SW 825: GRIEF, DEATH, LOSS, AND LIFE
Spring 2017

I. CATALOGUE 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.

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 course serves as a problems and issues course elective for the health, aging and disabilities concentration, and as an elective for all other concentrations. 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 focus. Students will be required to review the course assignments and turn in a learning contract indicating the choice of assignments and dates for completion by week three of class.

III. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

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.

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct</td>
<td>1. Applying knowledge/being aware of effects of grief and possible interventions.</td>
<td>1. Required readings, in class experientials/activities, completing</td>
</tr>
</tbody>
</table>
| **oneself accordingly** | 2. Developing a plan for continuing professional education and development related to understanding the effect of one’s own losses on professional behavior. | all assignments/projects.  
2. Required readings, in-class activities, journal assignment, attendance, participation. |
|------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------|
| **2.1.2 Apply social work ethical principles to guide professional practice** | Evaluating ethical dilemmas related to grief/loss and mental health issues across the life span. | Required readings  
Class participation  
Journal entries  
Final project |
| **2.1.3 Apply critical thinking to inform and communicate professional judgments** | Identifying and evaluating models of assessment, prevention, intervention, and evaluation that are appropriate to address grief and loss across the life span. | Required readings  
Class participation  
Journal entries  
Annotated bib./Life review |
| **2.1.4 Engage diversity and difference in practice** | 1. Demonstrating understanding and knowledge and of how culture can affect constructions of grief and coping.  
2. Develop skills to practice with respect towards people of diverse backgrounds. | 1. Required readings  
Class participation  
Cultural/Global assignment  
2. In class activities, participation, self reflection in journal assignment, annotated bibliography and life review assignment |
| **2.1.6 Engage in research-informed practice and practice-informed research** | Critically evaluating and utilizing theoretical and empirical research relevant to grief and loss. | Required readings, Research project, All assignments |
| **2.1.7 Apply knowledge of human behavior and the social environment** | Evaluating and applying knowledge of human behavior and the social environment to choose methods of assessment, intervention and evaluation most appropriate to addressing loss across the life span | Required readings  
Class attendance/participation  
All assignments/projects |

### IV. Course Content

* **Required Readings**
* **Recommended Readings**

**Week 1: Saturday, January 21**

**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**


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**Week 2: Saturday, January 28**

**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.


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**Week 3: February, February 4**

**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 due 4/18 or life review interview due 5/6)**


Week 4: Saturday, February 11

** Continue Global/Cultural Presentations **


Week 5: Saturday February 18 (MT)

** 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, February 25

** 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) **


Chapter xx

Week 7: Saturday, March 4 (MT)
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 11 and 18--Spring Break (no class)

Week 8: Saturday, March 25

LOSSES EXPERIENCED IN YOUNG ADULTHOOD AND INTERVENTIONS
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, April 1

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 8

** 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


** ProQOL website www.proqol.org

** Week 11: Saturday, April 15

** 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

** Week 12: Saturday, April 22

** 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
Developmental considerations
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

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


** Week 13: Saturday, April 29

** FINAL PROJECT DUE

** 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


** Week 14: Saturday, May 6 (GR, MT)

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

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

Summary/ EVALUATIONS

V. ** Texts and Reading Materials for the course

The following required texts may be purchased online (Amazon).


VI. ** Evaluation of Competencies and Practice Behaviors: Assignments, Grading & Methods

POUNTS

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 assume responsibility for their learning by raising issues and by active class participation.

B. Journal -Reading Response Assignment (see attached) (Competency 1, 2, 3, 4, 5, 6) Due 3/4 & 4/22 20

C. Global/Cultural Grief Exploration Presentation (see attached) (Competency 1, 4, 5) Due 2/4 20

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) 15

E. Final Research Paper (see attached) (Competency 3, 4, 5, 6) Due 4/29 35

**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.

<table>
<thead>
<tr>
<th>100 point scale</th>
<th>Final Grade</th>
<th>Criteria of Work Quality</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>

**VII. Course Policies**

**Support for Students Requiring ADA Accommodations**
The instructor supports students’ needs to request academic accommodations due to disabilities. Inform the instructor during the first week of the semester of any special accommodations the student believes will be needed for meeting class expectations. A copy of the VISA from the McBurney Center must be given to the instructor within the first two weeks of the semester so that any needed accommodations can be made. Accommodations will not be made without a VISA.

**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
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.

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. 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:
1. Academic misconduct rules procedures can be found in UWS 14: http://www.students.wisc.edu/doso/docs/UWS14.pdf
Journal Assignment - Reading Response DUE 3/4/17 & 4/22/17 (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/copied.

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>
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<tr>
<td>IV Evidence of Critical thinking/ Application</td>
<td>5</td>
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Global/Cultural Grief Exploration Project (20%)  
DUE Week 3 February 4

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>
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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>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Possible Score</th>
<th>Your Score</th>
</tr>
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<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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TOTAL 15 ____
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>
<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>
</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>
<td>5</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>15</td>
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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

<table>
<thead>
<tr>
<th>I. Organization of paper</th>
<th>Score</th>
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<tbody>
<tr>
<td>Clarity and support of main points</td>
<td>13</td>
</tr>
<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>
</tr>
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<tbody>
<tr>
<td>evidence for and against conclusions</td>
<td>12</td>
</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>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>III. References to literature</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Appropriateness</td>
<td>5</td>
</tr>
<tr>
<td>Integration and application</td>
<td></td>
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<table>
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<tr>
<th>IV. Technical detail</th>
<th>Score</th>
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<tbody>
<tr>
<td>Spelling, grammar, syntax</td>
<td>5</td>
</tr>
<tr>
<td>References and APA style</td>
<td></td>
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</table>

| TOTAL Score | 35 |

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**Final Research Paper and Presentation (35%). DUE May 6**
GRIEF, DEATH, LOSS, AND LIFE—Give this out at first 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?