:30 (See Course Schedule for asynchronous and synchronous times)	<b>Office Hours:</b>	Weekdays, appointments only via Zoom. Schedule via Canvas Inbox

**360K – 9- Loss & 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

The class is taught using a flipped model of teaching or a form of blended learning where students learn content partially asynchronous through analyzing readings and articles, watching videos and completing weekly reflections via the discussion board. Students will be strongly encouraged to meet synchronously via Zoom for the other portion of the class. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles. Students will be expected to complete the course content online and with ideally 1 hour per week synchronous in Zoom Group Discussions and via Weekly Reflections and responses on Discussion Boards. Students will need to have access to a computer with reliable internet connection to complete this course.

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. Experiential learning will be the foundation of this class and students will be expected to critically process and reflect on what they are learning through readings, lectures, videos and learning about social work practice in the community. The goal is to support you in making your own decisions about how to proceed and then ask you to reflect on the trajectory of your experience. Did it go as you expected? What was unexpected? What did you learn? What did you learn doesn't work well?

This course will use the following platforms for virtual learning:

- **Canvas** —a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their e-mail address is correct on this site so that class e-mails are received. To reach your class site on Canvas, please go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page ([www.utexas.edu/its/help/](http://www.utexas.edu/its/help/)), can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

#### **IV. REQUIRED TEXT AND MATERIALS**

Recommended (not required)\*:

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

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

*\*A large selection of other readings, podcasts and videos will be required and will be posted on Canvas. Check weekly in Modules and Inbox. Links or pdf files will be provided.*

## V. COURSE REQUIREMENTS

A total of 100 points are assigned to the course requirements in the following ways:

- 1. Introduction Video (5 points)** Students will be expected to record a video introduction using animoto uploaded to Canvas. This video should include basic introductory information about the student (name, pronouns, hometown, family, pets, major, reason for interest in this course, etc...) as well as some photos. Videos will be used to get to know each other in this class and for familiarity for optional discussion groups. Detailed information provided in Canvas.
- 2. Weekly Reflections (20 points)** Students are strongly encouraged to participate in synchronous virtual group discussions (TBD re: time). After attendance (or even if you aren't able to attend), students will respond via the Discussion Board to a weekly reflection prompt regarding the materials and discussions surrounding the week's topic. Students can submit their own initial response to the prompt and/or respond to the submission of their peers.
- 3. Reflections on Grief in the Media/Arts Paper (25 points)** Students are asked to select one book, movie, play, song, art exhibit or dance performance to read/watch/observe. Students will share a written reflection and analysis on the portrayal of grief using standardized questions developed by the professor. Approx. 4-5 pages in length.
- 4. Creative Response to Embodied Loss Project (25 points)** In response to the course materials presented around the Creative Response to Loss and Embodiment of Grief and Loss, Students will be invited to create an original creative project (poem, drawing, collage, song, or other art form) that captures the way grief, loss or trauma shows up in the body.
- 5. Most Important Grief Beliefs or Practices Essay (25 points)** Students are asked to share the 10 most valuable or helpful grief beliefs or grief support practices they now hold after consuming all the content covered through the semester. These beliefs may include some beliefs held before the start of class, beliefs that have been somewhat modified by what was learned, or beliefs completely new to the student. Approx. 4-5 pages in length.

### Point Summary:

Introduction Video – 5 points

Weekly Reflections – 20 points

Reflections on Grief in the Media/Arts Paper - 25 points

Creative Response to Embodied Loss Project – 25 points

Most Important Grief Beliefs or Practices Essay- 25 points

**Total for the course: 100 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

**Noise:** During optional group discussion on Zoom, when possible, please wear headphones so background noise doesn't distract from discussions. When not actively speaking, remain on mute.

**Professional Accountability/Conduct in Class:** The professor expects students to act like professionals in optional group discussions. This means students should arrive to Zoom time for session, 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 **encouraged** to attend all group discussion sessions in their entirety. Though there are no attendance requirements, please note that you're learning will be positively enhanced by group discussion of the materials.

**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 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.

**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

In week 1, professor will submit requests to students in order establish 1-hour optional weekly group discussions. Two groups will be created to afford accessibility to varying student schedules.

Topic	Date	Location	Assignment Due	Readings/Videos/Podcasts
<i>Introduction to Course, Theories and Practices</i>	1/10	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Review all announcements</li> </ul>
	1/13*		#1 Confirm Syllabus Review #2 Choose Optional Group Discussion Section	*By Friday 1/13 – Please confirm syllabus review and indicate which offered discussion sessions you would be able to attend. While not mandatory, participation will highly increase learning in this course.
<i>Continued Theories and Practices and Frameworks for Loss</i>	1/17	Asynchronous (Work on own time) Online	Intro Video Due	<ul style="list-style-type: none"> <li>• Recorded Lecture by Professor</li> <li>• Loss Across the Lifespan Introduction (Chapter 1) - MCoyd &amp; Walter</li> <li>• Handbook of Social Justice in Loss and Grief Introduction (chapter 1) - Darcy, Harris &amp; Bordere</li> </ul>
	1/17	Synchronous/Virtual	Weekly Reflection on Discussion Board	
<i>Understanding Loss in Children</i>	1/24	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>• Recorded Lecture by Professor</li> <li>• Loss Across the Lifespan Infancy Toddlerhood and Preschool (Chapter 3) &amp; Elementary Age (Chapter 4) - MCoyd &amp; Walter</li> <li>• GSB Podcast: Talking with Kids About Death with Rachel Carnahan-Metzger and Sierra Herbort</li> </ul>
	1/24	Synchronous/Virtual	Weekly Reflection on Discussion Board	

<i>Understanding Loss in Teens, Tweens and Emerging Adults</i>	1/31	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>Loss Across the Lifespan Tweens &amp; Teens (Chapter 5) - MCoyd &amp; Walter</li> <li>Loss Across the Lifespan Emerging adults (Chapter 6) - MCoyd &amp; Walter</li> <li>GSB Podcast: Reimagining Care with Barbara Jones</li> <li>In the Land of Hope and Grief by Kiliiii Yuyan</li> </ul>
	1/31	Synchronous/ Virtual	Weekly Reflection on Discussion Board	
<i>Understanding Loss in Adulthood (Including Reproductive Loss)</i>	2/7	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>Loss Across the Lifespan Young Adulthood (Chapter 7) Middle Adulthood (Chapter 7)- MCoyd &amp; Walter</li> <li>Handbook of Social Justice in Loss and Grief Inequality, Exclusion, and Infant Mortality (Chapter 5)</li> <li>NPR Audio: Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why</li> </ul>
	2/7	Synchronous/ Virtual	Weekly Reflection on Discussion Board	
<i>Understanding Loss in Older Adulthood</i>	2/14	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>Loss Across the Lifespan Older Adults (Chapter 10) - MCoyd &amp; Walter</li> <li>Handbook of Social Justice in Loss and Grief The Silenced Emotion Older women and grief in prison (chapter 12) - Darcy, Harris &amp; Bordere</li> </ul>
	2/14	Synchronous/ Virtual	Weekly Reflection on Discussion Board	
<i>Ambiguous Loss</i>	2/21	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>On Being Podcast: Navigating Loss without Closure with Pauline Boss</li> <li>Ambiguous Loss Chapter 8 (Making Sense out of Ambiguity) by Pauline Boss</li> </ul>
	2/21	Synchronous/ Virtual	Weekly Reflection on Discussion Board	

<i>Disenfranchised and Collective Grief</i>	2/28	Asynchronous (Work on own time) Online	Book/Movie/ Art Paper Due	<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>GSB Podcast In Search of Belonging with John A. Powell</li> <li>Disen-Whaaat? Understanding Disenfranchised Grief by Litsa Williams</li> <li>From Grief to Grievance: Axes of Personal and Collective Grief Among Black Americans by Ta'neere T. Wilson and Mary-Frances O'Connor</li> </ul>
	2/28	Synchronous/ Virtual	Weekly Reflection on Discussion Board	
<i>Embodied Response to Loss</i>	3/7	Asynchronous (Work on own time) Online		
	3/7	Synchronous/ Virtual	Weekly Reflection on Discussion Board	<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>Unlocking Us Podcast: How to Complete The Stress Cycle with Emily and Amelia Nagoski</li> <li>The Grieving Brain by Mary Frances O'Connor (Chapter 1-Walking in the Dark)</li> <li>Short Film: Upwell by J'Aime Morrison</li> </ul>
<b>SPRING BREAK</b>				
<i>Creative Response To Loss</i>	3/21	Asynchronous (Work on own time) Online	Creative Response to Loss Assignment Due	<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>On Being Podcast: Sculptor of Time and Loss with Dario Robleto</li> <li>What to Make When You're Dying by Christina Bain</li> <li>Aesthetics of Health: Art Pedagogy Meets Community Engagement</li> <li>GSB Podcast: I was Already Everything with Krissy Teegerstrom</li> </ul>
	3/21	Synchronous/ Virtual	Weekly Reflection on Discussion Board	
<i>Trauma as Grief</i>	3/28	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>On Purpose Podcast: Understanding Your Trauma with Dr. Gabor Mate</li> <li>On Being Podcast: How Trauma and Resilience Cross Generations with Rachel Yehuda</li> <li>Grieving While Black by Breeshia Wade, Chapter 2.</li> </ul>
	3/28	Synchronous/ Virtual	Weekly Reflection on Discussion Board	

<i>Therapeutic Value of Narrative, Poetry &amp; Metaphor in Loss</i>	4/4	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>A Hidden Wholeness: Chapter 6 The truth Told Slant by Parker Palmer</li> <li>On Being Podcast: Shaping Grief with Language with Gregory Orr</li> <li>GSB Podcast: Healing Power of Storytelling with Annie Brewster</li> </ul>
	4/4	Synchronous/Virtual	Weekly Reflection on Discussion Board	•
<i>Rituals, Ceremonies in Death, Grief, and Mourning</i>	4/11	Asynchronous (Work on own time) Online		<ul style="list-style-type: none"> <li>Recorded Lecture by Professor</li> <li>Handbook of Social Justice in Loss and Grief: Chapter 17 From Violation to Voice From Pain to Protest by Darcy, Harris &amp; Bordere</li> <li>The Wild Edge of Sorrow - Chapters TBD by Francis Weller</li> <li>The Daily: A New Way to Mourn</li> </ul>
	4/11	Synchronous/Virtual	Weekly Reflection on Discussion Board	
<i>Closing, Course Reflections and Remaining Questions</i>	4/18	Asynchronous (Work on own time) Online	<p>#1 Most Important Grief Beliefs and Practices Paper</p> <p>#2 Complete Course Review</p>	<p><b>Bonus content – in case you’re interested:</b></p> <p><b>Ecological Grief</b> GSB Podcast: Exploring Ecological Grief with Ashlee Cunsolo</p> <p><b>Cultural Bereavement</b> Missing the Home you Need To Leave - Alisha Haridasani Gupta in New York Times, 10/22/2022.</p> <p><b>More to Come Throughout Semester</b></p>
	4/18	Synchronous/Virtual	Weekly Reflection on Discussion Board	

## 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>

Boss, Pauline (1999). *Ambiguous Loss*. Harvard University Press. Cambridge.

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)

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

In Search of Belonging with John A. Powell. Grief is a Sneaky Bitch Podcast. (n.d.). Retrieved December 28, 2021. <https://podcasts.apple.com/us/podcast/john-a-powell-in-search-of-belonging/id1474558908?i=1000539996146>

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