

Western Kentucky University

SWRK 673
Summer 2018
SC 122
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Grief and Loss (3 credit hours)

COURSE DESCRIPTION:

This elective course will focus on the dynamics of grief and loss while exploring various theories/models of assessment and intervention. Grief and loss are considered universal experiences for humans, however mourning is considered to be culturally determined. The impact of loss will be viewed from a bio-psycho-socio-spiritual perspective that is holistic and respectful of culture and context. The variety of losses examined throughout this course will include but are not limited to the following: aging, death, divorce, displacement, relocation, suicide, abortion, miscarriage, separation, empty nest, natural disasters, etc.

The goal of this course is to prepare students to function more effectively as advanced direct service practitioners in rural settings with issues of grief and loss. Much of a social worker's professional life is spent within the context of grief and loss. Responsible rural social work practice includes providing resources and services to individuals, families and groups as they struggle to come to terms with various aspects of grief and loss in their lives. Therefore, the structure of this class will address and utilize real world experiences.

COURSE OBJECTIVES IN RELATION TO PROGRAM INDICATORS:

1. Acquire knowledge of the relevant models/theories that apply to grief and loss.
2. Examine the bio-psycho-socio-spiritual aspects of grief and loss.
3. Identify various stages of grief and loss.
4. Apply knowledge of cultural differences in mourning and grief recovery work.
5. Obtain a historical overview of changes in perspectives on grief and loss.
6. Develop and implement effective interventions.

7. Understand and apply strategies used to assess dynamics of grief and loss.
8. Examine the socio-political implications of grief and loss.
9. Distinguish between types of grief and mourning.
10. . Explore future research trends in the area of grief and loss.

TEXTS:

Required Books:

Albom, M. (1997). *Tuesdays with Morrie*. New York, NY: Random House.

Bloomfield, H., Colgrove, M. & Mc Williams, P. (2000). *How to survive the loss of a love*. Allen Park, MI: Mary Books/ Prelude Press.

Machin, L. (2014). *Working with loss and grief: A theoretical and practical approach*.

Sage Publishing: Thousand Oaks, CA.

MSW Mission Statement

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for MSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work

profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate [or the master's foundation year] program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

WEEKLY COURSE OUTLINE

SWRK 673 Grief & Loss

Week/ Date	Subject	Reading	Assignment Due
Week 1 July 9-13	Syllabus review Introduction to G&L concepts Theoretical perspectives Dynamics and Definitions of Grief and loss Historical overview	Syllabus Machin (chp.1-5) Journal Articles Assigned Ted Talk: The Adventure of Grief: Dr. Geoff Warburton https://www.youtube.com/watch?v=juET61B1P98	Watch Intro Video July 12 PDI (July 12) DB#1 Posting (Due Wed. July 11) Reaction Paper #1 (Due Friday July 13)
July 14 F to F Class meets	Crisis Work in G&L Introduction to: Assessment and Planning Intervention Planning	Perinatal Loss Podcast: Jonathan Singer http://www.socialworkpodcast.com/perinatal.mp3	In class exercises and discussions (Personal Grief Scale & Historical Life Line) and discussion

Week/ Date	Subject	Reading	Assignment Due
Week 2 July 16-20	Social Work perspectives Social work roles Applicable theories and models Techniques & Tools for intervention	Machin Chp. 6-8 Special Reading assignments & Assigned Podcasts	DB#2 due July 18 Article Critique & Annotated Bibs due July 20 Reaction Paper #2
(2) July 21 F to F Class meets	Cultural Implications Cultural Relevance Cultural Dynamics Rural Aspects Role of spirituality and religion	Assigned Readings and podcasts	Book Review (Tuesdays with Morrie) Due July 23 Guest Speakers
Week 3 July 22-28	Integrative approaches and Interventions for healing and recovery	Handout Thompson Ch 14	DB#3 Due July 25
Week 4 (3) July 29-29	G&L Narratives & Resilience	Machin Chp. 8-11	Reaction Paper # 3 DB# 4 Due July 21 July 27
Finals week July 30-Aug. 3	Suicide, Sudden Loss, Terminal Illness Professional social worker issues: Compassion Fatigue Secondary Trauma	Podcast and discussion	Grief & Loss Recovery Journals Take Home Exam Due July 30th

COURSE EXPECTATIONS:

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Attendance is **required** in this course. Two “lates” and/or “leave earlys” equal one absence. Participation is also required. Participation includes taking part in class discussions through either active listening/or verbal comments.

2. Written assignments must be grammatically correct, typed, double-spaced, and display correct format. Students are expected to use APA style for citing and listing references. All students are expected to submit work that is written at the graduate level.
The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. See instructions on the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719
3. Students will assume responsibility for their own learning by coming to class prepared, with readings and assignments completed on schedule. Evidence that students have read and thought logically and critically about topics under discussion is expected.
4. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, as well as respecting the opinions and comments of others.
5. All assignments for the course must be completed to receive a passing grade.
6. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (please see the WKU Student Handbook). This type of behavior will result in a zero for the assignment/exam and/or failure for the course as well as potential expulsion from the Program. Student should review the “Academic Offences” section of the WKU Student Handbook at: http://www.wku.edu/handbook/current/index.php?option=com_content&task=view&id=25&Itemid=26 and the “Ethical Principles” and “Acknowledging Credit” sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

7. The use of electronic communication devices is prohibited in the classroom—specifically beepers, cellular phones, or televisions. All such devices should be off, on silent or not brought to the class.

8. Social Media

Privacy, confidentiality and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients

or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

9. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 101, Garrett Conference Center. The OFSDS telephone number is 270-745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services.

COURSE ASSIGNMENTS: (465 pts)

1. Grief and Loss Recovery Journal/Portfolio (100 pts)

Throughout the course each student will be processing experiences, collecting data related to personal awareness, reflections and obtaining resource information. Each student will creatively and independently construct a portfolio of such materials which will be presented and displayed in a bound notebook or scrapbook format. It is anticipated that there be several sections to this document such as a table of contents, title page, Introduction, self as a griever; collection of intervention tools, resources and conclusions. The following entries will be developed and included:

- Personal grief inventory
- Loss history Graph
- Power/powerless collage
- Power and freedom symbol
- Personal metaphor
- Musical healing references
- Reaction papers (3)
- Annotated bibliography
- Miscellaneous Section

2. Reaction Papers (3 @ 50pts each)(150 pts)

Reaction papers are to be 3 to 4 pages, APA format and can be written using informal language. Each should be an honest presentation and critically reflective response to the following selected issues, items and projects:

1---September 11, 2001/ Hurricane Katrina/Orlando/ National Disaster/Trauma Analysis

2—Assigned Movie Critique and application of trauma work (To be given in the first class)

3---Case assessment & intervention plan

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3. Article Critique (50 pts) and Annotated Bibliography (50 pts) 100 Pts total

Each student will select an area of grief and loss they are particularly interested in and examine the social work literature related to the area. This mini lit review should produce 5 to 7 current articles with at least 2 being from the research literature. One of the articles will be discussed in a 3 to 4 page paper(article critique) which will address the following questions:

1. What was the intent or focus of the article (an overview)?
2. What makes this issue important, relevant and or of interest? To whom?
2. What is missing from the article that needed to be addressed & why?
3. How does the article relate to other readings in this course?
4. What are your reactions to the article from a personal and professional perspective?
5. How were issues of cultural difference and diversity handled?
6. What theoretical perspectives were applied?
7. Are there significant policy and political issues?

The remaining articles will be presented in the form of an annotated bibliography of roughly two to three paragraphs for each entry.

4. Four Discussion Board Postings (10 pts each) (40 pts.)

Students will post 4 times during the course. Postings should reflect student opinions, research and critical thinking within the context of grief and loss issues. Each posting will be in response to a question or concept posed by the instructor. Each student will respond to at least one other class mates posting.

5. Tuesdays with Morrie : Book Review (50pts.)

6. Professionalism (20 pts.)

Attendance and active participation are essential elements for having a successful experience in the learning process. It is expected that students will become engaged in various roles, tasks and functions. Informed debate will be invited to occur in a respectful and ethical manner.

The NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>)

is a guiding framework and source for identifying professional performance.

Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student

Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

GRADING SCALE:

100 - 92%	=	A
91% - 82%	=	B
81% - 72%	=	C
71% - 63%	=	D
62% - 0%	=	F

COURSE BIBLIOGRAPHY:

Aiken, L.R. (2001). Dying, death and bereavement. Mahwah, N.J: Erlbaum Associates.

American Psychiatric Association. (2015). DSM V. Washington, DC: Author.

Andreozzi, L. A. (2002). Grief Journal: A powerful journaling retreat to help you move toward peace and acceptance of the loss in your life. St. Paul, MN: Good Ground Press.

Beauchamp, T., & Veatch, R. (eds.). Ethical issues in death and dying. Upper Saddle River, NJ: Prentice-Hall.

Becvar, D. (2001). In the presence of Grief: Helping family members resolve death, dying and bereavement issues. New York, NY: Guilford Press.

Bloomfield, H., Colgrove, M. & Mc Williams, P. (2000). How to survive the loss of a love. Allen Park, MI: Mary Books/ Prelude Press.

Bonnano, G. (2009). The other side of sadness: What the new science of bereavement tells us about life after loss. New York: Basic Books.

- Brice, C. (1999). *Lead me home: An African American's guide through the grief Journey*. New York: Avon Books.
- Callahan, B. (1999). *Grief counseling: A manual for social workers*. Denver: Love Publishing Company.
- Chow, A. M. (2013). Developing emotional competence of social workers of end-of-life and bereavement care. *British Journal of Social Work*, 43(2), 373-393.
doi:10.1093/bjsw/bct030
- Crissman, J.K. (1994). *Death and dying in central Appalachia: Changing attitudes and practices*. Urbana, IL: University of Illinois Press.
- Cruse, S. (1994). *Life after divorce: Create a new beginning*. Deerfield Beach, FL; Health Communications, Inc.
- Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*. Thousand Oaks, CA: Sage Publications.
- Donohue, K. M. (2005). Pet Loss: Implications for Social Work Practice. *Social Work*, 50(2), 187-190.
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- Freeman, S. (2005). *Grief and loss: Understanding the journey*. Belmont, CA: Brooks/Cole.
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- Graves, S. (1994). *Expressions of healing: Embracing the process of grief*.

- North Hollywood, CA: Newcastle Publishing.
- Harvey, J.H., (2001). Perspectives on loss and trauma: Assaults on the self. Thousand Oaks, CA: Sage Publications.
- Hickman, M. (1994). Healing after loss: Daily meditation for working through grief. New York, NY: HarperCollins Publishers.
- Hooneyman, N.R., & Kramer, B.J. (2006). Living through loss: Interventions across the life span. New York: Columbia University Press.
- James, J. & Friedman, R. (1998). The grief recovery handbook: The action Program for moving beyond death, divorce, and other losses. New York, NY: HarperCollins Publishers.
- Kessler, D. (1997). The needs of the dying: A guide for bringing hope, comfort, And love to life's final chapter. New York, NY: HarperCollins Publishing.
- Kubler-Ross, E. (1995). Death is of vital importance: On life, death and life after death. Barrytown, NY: Station Hill Press, Inc.
- Nulan, S. (1995). How We Die: Reflections on Death
- Payne, S., Horn, S., & Relf, M. (1999). Loss and bereavement. Philadelphia, PA: Open University Press.
- Parry, J. & Ryan, A. (1995). A cross-cultural look at death, dying, and religion. Pacific Grove, CA: Thomson, Brooks/Cole.
- Pomeroy, E, & Garcia, R. (2009). The grief assessment and intervention workbook: A strengths perspective. Belmont CA: Brooks/Cole, Cengage Learning.
- Rando, T.A. (1993). Treatment of complicated mourning. Champaign, IL: Research Press.

- Schoenfeld, D., & Quackenbush, M. (2010). The grieving student: A teacher's guide. Baltimore, MD: Paul Brooks Publishing Co.
- Schupp, L.J. (2007). Grief: Normal, complicated, traumatic. Wisconsin: PESI.
- Simpson, J. j. (2013). Grief and Loss: A Social Work Perspective. *Journal of Loss & Trauma*, 18(1), 81-90.
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- Walsh-Burke, K. (2012). Grief and loss: Theories and skills for helping professionals (2nd ed). Boston: Pearson Education Inc.
- Worden, J. (2002). Grief counseling and grief therapy: A handbook for the mental health practitioner (3rd ed.). New York, NY: Springer Publishing Co., Inc.

Websites:

www.partnershipincaring.org

www.hospicenet.org

www.growthhouse

www.griefjournal.com

www.grief.net

www.griefsteps.com

OTHER:

The professor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.