DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

WKU

Generalist Social Work Practice
SWRK 673   3 credit hours total   Winter 2021

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Class Meeting Times & Locations:
January 4-16, 2021 Online

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 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.

Course Information:
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.

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

Machin, L. (2014). *Working with loss and grief: A theoretical and practical approach.* Sage Publishing: Thousand Oaks, CA.

Recommended Texts:
APA. (2020). *Publication manual of American Psychological Association*. 7th ed.
        Second printing. Washington, D.C.: Author.

MSW Mission Statement:

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

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

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the 2015 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. These standards form the basis for the WKU MSW Generalist Year Curriculum. As part of these standards, each master's social work program must design at least nine unique competencies that are used in the creation of their specialized year. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Our program faculty have developed nine (9) unique competencies that are the focus for the specialized year curriculum. Please review the competencies at WKU MSW Advanced Generalist Competencies to develop an understanding of the content that all WKU MSW students must master prior to graduation. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	1,2,3,4,5,6	Skills, Values, Knowledge, Cognitive & Affective Processes
	Annotated Bibliography/Article Critique	1, 6	Knowledge, Cognitive & Affective Processes
	Book Review	1,2,4 6	Knowledge, Values, Cognitive & Affective Processes
	Natural Disaster Reaction	3, 4	Values, Skills
Competency 2: Engage Diversity and Difference in Practice	Annotated Bibliography/Article Critique	3, 5	Values, Cognitive & Processes
	Natural Disaster Reaction	3, 4	Values, Skills

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Annotated Bibliography/Article Critique	2,3,5	Knowledge, Values, Cognitive & Affective Processes
	Natural Disaster Reaction	3,4,6	Values, Skills, Cognitive & Affective Processes
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Annotated Bibliography/Article Critique	1, 2,3	Knowledge, Values
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Annotated Bibliography/Article Critique	3,4	Values, Skills
	Book Review	1, 6	Knowledge, Cognitive & Affective Processes
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Article Critique/ Annotated Bibliography	4,5	Skills, Cognitive & Affective Processes
	Book Review	2,4	Knowledge, Skills

Learning Outcomes
Upon Successful completion of this course, students will be able to:

Knowledge
1. Identify the relevant models/theories that apply to grief and loss.
2. Differentiate between the various stages of grief and loss.

Values
3. Apply knowledge of cultural differences in mourning and grief recovery work.

Skills
4. Utilize assessment and intervention strategies related to dynamics of grief and loss.

Cognitive & Affective Processes
5. Synthesize current research related to trends in areas of grief and loss.
6. Examine personal values and changing perspectives on grief and loss that may impede ability to deliver professionally appropriate and culturally sensitive services.

Description of Course Assignments:

Personal Grief and Loss History(100 points)
It is essential to examine your own experiences with grief and loss in order to assist clients to work through their own. Students will reflect on their earliest experiences, awareness of feelings, how family culture impacts beliefs, and how this will impact social work practice and ability to assist clients.
Students will describe and assess their first experience with death or loss by examining the following questions through either written or video format.

1) What was your earliest experience with death or loss? How old were you when it occurred? Where were you when you learned of the loss? Whom did it involve? Describe what happened. Other losses later in life?

2) What were the physical, emotional, and cognitive reactions you were aware of in yourself following the loss?

3) How did the people around you respond to the loss? How did they respond to your reactions?

4) Discuss how your family addressed death and loss, e.g. ignored, openly discussed, etc.

5) Relate how ethnicity/race/religious/philosophical perspective might affect your experiences**.**

6) Discuss the first funeral or grief ritual you attended. Identify how prepared you were for it, your memories and feelings about the experience and its impact on you. If you were discouraged from attending grief rituals, discuss your understanding of the rationale for this.

7) Identify how your beliefs and experiences may affect you in interacting and working with the bereaved.

8) Given your experience with loss, identify factors that assist your coping capacities with loss/grief.

Annotated Bibliography (50 pts)
Each student will select an area of grief and loss (aging, death, divorce, displacement, relocation, suicide, abortion, miscarriage, separation, empty nest, substance abuse, natural disasters, etc.) they are particularly interested in and

examine the social work literature related to the area. This annotated bibliography should produce 5 current articles (within the last 8 years) with at least 2 being from the research literature.

The articles will be summarized and analyzed in the form of an annotated bibliography either a written or oral format. You may also choose to write 3-4 paragraphs or choose a video option utilizing Power Point to present the articles and covering bullet points below. Each annotated bibliography should start with the citation. You should describe/summarize the article as well as give your reaction/analysis or discussion of relevance using the following:

- Summary of the article
- Your personal/professional reactions, critical analysis, and application to social work practice.
- How does the article speak to culturally diverse groups?
- What new awareness was gained that will assist you in your social work practice? How will this be applied?

Tuesdays with Morrie: Book Review (150pts.)
This paper should be 3-4 typed pages in length and will cover the following:
- Overview of the book
- Authors' intent and major message
- Themes raised by the Author
- Strengths and weaknesses of the book
- Major learning from a personal/professional perspective
- Implications for your social work practice
- New insights, awareness and /or dilemmas created for you

Please address the above and use excerpts from the book and other sources(as needed) to support your discussion. Grammar, syntax, organization, clarity, quality of writing will all be graded.

Evaluation and Grading

Course grading is based on the following criteria:

Assignment	Maximum Point Value
Personal Grief/Loss History	100 points
Annotated Bibliography	50 points
Book Review	150 points
Total Points	**3**

Grading Scale

The following grading formula will apply:

100% – 90% A
89% – 80% B

79% –   70% C
69% and below   F

Academic Support

Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance
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. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the Writing Center website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Learning Assistance at WKU
The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between face to face MSW classes on Saturdays 12:30 – 1:30 for writing assistance, computer access or a quiet place to study.

Off Campus Library Support
The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the Extended Campus Library Support website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:
Students are expected to adhere to all policies contained with the MSW Handbook and the Code of Student Conduct at Western Kentucky University.

Professionalism:
The NASW Code of Ethics 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.

Social Media:
Privacy, confidentially, 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 issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:
Plagiarism and cheating are prohibited.   Academic dishonesty is prohibited by the MSW *Student Handbook*, the University *Code of Student Conduct* and is also counter to social work values and ethics included in the NASW *Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the WKU Student Handbook and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers.

APA:
Students are expected to use APA style (7th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Attendance:
There are no synchronous session for this course, however students are expected to participate in developing a positive learning environment with the desire to learn. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Given that we have one (1) face to face class, students may not miss this class session. Students who miss will note a 10% deduction from the final grade percentage for this class.

Assignment Completion:
Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

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

COVID-19 Mask Requirement
Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

References

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    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.

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    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

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    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.

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    interventions. Thousand Oaks, CA: Sage Publications.

Donohue, K. M. (2005). Pet Loss: Implications for Social Work Practice. *Social*

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    attack, stroke. Bristol, PA: Taylor & Francis.

Freeman, S. (2005). Grief and loss: Understanding the journey. Belmont, CA:

    Brooks/Cole.

Goldsworthy, K. K. (2005). Grief and loss theory in social work practice: All

    changes involve loss, just as all losses require change. *Australian Social*

    Work, 58(2), 167-178. doi:10.1111/j.1447-0748.2005.00201.x

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    Thousand Oaks, CA: Sage Publications.

Hickman, M. (1994). Healing after loss: Daily meditation for working through

    grief. New York, NY: HarperCollins Publishers.

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    across the life span. New York: Columbia University Press.

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       Program for moving beyond death, divorce, and other losses.

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       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: Thomso, Brooks/Cole.

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workbook: A strengths perspective. Belmont CA: Brooks/Cole, Cengage

Learning.

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       Research Press.

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       guide. Baltimore, MD: Paul Brooks Publishing Co.

Schupp, L.J. (2007). Grief: Normal, complicated, traumatic. Wisconsin: PESI.

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       & Trauma, *18*(1), 81-90.

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Practitioners. New York, NY: Palgrave.

Viorst, J. (1986). Necessary losses: The loves, illusions, dependencies and

Impossible expectations that all of us have to give up in order to grow.

New York, NY: Simon and Schuster.

Walker, P., & Shaffer, M. (2007). Reducing Depression among Adolescents

Dealing with Grief and Loss: A Program Evaluation Report. *Health &*

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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.

Multimedia

Council on Social Work Education Website

http://www.cswe.org

Grief Steps

www.griefsteps.com

Hospice

www.hospicenet.org

Human Rights Campaign Website

http://www.hrv.org

National Association for Multicultural Education Website

http://www.inform.umd.edu/name

National Association of Social Work Website

http://www.naswdc.org

New Social Worker

http://www.socialwork.com/

Partnership In Caring

www.partnershipincaring.org

The Grief Recovery Method

www.grief.net