

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

Course Number:	SW 360K	Instructor:	Jahanett Ramirez
Unique Number:	61765	Email:	Jahanett.ramirez@austin.utexas.edu
Semester:	Fall 2023	Office:	3.130C
Meeting Time/Place:	Tuesdays, 2:30 pm – 5:30pm SSW 2.130	Office Phone:	512-232-2721
		Office Hours:	Wednesdays 2:00pm – 4:00pm
			Other times 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, podcasts, 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 Tuesdays from 2:30pm – 5:30pm. 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

DeSpelder L.A., Strickland A.L. (2020). *The Last Dance: Encountering Death & Dying* (11th ed.). New York, NY: McGraw-Hill Education

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

Rogers, H.B. (2016). *The Mindful Twenty – Something: life skills to handle stress . . . and everything else*. Oakland, CA: New Harbinger Publications
(available for free to UT Austin students through the Perry Castañeda Library)

Recommended Texts (not required):

Corr, C.A., Corr, D.M., Doka, K.J. (2019). *Death & Dying, Life & Living* (8th ed.). Boston, MA: Cengage

Garcia R.B., Pomeroy E.C. (2022) *Trauma and Grief Assessment and Intervention: Building on Strengths*. New York: 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.	Journal Reflections (5)	25 (each reflection = 5 points)
3.	Formative Quizzes (2)	10 (each quiz = 5 points)
4.	Mindfulness Modules (4) and Reflection	20 (each module = 4 points)
5.	Individual Wellness Learning Plan	5
6.	Loss History/Personal Awareness Assignment	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. In-class group activities are heavily emphasized throughout the semester. 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.

Given the *strong emphasis on active group learning activities* during class, only **two excused** absences per semester will be allowed. These absences must be discussed in advance with the professor. Any additional absences will be considered unexcused and will reduce one point from the Attendance/Class Participation grade, unless written documentation from a medical professional or from Student Emergency Services is provided. Points will also be deducted from the Class Participation/Attendance grade for any departures from class prior to class being dismissed. Please see the section under Time Management for further information regarding attendance.

Case-Based learning or CBL, is a method of instruction where students work with peers 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. Journal Reflections (25 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 at least 300 words in length and are due by 5pm central time (CT) the night before our scheduled class (i.e., due on Monday, by 5pm). As with the formative quizzes, these reflections will only be graded for completion and responses will be discussed during class.

3. 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 students identify gaps in their learning, provide feedback to improve their knowledge, and learn skills that they can apply to future standardized exams. These quizzes will only be graded for completion and answers will be reviewed during class.

4. Mindfulness Modules and Reflection (20 points)

Students will complete four (4) Mindfulness modules over the course of the semester. Each module is worth 4 points. In addition, students will complete a longer reflection of at least 200 words of lessons learned from their study of mindfulness (4 points).

5. Individual Wellness Learning Plan (5 points)

Students will develop an individualized wellness learning plan (ILP) 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. This ILP will only be graded for completion and peer feedback will be provided during class.

6. 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 4 - 5 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 and posted on Canvas.

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

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 2:00 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 = 2:40pm 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 by e-mail 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.

ACCESSIBLE/COMPLIANT 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 touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252.

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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**
8/22	Introduction to the Course, Theories, and Context	<i>Please read the syllabus and both chapters prior to the first class</i>	<p>Read: Syllabus</p> <p>Read: DeSpelder L & Strickland A (2020) Last Dance: <u>Chapter 9</u>: Survivors Understanding the Experience of Loss</p> <p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and</p>

			<p>Loss Across the Lifespan: <u>Chapter 1</u>: Theories and Context</p> <p>Group Activity: Developmental Milestones</p>
8/29	<p>Understanding Loss in Children: Infancy, Toddlerhood, Preschool and Elementary School - Age</p>	<p>□ Loss History Assignment (Part 1) DUE by 2pm</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 3</u>: Loss in Infancy, Toddlerhood, and Preschool & <u>Chapter 4</u>: Elementary School-Age Children</p> <p>Read: DeSpelder L & Strickland A (2020) Last Dance: <u>Chapter 2</u>: Learning about Death - Socialization</p> <p>Listen (required): Talking with Kids About Death with Rachel Carnahan Metzger and Sierra Herbort (GSB)</p> <p>Group Activity: CBL Case #1</p>
9/5	<p>Understanding Loss in Tweens and Teens and Emerging Adults</p>	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Introduction to Mindfulness</i></p>	<p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 5</u>: Tweens and Teens & <u>Chapter 6</u>: Emerging Adults</p> <p>Read: Rogers H (2016) The Mindful Twenty – Something: <u>Introduction, Chapters 1 & 2</u></p> <p>Listen (required): “Losing a Parent can Derail Teens Lives” (NPR)</p> <p>Group Activity:</p>

			Grief Awareness Day
9/12	Understanding Loss in the Context of Perinatal Attachment and Loss and in Young Adulthood	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #1 (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 (required): Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why (NPR)</p> <p>Group Activity: CBL Case #2</p>
9/19	Understanding Loss in Middle Adulthood and Disenfranchised Grief	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #2 (optional)*</i></p>	<p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 8: Middle Adulthood</u></p> <p>Read: Harris DL (2020). Non-Death Loss and Grief: <u>Chapter 2: Disenfranchised Grief and Non-death losses by Kenneth Doka</u></p> <p>Read: Harris DL (2020). Non-Death Loss and Grief: <u>Chapter 16: Environmental Grief by Kriss Kevorkian</u></p> <p>Listen: The Importance of Mourning Losses Even When They Seem Small (NPR)</p> <p>Listen:</p>

			<p>Exploring Ecological Grief with Ashlee Cunsolo (GSB)</p> <p>Learning Activity: Blanton Museum of Art Special Exhibition “<i>If the Sky Were Orange: Art in the Time of Climate Change</i>”</p>
9/26	<p>Understanding Loss in Young-Old Adulthood Retirement, and Meaning Reconstruction</p>	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #3 (optional)*</i></p>	<p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and Loss Across the Lifespan: <u>Chapter 9: Retirement & Reinvention</u> & <u>Chapter 10: Young-Old Adulthood</u></p> <p>Read (article): Neimeyer, Robert. (2019): Meaning Reconstruction in Bereavement: Development of a Research Program</p> <p>Guest Speaker: TBD</p>
10/3	<p>Understanding Loss in Older Adulthood and Ambiguous Loss</p>	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #4 (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 20: Alzheimer’s Disease and Related Disorders</u></p> <p>Read: Neimeyer RA, Harris DL, et al. (2011) Grief and Bereavement in</p>

			<p>Contemporary Society <u>Chapter 13</u>: Grief in the Midst of Ambiguity and Uncertainty: An Exploration of Ambiguous Loss and Chronic Sorrow</p> <p>Listen: Everything Left to Remember with Steph Jagger (GSB)</p> <p>Group Activity: CBL Case #3</p>
<p>10/10</p>	<p>End of Life Issues: Terminal Illness and Anticipatory Grief</p>	<p>□ Loss History Assignment (Part 2) DUE by 2pm</p> <p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module # 5 (optional)*</i></p>	<p>Read: DeSpelder L & Strickland A (2020) Last Dance: <u>Chapter 7</u>: Facing Death: Living with Life- Threatening Illness</p> <p>Read: Corr CA, Corr DM, Doka KJ (2019) Death & Dying, Life & Living <u>Chapter 7</u>: Coping with Dying – How Individuals Can Help</p> <p>Read: DeSpelder L & Strickland A (2020) Last Dance: <u>Chapter 6</u>: End-of- Life Issues and Decisions</p> <p>Listen: That Good Night with Sunita Puri, MD (GSB)</p> <p>Optional Reading:</p> <ol style="list-style-type: none"> Williams, L. Grieving Before a Death: Understanding Anticipatory Grief Puri, Sunita (2019) That Good Night – Part 1: Shift

			<p>Learning Activity: Comfort Care Measures</p>
10/17	<p>Cultural Patterns, Rituals, and Ceremonies</p>	<p>□ Formative Quiz #1 DUE on 10/16 by 5pm</p> <p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #6 (optional)*</i></p>	<p>Read: Neimeyer RA, Harris DL, et al. (2011) Grief and Bereavement in Contemporary Society <u>Chapter 24:</u> Bereavement Rituals and the Creation of Legacy</p> <p>Read: Corr CA, Corr DM, Doka KJ (2019) Death & Dying, Life & Living <u>Chapter 5:</u> Cultural Patterns and Death</p> <p>Read: Harris D, Bordere T (2016) Handbook of Social Justice in Loss and Grief <u>Chapter 7:</u> Not Gonna Be Laid Out to Dry: Cultural Mistrust in End of Life Care and Strategies for Trust Building</p> <p>Learning Activity: Review Formative Quiz #1</p>
10/24	<p>Grief in Special Populations</p>	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #7 (optional)*</i></p>	<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 13:</u> Grief in Developmental Disabilities</p> <p>Listen: Coping with Grief in the Lives of People with</p>

			<p>Intellectual Disabilities and/or Autism</p> <p>Group Activity: Social Stories</p>
10/31	Trauma as Grief	<p><i>Journal Reflection due (optional)*</i></p> <p><i>Mindfulness Module #8 (optional)*</i></p>	<p>Read: Stillon JM, Attig T (2015). Death, Dying and Bereavement - <u>Chapter 23</u>: When Trauma and Loss Collide</p> <p>Read: Garcia R, Pomeroy EC (2022) Trauma and Grief Assessment and Intervention: Building on Strengths - <u>Chapter 4</u>: Expected and Traumatic Grief in Adults</p> <p>Read: Neimeyer RA, Harris DL, et al. (2011) Grief and Bereavement in Contemporary Society <u>Chapter 20</u>: Traumatic Death in the United States Military</p> <p>Listen: Moving Through Trauma with Ilyse Kennedy (GSB)</p> <p>Group Activity: CBL Case #4</p>
		<p>□ Individual Wellness Learning</p>	<p>Read: Harris D, Bordere T (2016) Handbook of Social Justice in Loss and Grief: <u>Chapter 21</u>: Care for the Caregiver</p> <p>Read: Garcia R, Pomeroy EC (2022) Trauma and Grief Assessment and Intervention: Building on Strengths - <u>Chapter 8</u>:</p>

11/7	Caring for the Caregiver and Self-Care	<p>Plan and Mindfulness Reflection DUE by 11/6 at 5pm</p> <p><i>Conclusion to Mindfulness Modules</i></p>	<p>Practice Implications for the Professional</p> <p>Read: Rogers H (2016) The Mindful Twenty – Something: <u>Ch.19 & 20</u></p> <p>Read: American Academy of Pediatrics (AAP) resources for developing your ILP:</p> <p>(1) Discussion Guide: Introduction to Personal Wellness</p> <p>(2) Developing a Wellness Learning Plan</p> <p>Learning Activity: Peer Feedback on ILP</p>
11/14	Creative Response to Loss	<p>□ Loss History Assignment (Part 3) DUE by 2pm</p>	<p>Read: Stillon JM, Attig T (2015). Death, Dying and Bereavement - <u>Chapter 18:</u> Using the Arts and Humanities with the Dying, Bereaved, . . . and Ourselves</p> <p>Read: Neimeyer RA, Harris DL, et al. Grief and Bereavement in Contemporary Society - <u>Chapter 23:</u> Grief and Expressive Arts Therapy</p> <p>Guest Speaker TBD</p> <p>Group Activity: CBL Case #5</p>
11/21	No Class – Thanksgiving Holiday		
			<p>Read: McCoyd, J, Koller, J, Walter C (2021) Grief and</p>

11/28	<p align="center">Closing, Course Reflections</p>	<p align="center">□ Formative Quiz #2 DUE on 11/27 by 5pm</p> <p align="center"><i>In Class: Course Evaluations</i></p>	<p>Loss Across the Lifespan: <u>Chapter 12: Conclusions</u></p> <p>Read: NASW Standards for Palliative and End of Life Care</p> <p>Learning Activity: Review Formative Quiz #2</p>
<p>* Must complete 5 out of the 10 Journal Reflections over the course of the semester to receive full credit. * Must complete 4 out of the 8 Mindfulness Modules over the course of the semester to receive full credit. ** Additional readings and podcasts may be uploaded to Canvas throughout the semester</p>			

X. BIBLIOGRAPHY

Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why. NPR (December 8, 2017). Retrieved August 4, 2023, from <https://www.npr.org/2017/12/07/568948782/black-mothers-keep-dying-after-giving-birth-shalon-irvings-story-explains-why>

Coping with Grief in the Lives of People with Intellectual Disabilities and/or Autism. Retrieved August 4, 2023, from <https://youtu.be/ZZr0SyfVcAM>

Corr CA, Corr DM, Doka KJ (2019) Death & Dying, Life & Living. Boston: Cengage Learning.

Developing a Wellness Learning Plan. American Academy of Pediatrics (n.d.). Retrieved August 4, 2023, from https://downloads.aap.org/AAP/PDF/Introduction%20to%20Personal%20Wellness%20individual%20plan.pdf?_ga=2.257619851.1259246566.1678922189-1078255845.1678922188

DeSpelder LA, Strickland AL (2020) The Last Dance: Encountering Death & Dying. New York: McGraw-Hill Education

Discussion Guide: Introduction to Personal Wellness. American Academy of Pediatrics (n.d.). Retrieved August 4, 2023, from https://downloads.aap.org/AAP/PDF/Introduction%20to%20Personal%20Wellness%20Discussion%20Guide.pdf?_ga=2.261659149.1259246566.1678922189-1078255845.1678922188

Exploring Ecological Grief with Ashlee Cunsolo. Grief is a Sneaky Bitch Podcast (n.d.) Retrieved August 4, 2023, from <https://shows.acast.com/grief-is-a-sneaky-bitch/episodes/ashlee-cunsolo-exploring-ecological-grief>

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

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

Harris, Darcy L. (2020) Non-Death Loss and Grief: Context and Clinical Implications. New York: Routledge.

Losing a Parent can Derail Teens Lives a High School Grief Club Aims to Help. NPR (n.d.). Retrieved August 4, 2023, from <https://www.npr.org/sections/health-shots/2022/07/24/1110916298/losing-a-parent-can-derail-teens-lives-a-high-school-grief-club-aims-to-help>

McCoy J.L.M., Koller, J.M., Walter, C.A. (2021). Grief and loss across the lifespan: A biopsychosocial perspective. New York, NY: Springer Publishing Company, LLC.

Moving Through Trauma with Ilyse Kennedy. Grief is a Sneaky Bitch Podcast (n.d.). Retrieved August 4, 2023, from <https://shows.acast.com/grief-is-a-sneaky-bitch/episodes/ilyse-kennedy-moving-through-trauma>

NASW Standards for Palliative and End of Life Care. National Association of Social Workers. (n.d.). Retrieved on August 4, 2023, from <https://www.socialworkers.org/LinkClick.aspx?fileticket=xBMd58VwEhk%3d&portalid=0>

Neimeyer RA. Meaning reconstruction in bereavement: Development of a research program. *Death Stud.* 2019;43(2):79-91. doi: 10.1080/07481187.2018.1456620. PMID: 30907718. Access through the Perry Castaneda Library.

Neimeyer, RA, Harris DL, Winokuer HR, Thornton GF. (2011). Grief and Bereavement in Contemporary Society: Bridging Research and Practice. New York, NY: Taylor and Francis Group, LLC.

Puri, Sunita. (2019) That Good Night: Life and Medicine in the Eleventh Hour. New York, NY: Penguin Random House, LLC.

Rogers, Holly B. (2004) The Mindful Twenty – Something: Life Skills to Handle Stress. . . & Everything Else. Oakland, CA: New Harbinger Publications, Inc.

Stillion JM, Attig T. (2015) Death, Dying, and Bereavement. Contemporary Perspectives, Institutions, and Practices. New York, NY: Springer Publishing Company, LLC.

Talking with Kids About Death with Rachel Carnahan-Metzger and Sierra Herbort– Grief is a Sneaky Bitch Podcast (n.d.). Retrieved August 4, 2023, from <https://shows.acast.com/grief-is-a-sneaky-bitch/episodes/talking-about-death-with-kids>

That Good Night with Sunita Puri. Grief is a Sneaky Bitch Podcast (n.d.). Retrieved August 4, 2023, from <https://shows.acast.com/grief-is-a-sneaky-bitch/episodes/sunita-puri-md-that-good-night>

The Importance of Mourning Losses Even When They Seem Small. NPR (n.d.). Retrieved on August 4, 2023, from <https://www.npr.org/2021/06/02/1002446604/the-importance-of-mourning-losses-even-when-they-seem-small>

Williams L. Grieving Before a Death: Understanding Anticipatory Grief (n.d.). Retrieved August 4, 2023, from <https://whatsyourgrief.com/anticipatory-grief/>