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

II. COURSE OVERVIEW

Grief, death, loss, and bereavement are pervasive and fundamental aspects of the human experience. An understanding of the grief process and the ways in which social workers may compassionately respond to the bereaved is essential to effective social work practice in all settings and with all age groups. The purpose of this course is to introduce 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. Emphasis is placed on the variety and types of loss experienced throughout the life cycle and ways in which social workers may address grief related needs with persons across the life span. Throughout the course attention is given to cultural diversity and norms, the wide variation in the grief experience, the importance of social justice and human rights, the influence of the developmental phase of the life span, identification of interventions that are evidence based, and recognition of the capacities, resilience, and growth of individuals and families confronted with loss. Through explorations of the material, the course is designed to stimulate a deeper self-awareness, a greater ability to be more fully present, and an increased skill in assisting others and ourselves through the grief process. This is an elective course for Advanced Generalist Specialization students. A key objective of the course is to allow students to determine their own learning needs. Thus, a variety of assignments are provided from which students may choose their area of foci.
III. LEARNING OUTCOMES: COMPETENCY DESCRIPTIONS AND DIMENSIONS

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 measure through course activities, readings and 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 and affective processes relevant to the competencies described in Appendix A.

IV. COURSE CONTENT

** Required Readings
* Recommended Readings

Week 1: Saturday, January 27

INTRODUCTION: GRIEF AS A RESPONSE TO LOSS AND RELEVANCE TO THE PROFESSION
Types of losses.
Understanding attitudes and societal response to toward loss/grief.
The grief work hypothesis (empirical support for and against).
Personal Grief Timeline
Broader Applications of Grief/Loss to the profession


Week 2: Saturday, February 3

THEORETICAL PERSPECTIVES, DEATH IN SOCIETY & SELF AWARENESS OF PERSONAL LOSSES
Definitions of key terms
Cultural influences
Classical paradigm of grief
Critique of the Grief Work Hypothesis
The impact of professional grief & importance of self awareness.


** Week 3: February, February 10

** THE GRIEF PROCESS

- Task and phases of grief
- Integrative and dual process models of grief
- Assessment and measurement of grief
- What is complicated mourning?
- Cultural competence & Resiliency framework

** Begin Global/Cultural Presentations

** INFORM INSTRUCTOR OF CHOICE INTERVENTION ASSIGNMENT (Annotated children’s bibliography or life review interview)


** Week 4: Saturday, February 17

** Continue Global/Cultural Presentations


** Week 5: Saturday February 24

** LOSSES EXPERIENCED IN CHILDHOOD
Developmental considerations
How children’s grief differs from adults
Resiliency model
Children and traumatic grief
Death of a parent, sibling, or other family member.
Loss and adoption/ Loss and foster care


** 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

Week 6: Saturday, March 3

**INTERVENTIONS FOR GRIEVING CHILDREN**

Issues salient to grief interventions with children
General techniques and interventions
Communication,
Assessment, Individual, Family, Group and School Based Interventions
The importance of rituals, Mastery through play (cultural considerations in play therapy),
The use of the arts (music, art play, sandplay, role play/puppetry)

Interventions for children exposed to specific losses
Responding to traumatic events (traumatic bereavement, parental homicide, community and school based interventions), Children in foster care, Abused children

**CHOICE ASSIGNMENT #1 ANNOTATED CHILDREN’S BIBLIOGRAPHY DUE (If Chosen)**


Week 7: Saturday, March 10

**LOSSES EXPERIENCED IN ADOLESCENCE**

**CREATIVE INTERVENTIONS**

Developmental consideration
Nature of adolescent grief
Death of family members.
Divorce/separation
Death of peers (violence, homicide, suicide, polyvictimization)
Individual and group and school based Interventions

**JOURNAL READING REFLECTIONS DUE (MIDWAY 4 ENTRIES REQUIRED)**
March 17--Spring Break (no class)

Week 8: Saturday, March 24

** LOSSES EXPERIENCED IN YOUNG ADULTHOOD **
Developmental considerations, Resiliency
Death of a child (miscarriage, still birth, sudden infant death)
Abortion or relinquishing a child to adoption
Birth of a child with disabilities
Death of a partner
HIV/AIDS
Physical and sexual abuse


Week 9: Saturday, March 31

** YOUNG ADULT INTERVENTIONS **
Issues salient to grief interventions with young adults
General techniques and intervention
Social support and group based interventions (support-, web based support and therapeutic bereavement groups), Family based interventions, Creating healing rituals
Interventions for young adults exposed to specific losses
Perinatal death and other losses (abortion, miscarriage, still birth and neonatal death, SIDS, Adoption), Developmental disabilities, Sexual or physical abuse, HIV/AIDS
Young widows and widowers

** BRIEF INDIVIDUAL MEETINGS FOR RESEARCH PAPER **


Week 10: Saturday, April 7

**COMPLICATED GRIEF**
Disenfranchised Grief
Ambiguous Grief
Individual and group based interventions
Role of Social Media and Online Support groups (particularly with traumatic loss)
Family based interventions
Rituals, Creative healing


Week 11: Saturday, April 14

**LOSSES EXPERIENCED IN MIDLIFE AND INTERVENTIONS**
Developmental consideration
Death of an adolescent/adult child
Divorce
Caregiving: Caring for an adult child with chronic mental illness; Caring for older relatives
Death of a parent
Assessment, “telling the story” of a loss
General techniques and interventions
Grief counseling and therapy, Counseling techniques and cultural considerations
Interventions for midlife adults exposed to specific losses


Week 12: Saturday, April 21

**LOSSES IN LATER LIFE**
Developmental considerations and nature of loss in later life
Common losses: Death of a partner, friend, or sibling, caregiving in old age, elder abuse and neglect, chronic illness
Issues salient to grief interventions with older adults
Communication and responding to grief of elders, Grief resurgence in later life
Spousal bereavement, Suicide, Dementia, Family caregiving, Life transitions, Grief and approaching death
Hospice


** JOURNAL READING REFLECTIONS DUE (4 NEW ENTRIES REQUIRED)

Week 13: Saturday, April 28
INTERVENTIONS FOR GRIEVING OLDER ADULTS
- General techniques and interventions
  - Reminiscence and life review, Counseling and psychotherapy, Group work, Grief in older men,
  - Spiritually attentive interventions
  - Interventions for elders exposed to specific losses
  - Self-care lessons learned-group experiential to create “self-care tool kit”

FINAL PROJECT DUE

Week 14: Saturday, May 5
PROFESSIONAL SELF CARE, SUMMARY, INTEGRATION
- Burnout
- Vicarious Grief
- Compassion Fatigue vs Compassion Satisfaction
- Professional Quality of Life Scale (ProQOL)
- Self-Care and Balance

** ProQOL website www.proqol.org

** CHOICE ASSIGNMENT #2 DUE OLDER ADULT LIFE REVIEW INTERVIEW (If Chosen)

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

V. TEXT AND READING MATERIALS
The following required texts may be purchased online (Amazon).

VI. EVALUATION: ASSIGNMENTS, GRADING AND METHODS

POINTS

A. Attendance, Promptness, and Participation in Class Discussion and Activities

10

Although class sessions will include a variety of learning methods, there will be an emphasis on critical discussion and class activities. Students are expected to assume responsibility for their own learning and show their progress by demonstrating mastery of the weekly readings, by raising issues and by active class participation. Therefore, it is important that students complete the readings each week in preparation for class discussions. We have a lot of material to cover and will need to begin promptly. Students are expected to arrive on time for class. Attendance will be taken at the beginning of class and we will note your level of participation. If you are unable to attend class, please email us prior to class so that you can receive an excused absence; you may receive one per semester. Four points will be deducted from your grade for each unexcused absence.

B. Journal - Reading Response Assignment (see attached) Due 3/4 & 4/22

20

Make, purchase or recycle a journal for this assignment with at least 16 sheets of paper, a front and back cover, and a first page with your name and the class title and date. For our text, Living through Loss: Interventions across the Life Span by Hooyman and Kramer and class readings, develop a written reflection and visual reflection to the Reading Response Questions (attached) or create your own personal or professional response to weekly readings. List the Question or Chapter(s) # at the top of the page. The written reflection should be at least 1 page. It may be handwritten if your writing is legible, otherwise type it. The visual/creative reflection can be a photo you take or find in a magazine or the web, a sketch, poem, song lyrics or a digital image you have created, or a scanned image of a 3-d object you have made that illustrates your response to the chapter(s) and question in some way. The visual reflection can be attached to same page if there is room, or placed on another page. Four Journals are due on 3/4/17 for the reading up to that date and 4 entries are due 4/22 for the readings between 3/4/17 and 4/22/17. You need a total of 8 Reading Responses. You may use these questions for all entries or create your own question or reflection in response to readings (written and visual). All Responses should reflect the weekly readings and integrated reaction, connection or grappling.

1. How might societal, religious and cultural worldview influence the way an individual responds and copes with loss/grief?

2. Respond to the following, “Grief is a long-term process and most people never return to their previous level of functioning” (Wortman 2002)

3. Compare and contrast two models of grief.

4. Describe a personal experience with loss/death and how your development (age of understanding) impacted the way that you responded/coped.
5. Describe how individual and/or group interventions may be more or less beneficial to a client given his/her personality, experience with loss, cultural, religion.

6. What are ways that you currently care (or don’t care) for yourself? How would you like to strive toward care, balance and health?

7. Explore some perinatal loss websites. What did you find that surprised you? Anything that disappointed you? What value do you see?

8. What impact do you believe social media and/or online support grief groups have?

CRITERIA FOR JOURNAL/READING RESPONSES

<table>
<thead>
<tr>
<th>Grades for Assignment</th>
<th>Possible Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>I. Thoughtful written exploration of question/reflection of reading</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>II. Relevant connections made to material</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>III. Visual or creative response/connection</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>IV. Evidence of Critical thinking/Application</td>
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<td></td>
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</table>

C. Global/Cultural Grief Exploration Presentation (see attached) (Competency 1, 4, 5) Due 2/4

Global/Cultural Grief Exploration Project (20%)
DUE Week 3 February 3

Each student will research and present findings regarding the impact of grief in a particular culture, the rituals performed and interventions (formal and/or informal) used. You will give 10-15 minute presentations of your findings to the class during weeks 3 and 4. You are encouraged to be creative in your presentation (visuals, exercises, etc.). Each student is required to turn in a 2-4 page paper with an overview of your presentation. You must also provide an APA style reference list (with at least 3-5 sources). It would be helpful to provide handouts to your peers that they can keep as a reference.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Description of grief related to specific culture</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>II. Clarity of the implications for practice</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>III. Evidence of critical thinking/engaging presentation</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

D. Choice Intervention Project (Choose one: Children/Adolescents Annotated Bibliography (see attached) Due 2/25 OR Life Review Interview with Older Adult Due 5/6th (Competency 3,4,6)

Choice Assignment: Choose ONE of the following two assignments
1) **Children or Adolescents Annotated Bibliography (15%)** DUE 2/25/17

Each student will create an annotated bibliography with 5 suggested books 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 books** to enhance understanding of loss or practice positive coping skills for child/teen (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”)

<table>
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<tr>
<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
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</thead>
<tbody>
<tr>
<td>I. Description of book (including age appropriate for, type of loss)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>II. Intervention accompanying one of books</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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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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</table>

**OR Choice Assignment #2: Life Review Interview with older adult (15%)** DUE 5/6/17

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.

<table>
<thead>
<tr>
<th>Grading Criteria</th>
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<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Summary of interview (including age and relationship to individual)</td>
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<td></td>
</tr>
<tr>
<td>II. Personal response/reaction to information learned</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>III. Technical Detail (Organization/Syntax)</td>
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<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
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</table>

E. **Final Research Paper (see attached)** (Competency 3, 4, 5, 6) Due 4/29

**Final Research Paper (35%).**
**Objective:** Over the course of the semester you will have the opportunity to 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, or pet loss).

**Task:** Identify a loss— for example, a type of loss experienced by a particular client population (e.g., AIDS, chronic illness, abuse, separation, death, miscarriage). Thoroughly investigate the research and practice literature (this must include research journal articles and not just books and/or internet sites) Provide a thorough description and necessary details. Explain/explore the impact it has on an individual, community and social level, and the response at all levels (if applicable). What we know and 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). Describe interventions (immediate and long-term), both that you have researched as well as your own creative ideas. Consider what has been found to work and not work. Please keep in mind cultural factors. In addition, discuss how this may impact the professional and provide self-care tools.

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

**Grading Criteria**

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<thead>
<tr>
<th>I. Organization of paper</th>
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<tbody>
<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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<table>
<thead>
<tr>
<th>II. Evidence of critical thinking and reasoning</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>evidence for and against conclusions</td>
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</tr>
<tr>
<td>identification of gaps/limitations of research</td>
<td></td>
</tr>
<tr>
<td>suggestions for future research</td>
<td></td>
</tr>
<tr>
<td>relevant implications for practice</td>
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</table>

<table>
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<tr>
<th>III. References to literature</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Appropriateness</td>
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<tr>
<td>Integration and application</td>
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<table>
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<tr>
<th>IV. Technical detail</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling, grammar, syntax</td>
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</tr>
<tr>
<td>References and APA style</td>
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</tbody>
</table>

**TOTAL Score**

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

Grades will be assigned using the following conversion table.

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<thead>
<tr>
<th>100 point scale</th>
<th>Final Grade</th>
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</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</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</td>
</tr>
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</table>

VII. Course Policies

Support for Students Requiring ADA Accommodations
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational 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 second 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@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W. Johnson St., #2104, Madison, WI 53706

Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Student Behavior Policy
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.

Technology in Class
A minimal level of external distractions is essential to a productive learning environment. Mobile devices are not to be used in class and laptop and tablet computers are to be used only for unobtrusive note-taking (and only if
there are no complaints from your classmates). If you choose to use a computer in class, you cannot have a web browser open at any time.

**Late work**
Late assignments will be docked 5 points each day they are late, unless prior arrangements are made.

**Code of Ethics, Student Rights and Responsibilities and Plagiarism**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, 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 and in the preparation of course assignments.

**NASW Code of Ethics**
https://www.socialworkers.org/pubs/code/code.asp

**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, which 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.
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:
1. Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf
GRIEF, DEATH, LOSS, AND LIFE—
To be completed and turned in on first day of class

Name:
Address:

Phone:
Email:

Primary professional areas of interest:

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?

   YES  1
   NO   0

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

2. Briefly describe your reasons for taking this class:

3. We will be exploring many sensitive and difficult grief related topics in this course. Are there any topics you are aware of that may be more difficult than others to explore?
### Appendix A

<table>
<thead>
<tr>
<th>Competency and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Week Dimensions Covered</th>
</tr>
</thead>
</table>
| **2.1.1 Demonstrate ethical and professional behavior**  
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 inter-professional teams.) They have a commitment to life-long 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. | Exercises in self-reflection & self-awareness to understand personal values, beliefs and biases & how they may potentially influence practice, and ethical issues that may arise in grief work (K,V, S, C &AP).  
Lectures, readings, writing project, & discussion about ethics of cultural humility and honoring difference (K,V, C& AP).  
Lectures, readings, and discussion on professional self-care, burnout, prevention strategies, self-care and balance (K, V, S, C&AP).  
Personal grief time line final project (optional) (K,V,S,C &AP) | Week 2  
Weeks 3, 4  
Week 14 |
| **2.1.2 Engage diversity and difference in practice.**  
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. 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 understanding to engage effectively in inter-professional teams. | Journal -Reading Response Assignment (K,V,S, C & AP)  
Grief in adults vs children activity (K, V, S, C & AP)  
Global/Cultural Grief Exploration Presentation (K,V,S, C & AP)  
Choice Intervention Project (K,V,S, C & AP)  
Final Research Paper (K,V,S, C &AP) | Multiple Weeks  
Week 5  
Weeks 3, 4  
Week 6  
Week 14 |
<table>
<thead>
<tr>
<th><strong>aspects of identity shape loss, grief, and coping experience (K,V)</strong> Readings demonstrating dimensions of diversity as the intersectionality of multiple factors (K,V) Group presentation assignment: case scenario response incorporating various aspects of identity into an understanding of the presenting case’s needs (K,V,S, C &amp; AP) Writing assignment: Grief through a particular group/ culture’s lens Lecture, readings, and discussion about losses experienced by communities affected by oppression, marginalization, alienation, &amp; recognition in their practice.</th>
<th><strong>Lecture, readings and discussion of the grief work hypothesis, with a critical analysis of the evidence for/ against (K,S)</strong> Lecture, readings, and discussions relating to understanding the state of the science related to loss across the lifespan and also 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) Lecture, readings, and discussion to explore the research findings and debate to add ‘complicated grief’ into the DSMV (K,V,S) Lecture, reading, and discussions to critically evaluate and utilize different theoretical models of grief and loss (K,V,S,C&amp; AP). Assignment (choice): research paper to critically explore the evidence base to guide social work practice regarding one presenting issue. (K,V, S)</th>
<th><strong>Week 1 and 2</strong> <strong>Weeks 5-14</strong> <strong>Week 10</strong> <strong>Week 2</strong> <strong>Week 6</strong></th>
</tr>
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<tr>
<td><strong>2.1.4 Engage in practice-informed research and research-informed practice</strong> AG social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings in to their focus area of practice.</td>
<td><strong>Lecture, readings and discussion on engagement strategies across the lifespan (K,V,S,C &amp;AP)</strong></td>
<td><strong>Weeks 3-13</strong> (for each developmental stage)</td>
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<tr>
<td><strong>2.1.6 Engage with individuals, families, groups, organizations, and communities</strong> AG social workers understand and demonstrate that engagement is an ongoing component of the dynamic</td>
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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. AG social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lecture, readings, and discussion specifically about adolescence and engagement (K,V,S,C &amp; AP).</th>
<th>Exercise in self-reflection &amp; self-awareness to understand personal values, beliefs and biases &amp; how they may potentially influence engagement (K,V,S)</th>
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</thead>
<tbody>
<tr>
<td>Weeks 7, 8</td>
<td>Lecture, readings, discussion describing assessment approaches across the life span, with members of different communities, &amp; in various settings (K,V,S,C &amp;AP)</td>
<td>Assessment of Professional Quality of Life</td>
</tr>
<tr>
<td>Week 3-13</td>
<td>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)</td>
<td>Choice Assignment: interviewing an older adult (K,V,S)</td>
</tr>
<tr>
<td>Week 6</td>
<td>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)</td>
<td>Intervention assignment (choice): annotated bibliography for working with children/adolescents or life review with an older adult (K,V,S)</td>
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### 2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities:

Advanced 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 interprofessional 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>Weeks 3-13</th>
<th>Lecture, readings, discussion describing assessment approaches across the life span, with members of different communities, &amp; in various settings (K,V,S,C &amp;AP)</th>
<th>Choice Assignment: interviewing an older adult (K,V,S)</th>
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<tbody>
<tr>
<td>Week 14</td>
<td>Assessment of Professional Quality of Life</td>
<td>Week 6</td>
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### 2.1.8 Intervene with individuals, families, groups, organizations, & communities

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.

<table>
<thead>
<tr>
<th>Weeks 6, 9, 11, 13</th>
<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>
<th>Choice Assignment: interviewing an older adult (K,V,S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Intervention assignment (choice): annotated bibliography for working with children/adolescents or life review with an older adult (K,V,S)</td>
<td>Week 6</td>
</tr>
<tr>
<td>adult (K, V, S)</td>
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