I. COURSE DESCRIPTION

This course introduces social work students to the nature and centrality of the experience of loss and subsequent grief in their personal lives, in the lives of their clients, and in their role as professional helpers.

Attributes and designations: This course counts toward the 50% graduate coursework requirement.

Requisites: graduate

How credit hour is met: This class meets for one 115 minute class period each week for spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for ~ four hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

II. COURSE OVERVIEW

Social Work 825 is intended to introduce you to the nature and centrality of the experience of loss and subsequent grief. Regardless of your chosen practice specialty, your future work as a professional social worker (and your experience as a human being) will involve the crisis of loss, bereavement, grief, and associated opportunities for meaningful intervention. In this course, you will explore loss/ grief as part of your own life experience and in the lives of clients. You will learn evidence-informed strategies to intervene with the grieving and the bereaved.

In this course, emphasis is placed on the variety and types of loss and ways in which social workers may address grief-related needs with persons across the life span. The course material is designed to stimulate a deeper self-awareness, to build core knowledge, and to introduce intervention approaches. Throughout the course, attention is given to the wide variation in the grief experience, to cultural diversity and norms, and to the impact of developmental phase on grief and loss. Content emphasizes the capacities, resilience, and growth of individuals and families confronted with loss, and identifies evidence-informed interventions shown to support positive coping, processing, and resolution. The course will explore ways in which fundamental social justice and human rights principles inform experiences of loss and macro-level interventions.

This is an elective course for advanced generalist specialization student. The class operates as an interactive seminar: you will learn about these issues and skills by reading and writing about them, discussing them with the class, and engaging in in-class exercises. To a large degree, you will explore your own learning needs, and will select areas of focus from a variety of assignment/ project options. You will be required to review the course options and turn in a learning contract indicating the choice of assignments and dates for completion by week three of class.

III. LEARNING OUTCOMES: COURSE COMPETENCIES AND PRACTICE BEHAVIORS
Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments, and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills, and cognitive affective processes relevant to the competencies highlighted in Appendix A.

Successful completion of this course implies that students will have progressed towards achieving the following core social work competencies and demonstrating their respective practice behaviors.

IV. Course Content

** Required Readings
* Recommended Readings

Week 1: Thursday, January 25

TOPICS

Introduction to course: Overview of goals. Guidelines and structure. Introduction to brief self-care exercises throughout the course.

Grief as a response to loss: Types of losses. Attitudes and societal response to loss/grief.

The grief work hypothesis (critical analysis)

CLASS PREP:


Week 2: Thursday, February 1

TOPICS

Theoretical perspectives and definitions of key terms: Classical paradigm of grief, critique of the Grief Work Hypothesis.

Cultural influences & societal depictions


CLASS PREP:


Week 3: Thursday, February 8
Influence of professional setting & role on engagement strategies, intervention options and approach

*** Learning plans due***

CLASS PREP:

** (Text) Doka, K.J. & Martin, T.L. (2010). Chapters 3-5, Patterns of Grief and Intuitive Grief, Grieving Beyond Gender: Understanding the Ways Men and Women Mourn, Routledge, an imprint of Taylor and Francis Group, LLC.


Week 4: Thursday, February 15

TOPICS: Cultural awareness & humility as an ethical issue.  
Rituals, connections, memory and belongingness.  
Framework of resiliency  
Concepts of shared grief, community grief, memory (micro, mezzo, and macro practice)

CLASS PREP:  


** (Text) Doka, K.J. & Martin, T.L. (2010). Chapters 8, Culture as a Shaping Agent, Grieving Beyond Gender: Understanding the Ways Men and Women Mourn, Routledge, an imprint of Taylor and Francis Group, LLC.

****ASSIGNMENT DUE: Culture/ group exploration****

Week 5: Thursday February 22

TOPIC: Childhood Developmental considerations: How children’s grief differs from adults. What does resiliency look like in kids?  
Losses experienced during childhood: Children and traumatic grief, death of a parent, sibling, or other family member. Loss and adoption/ loss and foster care.

GUEST SPEAKER: Taisel Losada, PsyD, Health Psychology Post-Doctoral Fellow, University of Wisconsin Hospital and Clinics. She will speak about grief presentation in children at different stages of development.
CLASS PREP:


** Kilmer, Gil Rivas, Griese, Hardy, Hafstad; “Posttraumatic Growth in Children and Youth: Clinical Implications of an Emerging Literature” American Journal of Orthopsychiatric Association 2014 Vol 84 No 5 506-518 (On Canvas)

Week 6: Thursday, March 1

TOPIC: Children: Interventions
Specific concepts: rituals, mastery through play (cultural considerations in play therapy), expressive arts (music, art play, sandplay, role play/puppetry)
Specific ‘types’ of losses: traumatic events (traumatic bereavement, parental homicide, community and school based interventions), children in foster care, abused children

Group presentations

CLASS PREP:


Week 7: Thursday, March 8

TOPIC: Adolescence:
Losses: death of family members, divorce/separation, death of peers, polyvictimization. 1st break-ups.
Developmental considerations & the nature of adolescent grief
Strategies for engagement and interventions: individual, group, school-based

Group presentations

CLASS PREP:


***ASSIGNMENT DUE: Intervention choice project (if you picked kids/ teens annotated bibliography)***
Week 8: Thursday, March 15

**TOPIC:** Young adulthood

**Developmental considerations**

**Losses:** death of a child (miscarriage, still birth, sudden infant death), abortion or relinquishing a child to adoption, death of a partner

**Interventions:** support communities

Group presentations

**CLASS PREP:**


Week 9: Thursday, March 22

**TOPIC:** Adolescent and young adult interventions:

**General techniques and issues** salient to grief interventions with adolescents & young adults, notably the importance of effective strategies for engagement and rapport-building

**Social support and group based interventions** (support-, web based support and therapeutic bereavement groups), family-based interventions

Creating healing rituals

Interventions to consider for specific losses associated with: pregnancy/childbirth, diagnosis of life-limiting disease or disability, loss of a partner

Group Presentations

**CLASS PREP:**


SPRING BREAK—NO CLASS ON THURSDAY, MARCH 29

Week 10: Thursday, April 5

**TOPIC:** Midlife

**Losses:** death of an adolescent/adult child, divorce, death of a parent

**Developmental considerations:** role as caregiver, impact of cumulative loss/ grief

**Interventions:** assessment approaches. “Telling the story” of a loss, grief counseling and therapy

Interventions for midlife adults exposed to specific losses

Group Presentations

**Professional self-care check-in:** review signs of burnout. Prevention strategies. Self-care and balance.

**CLASS PREP:**

Week 11: Thursday, April 12

*** NO Class***

At the Movies pop culture response

Week 12: Thursday, April 19

TOPICS

Complicated Grief—define, describe. Review addition to DSM & potential associated limits to the descriptor.

Examples of types: disenfranchised, ambiguous, cumulative

Interventions: Rituals. Role of social media and online support groups: opportunities & ethics challenges.

In class: Guest speaker Mary Nachreiner, Community and Outreach Specialist, University of Wisconsin Organ Procurement Organization: personal grief and transformative, community-wide work.


**Assignment: At the Movies Pop Culture response due**

Week 13: Thursday, April 26

TOPICS: Older adults

Developmental considerations and nature of loss in later life


Group presentations

CLASS PREP:


****FINAL PROJECT DUE****

Week 14: Thursday, May 3

TOPICS: Older adults

Interventions: Reminiscence & life review, counseling & psychotherapy, group work & ways to reduce isolation. Spiritually attentive interventions, interventions for specific losses

Final thoughts, insights regarding projects, material learned in/from class

Summary & evaluations
Group presentations

CLASS PREP:


***ASSIGNMENT DUE: Intervention choice project (if you picked older adult life review interview)***
**V. Texts and Reading Materials for the course**

The following **required texts** may be purchased online (Amazon) or ordered thru A Room of One’s Own.


**VI. Evaluation: Assignments, Grading & Methods**

**Work is due on the date listed in the syllabus.** Full points are possible only for work submitted on time.  

**Grading scale and standards:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>Outstanding; surpasses expectations in all areas</td>
</tr>
<tr>
<td>90-93</td>
<td>AB</td>
<td>Very good; surpasses expectations in many areas</td>
</tr>
<tr>
<td>84-89</td>
<td>B</td>
<td>Good; meets expectations in all areas</td>
</tr>
<tr>
<td>80-83</td>
<td>BC</td>
<td>Fair; meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>74-79</td>
<td>C</td>
<td>Poor; below expectations in most areas; not acceptable graduate work</td>
</tr>
<tr>
<td>68-73</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt; 68</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas; not acceptable work</td>
</tr>
</tbody>
</table>

Students will be evaluated on the following assignments. Additional details regarding these assignments are found in Appendixes B – F.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Participation</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participation in one case presentation &amp; analysis)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>At the Movies pop culture response</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Culture/ community exploration (choice)</td>
<td>20</td>
<td>Feb 15</td>
</tr>
<tr>
<td>1. Research and write up findings regarding specific cultural/ group values and experiences of grief, ritual, and memory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Research and write up findings on grief, ritual, and memory for a community with shared experience of loss (natural disaster, displacement/ diaspora, HIV for the gay community in the 1980’s, etc…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention project: (choose one):</td>
<td>20</td>
<td>March 8 (1)</td>
</tr>
<tr>
<td>1. Annotated Resources (online resources, music, books) for children/ teens</td>
<td></td>
<td>Or</td>
</tr>
<tr>
<td>2. Life Review Interview with Older Adult</td>
<td></td>
<td>May 3 (2)</td>
</tr>
<tr>
<td>Final project (choose one):</td>
<td>35</td>
<td>April 26</td>
</tr>
<tr>
<td>1. Personal loss lifeline and reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Research paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>100</td>
<td></td>
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</tbody>
</table>

**VII. Course Policies**

**Student Behavior Policy**

It’s expected that students conduct themselves ethically and professionally in all aspects of this course. This includes
confidentiality, proper respect for all members of the class, clients and agencies, and contributions to the learning environment.

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. Please honor the uniqueness of your fellow students and appreciate the opportunity we have to learn from each other. Please respect the opinions of others and refrain from personal attacks or demeaning comments. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful so that ideas can be examined honestly and diverse viewpoints shared. The success of this student behavior policy and classroom climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

Support for Students Requiring ADA Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) and UW-Madison policy (faculty document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the 2nd week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odo.wisc.edu; phone 608-263-2741; text at 608-225-7956; or fax 608-265-2998, 711 (Via relay); 1305 Linden Drive, Madison WI 53706.

Faculty (I) will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable accommodations as part of a student’s educational record, is confidential and protected under FERPA.

Technology in Class
A minimal level of external distractions is essential to a productive learning environment. Please put away phones and shut down web browsers during class unless we are specifically using them to try out a self-care app, explore an online support community, or do class polling/ response. If you must take notes on a laptop/ tablet, that’s ok, though please do so unobtrusively; if it is interfering with class discussion or participation, I may request that you refrain. You will have a chance to check messages during class break.

Attendance policy
To get a quality educational experience, students are expected to attend and participate in class. If you are unable to attend, please email me ahead of time to request an excused absence. Attendance will be taken and students’ level of participation noted as part of the class grade; you may receive no more than two excused absences unless there are significant extenuating circumstances. Significantly late arrival or early departure may be considered an absence, and also negatively affects the quality of class discussion. For each unexcused absence, two points will be deducted from your grade.

Religious observance: In accordance with University policy, accommodation will be made for students participating in a religious holiday or who have a conflict between religious observances & mandatory assignments. To request accommodation, notify me in the first 2 weeks of class of the specific day(s) on which you request accommodation.

Incompletes: An incomplete may be given only when the student has been in full attendance and has done satisfactory work to within 2 weeks of the end of the semester. Evidence must be furnished that the work cannot be completed because of illness or other significant extenuating circumstance beyond the student’s control.

Reading assignments
You are expected read all assigned material prior to class. This is needed in order to learn the material, participate in discussions, and successfully complete written assignments.

Writing assignments
**Format.** This is nit-picky but simplifies reading. It’s also a helpful habit for work writing projects and publication.

- 1-inch margins, Times New Roman 12 pt font, double spaced, use page ##s
- Indent paragraphs
- Spell- and grammar-check

**Organization.**

- Include an introduction and conclusion
- Use topic sentences for each paragraph
- Use a logical flow from the introduction to discussion to conclusion

**Do:**

- Think critically
- Be reflective
- Be succinct

**Avoid:**

- Repetition
- Run-on sentences

**Grade appeals**

Your goal should be to make the most of your learning experience not to simply get a good grade. Your expectations for grades should be wholly based on the extent to which you respond to assignment objectives, the quality of your writing (which includes grammar, spelling, organization, & clarity) and your ability to demonstrate critical thinking and writing depth. If there are assignment instructions that are unclear, please note that it is your responsibility to bring this to my attention and do so in a timely manner. If you have a concern about a particular grade, please document your reasons in writing, paying attention to the above topics.

**Late work**

Late assignments will be docked 3 points each day they are late, unless prior arrangements are made.

**Academic integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the **Code of Ethics, Student Rights and Responsibilities and Plagiarism**

BSW and incoming MSW students have read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they will honor the NASW Code of Ethics and Student’s Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.


**School of Social Work - Student Rights and Responsibilities**: https://socwork.wisc.edu/rights

**School of Social Work - Plagiarism Policy**: https://socwork.wisc.edu/files/Plagiarism-rev.pdf

**Plagiarism**

Plagiarism is a form of academic misconduct, and is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization. Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

**The School of Social Work defines plagiarism as:**

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.
There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.

More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.

Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).

Note: Students can appeal any sanctions.

More information:
Academic misconduct rules procedures can be found in UWS 14:
Guidelines on quoting and paraphrasing - UW-Madison Writing Center:
http://writing.wisc.edu/Handbook/QuotingSources.html
### Appendix A

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course content relevant to dimensions that comprise the competency*</th>
<th>Location in syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1 Demonstrate ethical and professional behavior</strong>&lt;br&gt;Advanced Generalist (AG) social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. AG social workers demonstrate awareness of their personal values and ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. (AG social workers understand the role of other professions and use this understanding to engage effectively in interprofessional teams.) They have a commitment to lifelong learning and continually update their skills to ensure they are relevant and effective. AG social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</td>
<td>Exercises in self-reflection &amp; self-awareness to understand personal values, beliefs and biases &amp; how they may potentially influence practice, and ethical issues that may arise in grief work (K,V, S, C &amp; AP).&lt;br&gt;Lectures, readings, writing project, &amp; discussion about ethics of cultural humility and honoring difference (K,V, C &amp; AP).&lt;br&gt;Lectures, readings, and discussion on professional self-care, burnout, prevention strategies, self-care and balance (K,V, S, C&amp;AP).&lt;br&gt;Guest lecturer on ways her personal experiences affected a macro (policy-level) practice effort (K,V, S, C&amp;AP)&lt;br&gt;Personal grief time line final project (optional) (K,V,S,C &amp;AP)&lt;br&gt;Explore and evaluate on-line support communities and discuss ethical integration into social work interventions (K,V,S)</td>
<td>Week 2&lt;br&gt;Week 4&lt;br&gt;Week 10&lt;br&gt;Week 12&lt;br&gt;Week 13&lt;br&gt;Week 10</td>
</tr>
</tbody>
</table>

| **2.1.2 Engage diversity and difference in practice.**<br>AG social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.<br>AG social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. | Lecture, readings, and discussions of how intersectional aspects of identity shape loss, grief, and coping experience (K,V)<br>Readings demonstrating dimensions of diversity as the intersectionality of multiple factors (K,V)<br>Group presentation assignment: case scenario response incorporating various aspects of identity into an understanding of the presenting case’s needs (K,V,S, C & AP)<br>Writing assignment: Grief through a particular group/ culture’s lens<br>Lecture, readings, and discussion about losses experienced by communities affected by oppression, marginalization, alienation, & ways to apply this recognition into clinical practice | Week 2. Week 3<br>Weeks 2, 4, 8, 13<br>Weeks 5-8<br>Week 4<br>Week 4 |
### 2.1.4 Engage in practice-informed research and research-informed practice

**AG social workers understand and demonstrate that evidence-informed practice derives from multidisciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, readings and discussion of the grief work hypothesis, with a critical analysis of the evidence for/against (K,S)</td>
<td>Week 1</td>
</tr>
<tr>
<td>Lecture, readings, and discussions relating to evidence-informed intervention strategies to help children, adolescents, young adults, middle age, and older adults cope with grief and loss (K, V, S,C &amp; AP)</td>
<td>Weeks 3-10, 13, 14 (for each developmental stage)</td>
</tr>
<tr>
<td>Lecture, readings, and discussion to explore the research findings and debate to add 'complicated grief' into the DSMV (K,V,S)</td>
<td>Week 10</td>
</tr>
<tr>
<td>Lecture, reading, and discussions to critically evaluate and utilize different theoretical models of grief and loss (K,V S, C&amp;AP)</td>
<td>Weeks 1-2</td>
</tr>
<tr>
<td>Assignment (choice): research paper to critically explore the evidence base to guide social work practice regarding one presenting issue. (K, V, S)</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

### 2.1.6 Engage with individuals, families, groups, organizations, and communities

**AG social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships.**

**AG social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, readings, discussion on engagement strategies across the lifespan (K,V,S,C &amp;AP)</td>
<td>Weeks 3-10 (for each developmental stage)</td>
</tr>
<tr>
<td>Lecture, readings, and discussion specifically about adolescence and engagement (K,V,S,C &amp; AP).</td>
<td>Week 8</td>
</tr>
<tr>
<td>Group presentation assignment: case scenario response to include approach to engagement after applying theories of human behavior &amp; the environment (K,V,S, C &amp; AP)</td>
<td>Weeks 5-8,10,14</td>
</tr>
<tr>
<td>Exercises in self-reflection &amp; self-awareness to understand personal values, beliefs and biases &amp; how they may potentially influence engagement (K,V,S)</td>
<td>Week 2</td>
</tr>
</tbody>
</table>

### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities: Advanced

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, readings, discussion describing assessment approaches across the life span,</td>
<td>Weeks 3-10</td>
</tr>
</tbody>
</table>
Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>2.1.8 Intervene with individuals, families, groups, organizations, &amp; communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze, and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. AG social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture, readings, discussion describing intervention approaches across the life span, with members of different communities, &amp; in various settings (K,V,S,C &amp;AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group presentation assignment: case scenario response to include approach to intervention stemming from readings and evidence-base (K,V,S, C &amp; AP)</td>
</tr>
<tr>
<td>Intervention assignment (choice): annotated bibliography for working with children/adolescents or life review with an older adult (K,V,S)</td>
</tr>
<tr>
<td>Writing assignment (choice): use research to describe interventions in various settings for a particular client population or presenting problem (K,V,S, C&amp;AP)</td>
</tr>
</tbody>
</table>

| **K=knowledge; V=values; S=skills; C& AP= Cognitive and Affective Processes** |

<table>
<thead>
<tr>
<th><strong>Weeks 3-10</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 5-8</strong></td>
</tr>
<tr>
<td><strong>Week 7, Week 14</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
</tr>
</tbody>
</table>
Appendix B

ASSIGNMENT ONE: Choose one of the following 2 assignments.
(15 pts, due: 2/15/18)

1) Grief through a particular culture's lens

Report on grief and experience/ expression in a particular culture, via a 3-4 page paper or a PowerPoint-type poster format. If you use PowerPoint, you do not need to print the poster large, but rather email me the file. Outline cultural values, norms, rituals & process. Describe interventions (formal and/or informal) that may be helpful for members of this group. You are encouraged to be creative in your write-up, and can include visuals (as attachments in a paper, or embedded in a poster format), links to video etc. Please also include an APA style reference list (with at least 3-5 sources) to be shared with the class, with visuals if you think this is helpful.

Grading Criteria Possible Your Score Score
I. Description of grief related to specific culture 5 _____
II. Clarity of the implications for practice 5 _____
III. Evidence of critical thinking 5 _____

OR

2) Loss and grief shared by a community

Report on grief, ritual, and memory for a community with shared experience of loss (natural disaster, displacement/ diaspora, HIV for gay communities in the 1980’s, etc…) via a 3-4 page paper or a PowerPoint-type poster format. If you use PowerPoint, you do not need to print it large, but rather email me the file. Describe community experience and response, rituals and process. Describe interventions (formal and/or informal) that may be helpful for members of this group. You are encouraged to be creative in your write-up, and can include visuals, links to video, etc as attachments. Please also include an APA style reference list (with at least 3-5 sources) to be shared with the class.

Grading Criteria Possible Your Score Score
I. Description of grief related to group experience of loss 5 _____
II. Clarity of the implications for practice 5 _____
III. Evidence of critical thinking 5 _____
Appendix C  
ASSIGNMENT TWO:  
Intervention Assignment (choose 1, 15 pts)

1) Children or Adolescents Annotated Bibliography DUE 3/8/18

Each student will create an annotated bibliography with 5 suggested books, songs, or links covering topics related to death, grief and loss that would be useful for children or teens to read. In addition, create **one intervention that could accompany one of the sources** to enhance understanding of loss or practice positive coping skills for children/teens (For Example, Tear Soup is a book that can be read to children or read by adolescents or adults that suggests that our society often wants to “do grief quickly” similarly to opening a can of soup. To truly savor the taste of soup, homemade is often more tasty and satisfying, but takes time to make. Simmering feelings, memories and grief also takes time. This metaphor is used throughout the book to address the complex and time consuming process of grief. Intervention-bring memories and make “tear soup”)

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<tr>
<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>I. Description of book, song, or link (including age appropriate for, type of loss)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>II. Intervention accompanying one of the references</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>III. Syntax, reference, current and accessible</td>
<td>5</td>
<td></td>
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<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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OR

2) Life Review Interview with older adult DUE 5/3/18

Review pps 328-329 “Reminiscence and Life Review” in Living Through Loss text. Interview or visit with an older adult about his/ her life about a range of his/her life cycle events. Ask questions that allow the individual to reminisce and enable the individual to review and evaluate their past experiences. Write a 2-3 page summary of the interview including your personal reaction.

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<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>I. Summary of interview (including age and relationship to individual)</td>
<td>5</td>
<td></td>
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<tr>
<td>II. Personal response/reaction to information learned</td>
<td>5</td>
<td></td>
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<tr>
<td>III. Technical Detail (Organization/Syntax)</td>
<td>5</td>
<td></td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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Appendix D:
Group Presentation (10pts of participation grade, ongoing)

In this assignment, you will work as part of a small group to offer a 15 minute response to a case scenario. Together, you will assimilate themes and content from the reading and course discussions into a discussion of the clinical factors in the case scenario, reflecting upon the course content regarding the nature of the loss, theoretical perspectives on grief that might contribute to an understanding of the client experience, and some initial thoughts on evidence-informed strategies for engagement, assessment, or intervention.

First, select the age/life stage of the case you’d like to explore:
   a) Children-- weeks 5 (February 22) or 6 (March 1)
   b) Adolescents—weeks 7 (March 8) or 9 (March 22)
   c) Young adults—weeks 8 (March 15) or 9 (March 22)
   d) Middle-aged adults—week 10 (April 5)
   e) Older adults—week 14 (May 3)

Then, you will be grouped with others in the class and provided a case scenario and assigned a week to present.

Together, you will build a group presentation (15 minutes total) in response to the case scenario. It is your choice whether to work on all aspects together, or to divide up elements. Please stick to the allotted time so there is room for class discussion.

1. Very briefly summarize the case (1 min)
2. Review highlights of potential relevant clinical issues, building from class readings related to client developmental stage, type of loss, & identity/community of the client that may influence client needs
3. Describe one:
   a. Challenges and approach to engaging this client, building from class reading and clinical experience
   OR
   b. Aspects warranting further assessment & an approach to doing so, building from class materials and clinical experience
   OR
   c. Describe an intervention, building from class reading and clinical experience
4. Describe one way to measure the effectiveness of your approach/intervention with the client

Grading criteria:
Clarity of presentation 3
Utilization of course materials to connect to presenting issues 4
Utilization of course materials to develop clinical approach 3
Total: 10
Appendix E
At the Movies Pop culture response (5 points)

Students will work on this assignment during Week 11; we will not meet as a class. It will be due Week 12, April 19.

This assignment will provide an opportunity to use film or a show to reflect upon the course content regarding the nature of loss, grief process and manifestations, and the representation of loss in culture.

For this assignment, please select and observe any film or show that highlights content related to loss, grief, or bereavement. You will then review the film to describe how it enhanced your understanding of grief and related topics from the class: it is okay to determine that its representation is inaccurate/oversimplified, given what you now understand about grief and loss, but please justify your conclusions.

1. Select a film, a show—or even a song— that touches upon a form of grief or loss. You may review one with which you are already familiar, or stream/watch a new one.

2. Write up a brief review (1-2 pp). Describe the themes and types of losses portrayed in the film. Link the film or show to concepts in the readings—and again, it’s ok to say that the portrayal was inaccurate, or lacked depth! A few brainstormed questions to get your thinking going: in what ways does the film speak to the pervasiveness of grief? Cultural norms or variations? To what extent and how is ‘bereavement,’ ‘mourning’ or ‘disenfranchised grief’ illustrated? To what extent is grief process portrayed in the film, consistent with the theoretical perspectives presented in chapter one? What developmental issues did you observe as portrayed by the actors/actresses?

3. (If present,) how were professional helpers portrayed? Clinical interventions?

3. What impact did this film have on you?

4. Would it be helpful to recommend to clients in the future? For a future class assignment? (optional)

A few options, of many possibilities:
Appendix F
Final paper or personal loss line (35 pts, due April 26)
OPTION 1 of 2: Final Research Paper

Objective: To assimilate themes and content into an in-depth exploration of one presenting clinical issue, in a particular client population. Over the course of the semester you will learn about many different types of losses that occur across the life span and you will be exposed to interventions that are developmentally appropriate and commonly employed. In choosing a topic for this assignment, please consider your interests in taking this course as well as new interests in further reading /research (perhaps grief related to a disenfranchised loss, loss of child due to miscarriage, trauma).

Task: Identify a loss-- for example, a type of loss experienced by a particular client population (death of a parent for a child or partner for an older person; loss of function associated with chronic illness; miscarriage). Thoroughly investigate the research and practice literature (include research journal articles please). Provide a thorough description and necessary details. Explain/explore the impact this loss may have on an individual client, at community or social levels, and potential responses at all levels (if applicable). Explore what we know and what we don’t know about the topic (e.g., consider the gaps in knowledge or limitations of research and extent to which diverse populations have been included in prior research). Using research and your own insight/ creativity, describe interventions (short-and long-term) for various settings. Consider what has been found to show impact/ effect, and what has not. Please keep in mind influences of culture on experience and on interventions. Finally, discuss how work in this area might affect the professional, and mention self-care approaches.

Scope, and grading: Paper should be 8-10 pages typed (no more than 12 please!), 12 pt font. Grading will be based on clarity/support of the main points, organization, and technical detail (spelling, grammar, APA style). It is not acceptable to review the topic in a general way, or find suggestions on-line for a particular type of loss. Cite at least 5-7 sources in which you review empirical and knowledge-based journal articles/books. Bibliography using APA style.

Grading Criteria

<table>
<thead>
<tr>
<th>I. Organization of paper</th>
<th>Score</th>
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<tr>
<td>Clarity and support of main points</td>
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<tr>
<td>Description of what we know and don’t know</td>
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<tr>
<th>II. Evidence of critical thinking and reasoning</th>
<th>Score</th>
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<tbody>
<tr>
<td>Evidence for and against conclusions</td>
<td>12</td>
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<tr>
<td>Identification of gaps/limitations of research</td>
<td></td>
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<tr>
<td>Suggestions for future research</td>
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<tr>
<td>Relevant implications for practice</td>
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<tr>
<th>III. References to literature</th>
<th>Score</th>
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<tbody>
<tr>
<td>Appropriateness, Integration and application</td>
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<th>IV. Technical detail</th>
<th>Score</th>
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<tbody>
<tr>
<td>Spelling, grammar, syntax, References in APA style</td>
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TOTAL (35)

Score: __________
Appendix G

Final Project (35 pts, due 4/26)
OPTION 2 of 2: PERSONAL LOSS LIFE LINE AND REFLECTION

Objective: The purposes of this assignment are to heighten your awareness of your personal losses and grieving style, to provide you with the opportunity to personally relate to the course readings, and to help you to identify the ways in which these personal experiences may affect your practice.

The task:

1. Using smart art or poster board if you prefer, construct the loss life line that identifies calendar years from birth coinciding with any significant losses that you can recall. This should include both death related and non-death related losses. You should identify your date of birth and also your age at the time of each loss on your loss lifeline.

2. Reflect on the loss life line. Once you have identified each loss, take some time to explore each loss by thinking about what was happening at the time (i.e., where you were, what you were doing, your predominant emotional tone, how others responded to you, how you grieved and how that changed over time) and how you responded to each loss. You might consider the following questions: What do you remember about the loss experience? What did you feel and how did that change over time? How did you cope? How did you grieve? How did others in your environment respond to your grief and how did that affect your experience? To what extent are you still experiencing grief and where are you at in the process? You can also note the impact (if any) of professional helpers on your grief/loss experience.

3. Make connections to course readings and content. Reflect upon ways in which your experiences relate to course reading in terms of your age and development, your coping, and your grief over time. Determine your grieving style or any patterns you notice in your way of responding to loss.

4. In a 10-12 page report address the following (use these subject headings):
   a) Brief Summary of Losses: briefly (1 page) note types and scope of loss.
   b) Relevance and Connection to Course Readings/Content: (~7-9pp) Describe connections to the course reading and content (cite relevant readings/content that relate to your experience, your age & development, culture & other aspects of identity) the type of loss, coping response, how you grieved and theories of grief and coping with grief); and identify the theoretical framework that most closely resembles your experience, providing evidence for and against your conclusions. How did the readings illuminate your understanding of your loss/grief experiences?
   c) Professional Implications: (1-2 pages) reflect on the extent to which your own losses may affect how you relate to grieving clients and the extent to which they may influence your ability to be present and non-biased (i.e., address the following questions: Are there particular client situations that may be more challenging for you to work with given your history of loss? Have you identified complicated or enduring grief of your own to treat and address prior to working with clients who are grieving?)

5. Turn in your loss life line, written report, and citations.

Grading criteria

<table>
<thead>
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<th>Criteria</th>
<th>Score</th>
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<tbody>
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<td>I. Clarity of loss life line</td>
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<tr>
<td>Thoughtful exploration of losses</td>
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</tr>
<tr>
<td>II. Identification of grieving style and theoretical framework</td>
<td>15</td>
</tr>
<tr>
<td>Evidence of critical thinking, Relevant connections made to course materials</td>
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</tr>
<tr>
<td>III. Conclusion for practice implications</td>
<td>8</td>
</tr>
<tr>
<td>IV. Technical detail (spelling, grammar, references)</td>
<td>5</td>
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<tr>
<td>TOTAL</td>
<td>35</td>
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GRIEF, DEATH, LOSS, AND LIFE—this will be distributed at first class

Name:
Phone:

Email:

Primary professional areas of interest:

Current field placement area:

TO HELP ME KNOW YOU

The following information is requested in order to help me be more sensitive to you and your needs. Your responses (and non-responses) will not affect your grade in any way, are entirely voluntary, and will be kept strictly confidential.

1a. Are you now grieving the recent death of a loved one or are you experiencing a major loss?

1b. IF YES, please briefly describe the nature of your loss.

2. Briefly describe your reasons for taking this class:

3. Describe any grief-related topic that you believe may be too difficult for you to explore in this class and how you would like to handle your discomfort.
LEARNING PLAN

(Due Week 3: Thursday, February 8). This course is designed to meet your specific learning priorities. As such, each assignment has an element of choice involved. Please select from the following options (circle one for each assignment), and sign below. There may be learning advantages to getting out of your ‘comfort zone,’ in terms of life stages upon which to focus—in part, to spread out assignment due dates over the duration of the course!

Assignment 1—Culture/Group exploration (one)
   a) Grief through a particular culture’s lens (due February 15)
   b) Loss and grief shared by a community (due February 15)

Assignment 2—Intervention assignment (circle one)
   a) Children or adolescents annotated bibliography—(due week 7, March 8)
   b) Older adult life review (due week 14, May 3)

Assignment 3—Group case presentation—ongoing (circle an age group and you will be assigned one of the 2 weeks listed)
   a) Children—weeks 5 (February 22) or 6 (March 1)
   b) Adolescents—weeks 7 (March 8) or 9 (March 22)
   c) Young adults—weeks 8 (March 15) or 9 (March 22)
   d) Middle-aged adults—week 12 (April 19)
   e) Older adults—week 14 (May 3)

Assignment 4—Final project (circle one)
Research paper (due week 13, April 26)
Personal loss lifeline and reflection (due week 13, April 26)

__________________________________________________________________________  _____________
Name and Signature             date