

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number: SW 360K **Instructor's Name:** Norton Armour, M.A., L.P.C.

Unique Number: 63595
(Undergrad)

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Semester: Fall 2009

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Meeting Time: Tuesdays
: 2:30 pm-5:30 pm

Office Hours: Tuesday
1:30 pm – 2:15 pm
and by Appointment

Meeting Place: SSW 2.130

LOSS AND GRIEF:

Individual, Family, and Cultural Perspectives

I. Standardized Course Description

This course will give students an opportunity to explore and understand their personal perceptions and beliefs about death and dying and how individual cultural differences influence that experience and prepare them for working with clients on loss and grief.

The course examines issues of death, dying, and non-death loss that elicit grief responses, search for meaning, and includes forms of coping and adaptation by individuals at different life stages and families as they deal with various kinds of loss.

We look at a range of factors (involving the individual, family, community, and society) that can impact (impede or facilitate) the grief experience of individuals and families. Grief will be explored from a lifespan developmental perspective (from prenatal development through late adulthood) within the context of multiple types of family structure and socio-economic and cultural systems.

Standard Course Description (cont'd)

An emphasis will be placed on both personal and professional applications of course information. 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)

II. Standardized Course Objectives

At the end of this course students are expected to be able to:

1. Critically analyze and assess values and ethical dilemma's regarding death, dying, loss and grief (such as end of life decision making);
2. Demonstrate and appraise diverse cultural, geographical, spiritual, ethnic, and psychosocial factors related to loss, grief, and mourning;
3. Demonstrate strategies designed to reduce discrimination and oppression regarding death and dying issues and explore the various determinants of grief and their impact on the tasks of mourning with various populations at risk;
4. Compare and contrast theories examining the developmental impact of bereavement, grief and mourning within the life span of an individual and family, and the influence of religion, social groups and communities;
5. Examine and critically evaluate various community referral networks for loss-specific services and policy implication for unavoidable losses such as end of life decision-making;
6. Identify their own loss histories and beliefs and differentiate their personal boundaries from their professional roles and apply a health perspective in assessments and clinical interventions;
7. Critically evaluate research issues relating to the emotional, behavioral, cognitive, physical and spiritual expression that accompany bereavement, grief and mourning;
8. Demonstrate practice competence in grief and loss issues within an ecological framework.

Fall 2009 Syllabus (cont'd)

III. Teaching Methods

The teaching format will consist of experiential exercises, lectures, discussions, guest speakers, and audiovisual media to help students understand and integrate their own beliefs of loss, illness and disability, death and dying into their social work practice. Throughout the course, students will be asked to focus on cultural influences that include gender, age, sexual orientation, spiritual beliefs, socio-economic, and language differences and individuals with chronic illness and developmental disabilities. Ethics and values associated with the dying process, death and grief reactions will also be examined throughout the course with a variety of populations.

IV Required Text and Reading Materials

Required Text: J. William Worden (2009) **Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner** ISBN # 987-08261-0120-4

Additional Required Readings: In addition to the Required Text, **additional required readings** have been *placed on E-Reserves* for students who prefer *computer access* for reading and/or downloading.

For students who prefer *manual access* for reading and/or copying, a limited number of hard copies of the required reading materials have been placed in the Library Resource Center (LRC) located in the lower level of the SSW Building. (ask for (1) "Norton Armour"—Loss and Grief Required Readings" and (2) the particular document # (or #'s) you wish to see).

A complete list of Required Readings (not including the Required Text) and the document # of each is on the last page of this syllabus following the Bibliography.

V. Course Requirements

Attendance and class participation are critical factors in the learning process for this course which contains substantial experiential and self-reflective exercises. It is expected that students will complete readings and assignments prior to class and come prepared to contribute to class discussions and participate in class group activities. Attendance and class participation will be a significant part of the grading process. **Two papers** (a mid-term paper and a final paper) and a multiple choice **exam** are required in addition to **in-class assignments** due throughout the semester.

Grade Distribution:

ASSIGNMENT POINTS

	<u>Percentage</u>	<u>Points</u>
- Exam (multiple choice)	20%	60
-Mid-term paper	20%	60
-Final paper	30%	90
-In-Class Assignments/ Participation	20%	60
-Class Attendance	10%	30
	<u>100%</u>	<u>300 pts</u>

<u>GRADE</u>	<u>GRADE RANGE</u>
A =	279 - 300
A - =	267 - 278
B + =	258 - 266
B =	249 - 257
B - =	237 - 248
C + =	228 - 236
C =	219 - 227
C - =	207 - 218
D+ =	198 - 206
D =	189 - 197
D - =	178 - 188
F =	177 and below

Syllabus (cont'd)

Loss and Grief Fall 2009

+Multiple Choice EXAM:

This exam will cover the development of grief theory, from psychoanalytic (Freud, Bowlby, et al) to psycho-social theorists (Kubler-Ross, Rando, Worden, et al), the advantages and purpose of using a grief resilience model rather than other models to assess grief status and the potential for an uncomplicated or complicated grief outcome; and how age and life stage development can influence a person's understanding of the meaning of a loss, and the different ways a loss is experienced can impact the grieving process. .

Date of Exam: Week 5 –September 29,2009

+MID-TERM PAPER:

TITLE: "Student and Family Reactions to Death and Dying of a Family Member".

Students will write a paper involving the death and dying by some member of their family using a "resilience" assessment model and a self-developed question guide.

- (1) **Interview questions / resilience model**: Each student will interview **at least** two family members from **at least** two different life stages at the time of the death, about their perception of events leading to the death and the dying process and their experience of grief and bereavement (immediate reactions, the form(s) of and intensity of the mourning experience, and the perceived duration of the bereavement period). Your "resilience" assessment model, the interview questions you develop as your guide and your rationale for the questions will be attached to your paper and evaluated as part of the grade, but will not count as part of the 10-12 pages for the paper. However, your critique of the degree of success with your model and questions you asked, or lack of success, will count as part of the 10-12 page paper. Students are expected to use and cite readings, lectures, and class discussions that informed their approach.
- (2) **Resilience Model Analysis / Discussion**: Students will analyze, using a grief resilience model, and discuss family grief reactions with specific reference to life stage, gender, cultural, religious and spiritual perspectives or other matters that, in your opinion, may have affected the grief process of those interviewed. Students will describe the event, their own reactions to the event if they were around at the time, and the reactions to the event of the persons interviewed taking into consideration the age, developmental stage, the level of attachment, the role(s) played by the decedent and surviving family members, the family belief systems about life and death, family communication patterns, the type of death, (i.e. sudden?, accidental?, violent?, traumatic?, anticipated?, in- time normal. (continued on next page)

Mid-Term Paper (cont'd)

- (3) **Tasks of uncomplicated mourning** Using Worden's four tasks of uncomplicated mourning, students will evaluate the extent to which each of the family members interviewed did or did not, (have or have not), completed any of the four tasks of mourning, and explain the rationale for their conclusions.
- (4) **Any complicated grief ?** Each Student will discuss whether, in their opinion, the grief of any family member resulted in a complicated grief experience? If so, what were the factors (noted in your assessment using a grief resilience model) that may have contributed to it becoming a complicated grief experience?
- (5) **Resources utilized** What resources, (individual, family, friends, community) were utilized during the grieving process by any family member? Were the resources utilized considered by them as helpful, not helpful, or made matters worse?
- (6) **New family information** What did you learn about yourself and members of your family as a result of doing this paper with respect to family belief systems, communication systems and attitudes toward death, dying and bereavement and any differences in grief response or openness to talking with you based on whether the family member was female or male

- (7) **Professional skill learning.** What did you learn as a result of this assignment that *might assist you* in becoming a more professionally qualified social worker?

NOTE: In writing your paper plan to put the number (1) through (7) as outlined above at the beginning of each paragraph that addresses the specific content requested of that number.

Note: If it is not possible to use family members for this assignment, students can select an important death and dying event from a friend's life after first discussing the issue with the instructor.

Length of Paper: 10-12 pages, double-spaced

Your (i) resilience grief assessment model and (ii) interview question guide are required and are to be attached to the back of your Paper. **Style: APA style.**

Due Date: Week 8 October 20,2009

+Final Paper: Title: “Traumatic and Stigmatized Death in a Minority, At-Risk Population” Students will write a *comprehensive* paper discussing the methodology of assessment and the development of an appropriate intervention involving a traumatic and/or stigmatized death in a fictional family situation that has led to a complicated mourning situation for one or more members of a family.

- (1) Briefly describe the family, the life stages involved, and the facts of the traumatic and stigmatized situation**. Each student *will create a fact situation* of a “family” consisting of *at least* 3 people (excluding the deceased) representing *at least* two life stages. The sources of the family fact situation can come from a book, a news story, a movie, a real life situation, the student’s imagination or a combination of any or all of the above, as long as the facts involve a traumatic and/or stigmatized death of one of its members. **The person who died must be gay, lesbian, bisexual, trans-gendered (GLBT), and/or represent an oppressed or discriminated against racial/ethnic or other marginalized minority group.**

The selection of the particular trauma and stigmatization chosen by each student will be discussed in class and approved by the instructor in order to gain a diversity of fact situations.

- (2) Grief Resilience Model** Use developmental life stages, cultural and spiritual perspectives and *include risk, adversity and protective factors* to analyze and assess the loss and grief issues and to develop an appropriate intervention. If the death was related to chronic illness or disability (e.g. HIV/AIDS, Alzheimer’s, leukemia), suicide, murder, accident, or other out-of-time death. Discuss in what ways these factors may have led to a complicated grief process that might *require prior addressing* in order to enable the uncomplicated grief process to occur. What is your recommended intervention for any complicated grief issues (and your rationale) and what would be your advice for an intervention, if any at all, on the uncomplicated grief process of each family member?

Attach a copy of the Grief Resilience Model you used to the back of your Paper.

- (3) Local (Austin area) Resources**: Name the local bereavement-related resources, (address and contact numbers), and sources that you have personally contacted or otherwise have knowledge of (community, government) and describe the specific types of direct services they offer that may *actually* be available to be utilized in aid of your situation.
- (4) If Social Worker is the only available resource**: What, if anything, can you, a social worker, do (or recommend) if needed remedial resources are not available for your situation from family, community, or government?

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Final Paper (cont'd)

(5) Ethical Issues: Identify and discuss the ethical decision-making, social work values and policy considerations that emerge from your situation, including a realistic assessment of *effective* and *accessible* resources available to meet your clients' needs.

In writing your paper plan to put the number (1) through (5) as outlined above at the beginning of each paragraph that addresses the specific content requested of that number.

Length of Paper: 14-16 pages (not including the bibliography) Style: APA Style

A one-page Outline of the final paper including fact situation: Due: Nov.

Final Paper Due Date: DEC. 1, 2009, Last Day of Class:

V. Class Policies

1. 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, faculty, guests, and community.

2. Professional Class Environment

The professor expects students to act like professionals in class. A full and open discussion of issues and the exchange of differing opinions in the classroom are not only welcome but strongly encouraged. Such an open environment, however, requires the classroom to be a place where students, faculty and guest speakers feel safe to fully express themselves, ask and answer questions, and dialogue with each other. To achieve this end, students are expected to behave as professionals in the classroom and to treat guests, instructors and their peers with respect even as we may disagree with what they are saying or represent. A person can readily "respectfully" disagree with another person by keeping the interaction *issue oriented* and avoiding personalization of the subject matter.

3. Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <<http://www.utexas.edu/diversity/ddce/ssd/>>

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Class Policies (cont'd)

4. Policy on Scholastic Dishonesty

Social work practitioners assume responsibility for themselves. Therefore it is expected that the work handed in by students will be their own. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

5. Attendance, Participation, Assignments

It is important for students to be punctual in both attendance and in meeting deadlines. Class attendance and participation are expected, as is handing in assignments on time. Roll will be taken each class period and students are expected to attend the full class to be considered present. Students are also expected to complete assigned reading prior to each class. Except in the case of emergencies, and then only with the permission of the instructor, late assignments will be subject to a penalty. Students are expected to turn in all required assignments on the scheduled due date at the beginning of class. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, the student must see the instructor at least 24 hours prior to the regularly scheduled date, and negotiate another due date.

6. Policy on Unexcused Absences

Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, (e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance / participation.

7. Feedback is Encouraged

Social work practitioners are assertive and function as team members. Therefore, timely feedback to the instructor about the course—i.e. what is working well and what is hindering the student's learning --is welcome. The course is viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback as they are comfortable in class, after class, during office hours and / or by appointment, or through anonymous surveys that are given to the class..

8. Policy on Confidentiality

Information shared in class is considered covered by the NASW Code of Ethics regarding the sharing of information by Social Workers. Complete confidentiality of personal matters shared in class is expected.

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Class Policies (cont'd)

9. Religious Holidays

University of Texas at Austin policy requires students to notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

10. Use of E-Mail for Official Correspondence to Students.

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to the e-mail address. Students should check their e-mail regularly and frequently—daily, but at a minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/email/notify.php>

11. 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.

12. Behavior Concerns Advice Line (BCAL).

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among 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 <http://www.utexas.edu/safety/bcal>.

13. 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 and the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- ◆If you require assistance to evacuate, inform the professor in writing during the first week of class.
- ◆ Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Syllabus Loss and Grief Fall 2009 (cont'd)
COURSE SCHEDULE

Date	Description	REQUIRED :Text & Readings
<u>WEEK 1</u> 09/ 01/ 09 and <u>WEEK 2</u> 09/ 08/ 09	<p><u>-Introduction</u> <u>-Overview of Syllabus:</u> Course Assignments, In-Class Activities, Course Objectives. Confidentiality. <u>-Handouts:--used extensively thru course..</u></p> <ul style="list-style-type: none"> ▪ I.Individual Development Life Stages: developmental tasks and psycho-social crisis of each life stage. (ref. Erikson / Newman) ▪ II. Traditional Family Life Cycle Events (ref. Walsh & McGoldrich) ▪ III. Resilience Model for Grief Assessment. (ref. Hooeyman & Kramer) <p><u>WEEK 2 Lecture:</u> Types of Losses—death and non-death losses, likely to result in Grief; Difference between Primary and Secondary Losses; Define Ambiguous losses; Acute Grief Manifestations; Differences in the Traditional Psychoanalytic and the more current Psychosocial theories of grief, assessment and intervention; Functions of the Normal (uncomplicated) Mourning Process promoted by Worden’s Four Tasks of Mourning,; The Dangers of Generalizations of what is normal , abnormal, pathological in the way individuals grieve and for how long, how intensely, or how intermittently they grieve; Whether the Passage of Time brings a guaranteed relief from the pain of grief..</p> <p><u>-Be prepared to participate in discussing your answers to the following questions based on your understanding of the readings and building course vocabulary.</u></p> <p>-Q: What types of death and non-death losses are likely to result in a grief reaction? What is <i>the prerequisite</i> for having a grief reaction?</p> <p>- -Q: What are likely to be the similarities and differences in the losses and grief reactions of different family members involving a chronic illness / disability and eventual death of a young 8 year old child, a 28 year old adult or an 88 year old adult? Any gender difference?</p> <p>-Q: How do traditional and emerging grief theories and methods conflict with or compliment each other?</p> <p>Q: What new domains do emerging theories emphasize beyond traditional theories in</p>	<p><u>TEXT:-Worden,</u> <u>-Introduction</u> <u>-Ch 1,</u> Attachment, Loss and the Experience of Grief <u>-Ch 2</u> Understanding the Mourning Process <u>(pp.1-56)</u></p> <p>= <u>READINGS:</u> <u>#1.</u> -Walsh, F.&McGoldrich, M. (Eds.) (2004) <i>Living Beyond loss: Death in the Family</i>, (2nd Ed.) New York: W.W.Norton. <u>-Ch. 2, A Time to Mourn: Death and the Family Life Cycle.</u> <u>(pp.28-46)</u></p>

<p>WEEK 2 (cont'd)</p>	<p>order to complete a full assessment of the the grieving person for the purpose of determining an appropriate intervention?</p> <p>Q: In what ways may developmental stage of the mourner, the race, culture and lifestyle of the mourner, and the manner the loss occurred, inhibit or block an otherwise uncomplicated grief response, thereby potentially leading to a complicated grief experience?</p> <p>In-class Exercise: Using the Resilience Model of Grief Assessment Tool: as a comprehensive and effective way to assess a mourner's Grief Status from which to develop an appropriate Intervention.</p>	
<p>WEEK 3 09/ 15/ 09</p>	<p>- Lecture: Worden's Four Tasks of Uncomplicated Grief: Using the life stage of an adolescent, <u>What Makes Adolescent Developmental Life Stage Goals, Psychosocial Crisis, Losses and Grief Experience So Unique?</u>—The mourners developmental life stage is important to understanding and making a thorough assessment of that person's grief status and developing appropriate interventions based on that assessment. How do adolescent life stage differences potentially complicate the adolescent's grieving process in working through Worden's four tasks. (consider the impact of physical and hormonal changes and emotional vulnerability as well as (Erikson et al) life stage tasks and the psycho-social crisis of that life stage? What do Worden's mediators of mourning have in common, if anything, with items contained in our Resilience Model of Grief Assessment? What types of Disenfranchised Grief might occur in Adolescence? What is the significance of the <i>resilience</i> approach to grief counseling in taking into account capacity, adversity, assets, and protective factors?</p> <p>Q: What research on this topic is available for the adolescent life stage and how valid is available research for application to other adolescent sub-group populations such as no-whites and those living a different life style)?</p> <p>Video: Camp Braveheart: Adolescent Loss of a Parent Bereavement Group.</p> <p>In Class Exercise: Using examples in the Video and other examples provided, assess the grief status using the Resilience Model of</p>	<p>REQUIRED Text and Readings</p> <p>TEXT:-Worden -Ch 3 The Mourning Process: Mediators of Mourning. -Ch. 4 Grief Counseling: Facilitating Uncomplicated Grief (pp. 57-125)</p> <p>READINGS: #2 Hooyman, N. R. & Kramer, B. J. (2006) Living through loss: Intervention across the life span New York, Columbia University Press -Ch. 3 Resilience and Meaning Making (pp. 63-86) -Ch. 6 Grief and Loss in Adolescence (pp. 139-161)</p> <p>#3- Doka, K.J. (Ed.). (2002), <i>Disenfranchised grief: New directions, challenges and strategies for practice.</i> Champaign Illinois: Research Press</p> <p>Cont'd on next page</p>

<p>WEEK 3 (Cont'd)</p>	<p>Grief Assessment (and Worden's mediators of mourning) to determine where the mourners have progressed to or are stuck in one or more of Worden's four tasks. .</p>	<p>#3 (Cont'd) Doka -Ch.22. (Doka, K.J. & Martin, T.) How We Grieve: Culture, Class and Gender. (pp.337-347)</p>
<p><u>WEEK 4</u> 09 /22/ 09</p>	<p>Lecture: <u>Complicated Grief and Issues for Young Adults</u>—Q: What factors arising from the Young Adult's Developmental Stage are more likely to complicate a grieving process more than other Life Stages taking into consideration the Developmental Tasks and Psychosocial Crisis of that Life Stage? Q: What factors in certain personal situations and external events: (i.e. a different ethnic group/ persons of different races and colors / lesbian and gay life styles and relationships / death by drunk driver /make it more likely to become a complicated mourning situation? Q: How do attitudes (e.g. beliefs of family, culture, and society) contribute to or inhibit experiencing an uncomplicated grief? What are the primary factors that research indicates, if present in a mourner's life, will most likely predict an uncomplicated grief experience? Q: What is society's recognition of losses and support for a grief response from prenatal and natal issues: abortion, SIDS, stillbirth, miscarriage? What is the role of the social worker when dealing with these issues with different life stages and different populations? (SW Ethics and Values).</p> <p>Video: Parent support group for children with HIV/AIDS.</p> <p><u>In-Class Group Exercise:</u> Planning my own Funeral</p>	<p><u>REQUIRED Text & Readings</u></p> <p>TEXT: Worden -Ch. 5 Abnormal Grief Reactions: Complicated Mourning. (pp. 127-152)</p> <p>-Ch. 7 Grieving Special Types of Losses (pp.179—216)</p> <p><u>READINGS:</u> #4- Neimeyer (Ed), Meaning reconstruction & the experience of Loss, (2002) Wash. D.C.: American Psychological Association -CH 5 (Nadeau, J. W.). Family Construction of Meaning (pp. 95-111)</p> <p><u>Hand out in Class:</u> <u>Question Guide for Interviewing family members and clients.</u></p>

<p>WEEK 5</p> <p>09 /29/ 09</p>	<p><u>-Lecture: Infant and Children's Experience of Loss and Grief-</u>The unique life stage development issues (limited cognitive, emotional control and language abilities) of infants and young children in their capacity to comprehend the death of a parent or sibling or other major attachment figure and the complications that may arise if their needs are not promptly and properly addressed.</p> <p>Q: How do you reach children who are grieving a major loss but have not developed sufficiently to comprehend or have language to express what they are feeling? What task or tasks of grief are you working with when employing Play or Art Therapy?</p> <p><u>Video:</u> Techniques to reach grieving children. (My Healing Place)</p> <p><u>MULTIPLE CHOICE EXAM: 26 questions (at beginning of class)</u></p> <p>-Questions to be based on your understanding of the basic differences in Grief Theory from a psychoanalytic / medical approach to a psychosocial approach for explaining the grief and mourning process and how each conceptualizes and intervenes on it Also questions will be based on your understanding of and ability to apply the four handouts distributed the first day of class: (1) Life Stages, Developmental Tasks and Psychosocial Crisis of each life stage (Erikson & Newman) (2) Family Life Cycle Events (Walsh & McGoldrich) (3) Resilience Model for Grief Assessment (Informed by Hooyman & Kramer) and (4) Four Tasks of the Mourning Process (Worden)</p>	<p><u>REQUIRED Text & Readings</u></p> <p><u>TEXT: Worden Review Ch.8: Grief and Family Systems. (pp. 217-245)</u></p> <p>-</p> <p><u>READINGS:</u></p> <p><u>#5</u> -Webb , N.B, (Ed.) (2002). <i>Helping bereaved children: A handbook for practitioners.</i>(2nd Ed.) New York: Guilford Press.</p> <p><u>-Ch 10, (Tait, D.C.& Depta J.)Play Therapy Group for Bereaved Children (pp.169-185)</u></p> <p><u>. READINGS:</u></p> <p><u>#6</u> <u>Neimeyer (Ed.), (2002)</u> <i>Meaning reconstruction & the experience of loss.</i> Wash. D. C.: American Psychological Association</p> <p><u>-Ch. 6, (E.M. Milo) Death of a Child With a Developmental Disability. (pp.113-134)</u></p>

<p><u>WEEK 6</u></p> <p>10 /06/ 09</p>	<p><u>Lecture</u> Distinguish between a Stigmatized situation and a Disenfranchised situation as related to Loss and Grief? When one is present is the other necessarily also present?</p> <p>How Stigmatized Losses and Disenfranchised Grief impede an uncomplicated mourning process</p> <p>Q: How attitudes, beliefs, and behaviors of members of the dominant society result in certain people, their lifestyles and activities becoming stigmatized and their losses disenfranchised (not-recognized, not publicly supported, and/or viewed with disgust and hostility). Some examples involve people dealing with: HIV/ AIDS, the Homeless, Lesbian Individuals, Gay Individuals, Trans-gendered Individuals, Mental Illness, Physical Disability, Mental Retardation, Minority Status of Ethnicity, Race, Religion, and Low Socio-economic Class..</p> <p><u>Guest Speaker:</u> Dealing with Grief and Stigma involving Non-Death Losses.</p>	<p><u>REQUIRED Text & Readings</u></p> <p><u>TEXT:</u></p> <p><u>READINGS:</u></p> <p>#9 Doka, K.J. (Ed. (2002), <i>Disenfranchised grief: New directions, challenges and strategies for practice</i>. Champaign Illinois: Research Press - <u>Ch. 21.</u> (Doka, K.J.) <u>How We Die: Stigmatized Death and Disenfranchised Grief.</u> (pp.323-336)</p>
<p><u>WEEK 7</u></p> <p>10/13//09</p>	<p><u>Lecture: Loss, Trauma, and Grief from Violent Death including Natural , Community and National Disasters.</u></p> <p>Distinguish how the impact of Mass Violence differs from the impact of violence experienced by an individual especially related to the impact of such losses and grief of children</p> <p>Q: What are the attitude and behavior differences between family survivors and the general society toward a violent death, involving suicide, murder and accident?</p> <p>Q: In what ways do unexpected, sudden, and violent death of a loved one predict a more complicated grief experience than an expected and naturally occurring death from old age and a long-term illness?</p> <p>Q: What might be the differences in the grief experience if there is one death or multiple simultaneous (or close in time) deaths in a family?</p> <p>(cont'd on next page)</p>	<p><u>READINGS:</u></p> <p>#7- <i>Death Studies</i> (2003) Vol. 27 (6) (Armour, M.) <u>Meaning Making in the Aftermath of Homicide.</u> (pp. 519-540)</p> <p>#8 -Straussner, L.A.S. & Phillips,N.K. (Eds.) (2004) <i>Understanding mass violence: A social work perspective</i>. New York: Pearson.</p> <p>-<u>Ch. 3,</u>(Steele, W.) <u>Helping Traumatized Children</u> (pp.41-56)</p>
<p>WEEK 7</p>	<p>National and Community Disasters</p>	

<p>(Cont'd)</p>	<p>Distinguish how the impact of Mass Violence differs from the impact of violence experienced by an individual especially related to the impact of such losses on how children experience grief.</p> <p>Q: Is there any evidence that multiple deaths from natural disasters (i.e. floods, tornadoes, earthquakes or other so-called “acts of God”) negatively impact grief experience?</p> <p>Q: In what ways can mass deaths from terrorist attacks, train or airplane crashes, impact the scope of the grief experience differently from a cause of death that takes one or a few individuals?</p> <p>Q; In what ways might a social worker become involved in such situations?</p> <p>Guest Speaker: The Impact of Murder of a Loved One on survivors’ grief process and the implications for intervention.</p> <p>In-Class Exercise: Small Group Facilitation of first response to a high school shooting. (1) for students (2) for school staff</p> <p>-</p>	
<p>WEEK 8 10//20/09</p>	<p>In-Class Exercise Small Group Facilitation and role play of a Bereavement Group for later adolescent and young adult daughters and sons whose mothers have died.</p> <p>MID-TERM PAPER DUE (Death in the Family)</p> <p>Mid-Course Evaluation</p>	<p>REQUIRED Text and Readings TEXT:</p> <p>READINGS:</p> <p>#11 Handout in Class Advanced Directives, Medical Power of Attorney, Do-Not- Resuscitate Order <i>to be filled out and brought to class next week</i> for discussion.</p>

WEEK 9
10 /27/ 09

Lecture: Loss issues of the Elderly: Definition of Death, the Process and Impact of Dementia and Alzheimer’s Disease, Hospice Care. Who Makes the Decisions? Where to Die? Organ Donations? Ethical and Legal Issues.

- Q: What decisions related to life and death of a loved one might involve a social worker?
- Q: Pain and Cure or Comfort in the Last Days? How does a person qualify for Hospice Care? Who makes the decision whether to seek Hospice Care?
- Q: What are the different personal, legal, ethical, and professional issues involved in Assisted Suicide or Euthanasia?
- Q: At what point is someone considered dead? Who is the final authority? (i.e. Terri Shaivo case).
- Q: What may be the role of a social worker in these types of situations?

Guest Speaker: Dr. Leigh Fredheim, Medical Director, Hospice Austin

Group Exercise: Discussion of personal decisions on Advanced Directives, Medical Power of Attorney and Do-Not Resuscitate.

In-Class Exercise: Small Group Facilitation to gain family consensus to deal with when the time for Hospice care has arrived.

REQUIRED Text & Readings

TEXT:

READINGS:

#10 Corr, C.A., Nabe C.M., & Corr, D.M. (2003) *Death and dying Life and living* (4th Ed.) Belmont CA:Wadsworth / Thomson.

-Ch.18, Assisted Suicide and Euthanasia: Intentionally Ending a Human Life. (pp.484-512)

#11:

. Readings and Assignment
Read and Complete the forms handed out last week: Advance Directive, Medical Power of Attorney, DNR and be prepared to discuss the basis for your choices and how you would advise your clients on these matters.

WEEK
10
11 /03/ 09

Lecture: Loss and Grief in Different Cultures:-
Discussion of Class Objectives

Q: 1..What are the major religions, beliefs and rituals within each of the following groups with respect to life, death, illness, loss and grief?

- (a)African Americans?
- (b)Asian Americans?
- © Hispanic Americans?
- (d)Native Americans?

Q: 2. Are generalizations about any of these populations concerning their grief process reliable? Why or why not?.

Q. 3. As compared to the bereavement-related beliefs and rituals of the dominant white society, what are (name at least two) of the different beliefs and mourning rituals that social workers should be aware of that may be important to each of the following populations?

- (a) African Americans?
- (b) Asian Americans?
- (c) Hispanic Americans?
- (d) Native Americans?

Q: 4. In what ways may the different bereavement-related beliefs and rituals of the other cultures be helpful to (or hinder) the completion any of Worden's 4 tasks of uncomplicated mourning?

Small group exercise: Answer the questions with respect to two of the above (assigned) populations and make a formal presentation to the class of your conclusions and rationale.

OUTLINE OF FINAL PAPER DUE

REQUIRED
Text & Readings

TEXT:

READINGS:

#12 Corr, C.A. Nabe, C. M. & Coddrr , D. M. (2003) Death and Dying : Life and Livienng (ED.) Belmont, CA: Wadsworth Thomson

-CH. 5, Cultural Differences and Death

(pp 99-125)

OUTLINE OF FINAL PAPER DUE

<p><u>WEEK 11</u> 11 /10/ 09</p>	<p><u>Lecture:</u> When considering the effect of losses on an individual's or family's grief experience, how do discrimination, oppression, poverty, low-socio-economic status, lack of opportunities, interact differently with particular, races, cultures, alternative life styles in the U.S.? What role can the social worker play when confronted by such conditions in a loss and grief situation? Consider death and non-death losses. Where do non death losses such as illness and disability fit for these populations in terms of the experience of loss.</p> <p>Large group and small group exercises Dealing with the subject of the lecture..</p>	<p><u>REQUIRED Text & Readings:</u></p> <p><u>TEXT:</u></p> <p><u>READINGS:</u></p> <p><u>Review all past assignments and learnings. Be prepared for large group discussion and small group exercises.</u></p>
<p><u>WEEK 12</u> 11 /17/ 09</p>	<p><u>Lecture: Topics to be determined by class members who want more information on a particular area of loss and grief.</u></p> <p><u>Large Group and Small Group exercises.</u></p>	
<p><u>WEEK 13</u> 11 /24/ 09</p>	<p>..</p> <p><u>Lecture:</u> What do Social Workers have to watch out for in promoting their own mental and physical health, and well-being, Social Workers deal not only their clients issues of loss and grief, but, at the same time, to render professional service need to contend with and address their own personal losses and grief.</p> <p><u>Small / Large Group Exercise:</u> How to deal with complex issues involving legal and ethical and potentially conflicting personal and professional conundrums facing social workers?</p> <p><u>Large Group Exercise:</u> Observations on the group experience in class.</p>	<p><u>TEXT: Worden -Ch. 9 The Counselor's Own Grief</u></p> <p><u>READINGS:</u></p>

WEEK 14

12 /01/ 09

Last Day of

Class:

LAST CLASS

Short In-Class Essay

(20 minutes)

My Reconciliation of Differences

As a social worker, in dealing with clients' loss and grief, how do I personally reconcile and professionally adapt to differences, personal disagreements, or even moral repugnance, between my personal beliefs, and values, and biases and those clients having different cultural, religion, and lifestyle beliefs, values and behaviors? If I believe my career goal is to become a highly qualified professional who delivers best practice services uniformly to all clients, what, if any, circumstances, *for the protection of the client*, might I choose to draw a professional boundary for myself and make a referral or not undertake assigned or requested services?

LAST CLASS

FINAL PAPER DUE

In Class Essay

Class Evaluation

FINAL PAPER DUE

VII. Bibliography:

Recommended Texts:

- Becker, E. (1973) *The denial of death*. New York: Free Press.
- Becvar, D.S. (2001) *In the presence of grief : Helping family members resolve death, dying and bereavement issues*. New York: Guilford Press
- Boss, P. (1999) *Ambiguous loss*. Cambridge: Harvard University.
- Corr, C.A., Nabe, C.M.& Corr, D.M. (2003) *Death and dying Life and living* (4th ed). Belmont CA: Wadsworth/Thomson:
- Doka, K.J. & Davidson, J.D. (1998) *Living with grief: Who we are How we grieve*. Philadelphia: Brunner/Mazel
- Doka, K.J. (Ed.) (2002). *Disenfranchised grief: New directions, challenges and strategies for practice*. Champaign IL: Research Press.
- Hooyman, N. R. & Kramer, B.J. (2006) *Living through loss: Intervention across the life span*. New York: Columbia University Press.
- Meyer, C. (2000). *Surviving death: A practical guide to caring for the dying & bereaved*. Mystic: Twenty-Third Publications.
- Pomeroy, E.& Garcia, R.B.(2009) *The grief assessment and intervention workbook: A strengths perspective*. Wadsworth Cengage Learning
- Rando, T.A. (1993). *Treatment of complicated mourning*. Champaign, IL: Research Press.
- Rando, T.A. (2000). *Clinical dimensions of anticipatory mourning: Theory and practice in working with the dying, their loved ones, and their caregivers*. Champaign, IL: Research Press
- Rolland, J.S. (1994) *Families, illness, & disability. Basic Books*
- Sprang, G., & McNeil, J. (1995). *The many faces of bereavement: The nature and treatment of natural, traumatic, and stigmatized grief*. New York: Brunner/Mazel
- Viorst, J. (1998). *Necessary losses*. New York: Fireside
- Worden, J. W. (2009) *Grief counseling and grief therapy* (4th Ed.). New York: Springer Publishing.
- Walsh, F. & McGoldrich (Ed.) (2004). *Living beyond loss: Death in the family* (2nd Ed.). New York: W.W. Norton
- Webb, N.B. (Ed.) (2002). *Helping bereaved children: A handbook for practitioners* (2nd Ed). New York