I. Course

A. Catalog Description

Cr.3.(3-0). Stages of grief and bereavement with a variety of social treatment interventions to assist the bereaved client in dealing with the grieving process.

B. Purpose

This course is designed to provide students with an understanding of the processes of death and dying, and to help them become aware of a variety of social treatment interventions used to deal with the complex phenomena of grief and bereavement. This course should help students to be better prepared to assist clients in dealing with the interconnectedness with the Health Care Specialization curriculum and to other courses such as Crisis Intervention and Social Treatment with the Aged.

II. Course Objectives

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

1. develop a theoretical understanding of the processes of death and dying, and the consequent grief and mourning phases;
2. understand the impact of cultural, ethnic, and spiritual responses to the grieving process;
3. relate the understanding and role of social work practice, values, and ethics to grief and bereavement therapy;
4. acquire and develop diagnostic and assessment skills relevant to the understanding of those clients experiencing grief and bereavement;
5. acquire knowledge and understanding of the implementation of a variety of social work intervention procedures used in grief and bereavement therapy;
6. acquire an increased awareness of the student's own feelings and attitudes with regard to death and dying; and
7. demonstrate practice skills applicable to working with grieving persons of diverse backgrounds, including but not limited to the following populations: minorities of color, women, gay and lesbian persons, the most severely economically disadvantaged and other issues pertaining to social class.

III. Course Structure
Class time will include a combination of lecture, discussions, case reviews, and experiential exercises. Guest lecturers will be invited to present on specific course content areas. Blackboard will be utilized as a means of providing students with additional readings, resources, class updates and class discussions.

IV. Textbooks
   Required: 

V. Course Requirements
   A. Reading Assignments/Blackboard
      The course outline, contains weekly topics to be covered. Supplementary readings will be assigned to students throughout the course. Students are required to check in periodically to Blackboard to access required readings and resources for classes. Class time will be designed to clarify, and supplement the understanding of assigned readings. It is critical that students remain current with reading assignments to fully participate in class discussions.

   B. Reflection Paper
      Students will be responsible for the preparation of a reflection paper which addresses their own personal experiences with grief and loss issues, with an emphasis on exploring the impact of these issues on future social work practice. Specific guidelines for the preparation of the reflection paper will be distributed separately.

   C. Group Research Project & Intervention Guidelines
      These two assignments are connected.

   D. Quizzes on readings:
      Two quizzes covering course readings and class lectures will be administered during the semester. Quizzes will be announced at least one week in advance in class and on Blackboard. Quizzes will 20 multiple choice, taken in class on Blackboard.
E. **Exam**

The exam will be comprehensive in nature, covering the entire content of the course—readings and lectures. The exam is designed to help students in assessing their learning of grief course content. The exam will be 50 multiple choice questions, open book, open notes, taken in class on Blackboard.

VI. **Evaluation and Grading**

A. **Grades will be assigned on the following basis:**

- Class Attendance & Participation, Blackboard Posts – 15%
- Reflection Paper – 15%
- Group Project Interview Questions – 5%
- Intervention Guidelines 10%
- Group Project Presentation – 10%
- 2 Quizzes on readings and lectures 15%
- Comprehensive Final Exam 30%

B. **Final course letter grades are based on the following scale:**

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<td>96 - 100</td>
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<td>A-</td>
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<td>C</td>
<td>72 – 75.9</td>
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<tr>
<td>B+</td>
<td>88 – 91.9</td>
<td>C-</td>
<td>68 – 71.9</td>
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<tr>
<td>B</td>
<td>84 – 87.9</td>
<td>D+</td>
<td>64 – 67.9</td>
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<tr>
<td>B-</td>
<td>80 – 83.9</td>
<td>F</td>
<td>Below 64</td>
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C. **Class Attendance and Participation**

Attendance and class participation are critical to the successful learning in this course. Both will be observed and recorded. Participation in Blackboard discussions will be considered in the grading of class participation. Should a student's grade be marginal attendance and class participation records will influence the final outcome.

E. **Late Assignments**

Instructor will allow for submission of late assignments only if the student has made prior arrangements to do so and for appropriate and compelling reasons. Late assignments will result in the lowering of the otherwise earned grade.

F. **Cell Phones, Tablets & Laptops**

Please show respect and consideration of others by taking responsibility for keeping cell phone interruptions to a minimum. While in class, laptop and tablet use is for note taking purposes, accessing class materials, and exploring resources and materials related to class content will be allowed. It is assumed and expected that students will act responsibly and with integrity in maintaining this commitment.
VII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.

VIII. Policy on academic dishonesty and plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure Policy: http://www.uh.edu/provost/policies/honesty/_documents-honesty/academic-honesty-policy.pdf

Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism
a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work
b. Openly cheating in an examination, as copying from another’s paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation
g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
i. Falsifying results in laboratory experiments;
j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials
l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty
n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct
o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident.
Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report.
The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

IX. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

X. Counseling and Psychological Services

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone
XI. Consultation

Students are encouraged to consult with the Professor, especially as it pertains to student's performance in the course. Professor’s email is BRodgersLCSW@live.com and cell phone number is 713-206-6018. Please refer to course document, “Attendance, Absences and Contacting the Professor” (located on Blackboard) for more detailed information.

COURSE OUTLINE

January 17  Introduction and Overview of Course & Expectations
Review of Syllabus
Hearts and Stones
Explore Grief Research Topics

January 24  Understanding Attachment, Loss, Grief and Mourning (Part I)
Worden. Ch. 1 – Attachment, Loss, and the Experience of Grief
2 – Understanding the Mourning Process
Form groups for Research Topics

January 31  Understanding Attachment, Loss, Grief and Mourning (Part II)
Worden. Ch. 3 – The Mourning Process: Mediators of Mourning
Ch. 4 – Grief Counseling: Facilitating Uncomplicated Grief
Research groups meet
Assignment due: Group Research Topic worksheet

February 7  A Unique Grief & Loss Perspective
Wolfelt – Companioniing the Bereaved
Research Groups meet
Assignment Due: Reflection Paper Due

February 14 Complicated Grief
Worden. Ch. 5 – Abnormal Grief Reactions: Complicated Grief
Ch. 6 - Grief Therapy: Resolving Complicated Mourning
Ch. 7 – Grieving Special Types of Losses
Podcast: One Last Thing Before I Go
(Link is on Blackboard, please listen prior to class, 22 min)
Research groups meet

February 21 Clinical Intervention Skills & Strategies - Practice
Worden. Ch. 9 – 10 Training for Grief Counselors
Podcast: Listening Generously, Rachel Naomi Remen, MD
(link is on Blackboard, please listen to this prior to class- 1 hr)
*Quiz #1 during third hour of class

February 28 Grief after Traumatic Deaths: Accidents, Suicides & Homicides
Film: Rebirth
Class discussion
Research groups meet
Assignment Due: Group Research Topic Interview Questions

March 7
Grief after Traumatic Deaths
First Half - Guest speaker: Theresa Valencia, LMSW
Harris County Institute for Forensic Science (Medical Examiner’s office)
Second Half - Lecture and Discussion: Suicide

March 14
Spring Break

March 21
Grief and Family Systems
Worden, Ch. 8 – Grief and Family Systems
Guest speaker, Lynn McLean, LCSW – Play Therapy
Research groups meet

March 28
Grief and Family Systems
Lecture on Aging and Loss
Readings TBA
Podcast (listen before class): The Far Shore of Aging by Jane Gross
*Quiz #2 on Blackboard during third hour of class

April 4
Grief and Family Systems
Grief and Families
Field Trip: Bo’s Place at 6:30 pm
Supplemental reading: Helping Children & Children’s Grief
Children and Grief Handouts

April 11
Understanding the Process of Death and Dying
Lecture on Dying Process
Guest Lecturer – Ivory Root, LBSW, Vantage Hospice
NASW Standards for Palliative Care (On Blackboard)
Presentation of Group Research: Groups 1-3

April 18
The Impact of Culture, Ethnicity and Spirituality on Grief
NASW Standards for Cultural Competence (On Blackboard)
Worden Ch. 9 – The Counselor’s Own Grief
Presentation of Group Research: Groups 4-5
April 25

**Self-Care in Working with Grief**
Social Work Self Care Starter Kit: Blackboard Weblink
Worden Ch. 9 – The Counselor’s Own Grief
Course Exam Review
**Presentation of Group Research:** Groups 6-8
Course Wrap Up/Comments
Hearts and Stones

**Final exam:** The exam will be available on Blackboard from the end of the last class until 11:59 pm April 28. Once it is started, students will have three (3) hours to complete the exam.
ASSIGNMENT: REFLECTION PAPER

OBJECTIVE

One of the underlying principles of this course is that it is important for social workers working with clients who are experiencing grief and bereavement to be aware of their feelings, thoughts, and attitudes about the subjects of death, dying, and loss. The objective of this reflection paper is to provide a stimulus for those students who have not yet formulated or organized these ideas and feelings into a cohesive and meaningful manner. For those students who have already dealt with the subjective meaning of death, dying, and loss, this paper will provide further opportunity to refine, integrate, and consolidate those feelings and thoughts.

Below are some questions that will serve as a guide and basis for writing this reflection paper. Students are asked to use the questions below as a frame of reference for developing a clear and helpful understanding of experiences and reactions to grief and loss. These papers will be held in strictest confidence and will not be shared with anyone. It is hoped that students will take the opportunity to visit these thoughts and feelings so as to further enhance their future social work practice with grief and bereavement clients.

AREAS OF FOCUS

1. Describe the first funeral you attended. Who died? How old were you? What were your reactions to this experience with death? How do you feel about attending funerals now?
2. What was the most painful feeling you had around the experience of loss (divorce, separation, death of a loved one or a pet)? What were the circumstances? Why was it so painful? How did you cope with the pain of that loss? How was the situation resolved?
3. Of all the important persons in your life at this time, whose death would be the most painful and difficult to accept and to handle? Why?
4. Describe the most recent death or loss experience you have had? Who was involved in the situation? What were your feelings related to that experience? How did you express your feelings at the time? Have you resolved the traumatic aspects of this situation? If not, how do you propose to cope with these feelings?
5. Have you ever experienced the loss of a close, intimate relationship due to separation, divorce, betrayal, or relocation? What feelings were evoked by this experience? How did you cope with the situation? How do you feel now about that past loss?
6. Based on your responses and reactions to the above questions, how do they relate to your current views, beliefs and attitudes regarding death? Address how these experiences might have contributed to your thoughts about the meaning of death, how death relates to life, theological, religious, spiritual views of death, heaven, hell, etc. Where are you personally with the issue of death? Are you accepting of death or are you afraid of death?
7. Explore how you cope with losses in your current life. How will this impact your work
with clients who are grieving a loss?
8. Identify specific areas or types of clients, related to grief and loss, where it may be difficult for you to provide help or services. Why are they difficult? How will you confront these issues as a social worker?

The above questions should serve as a frame of reference for more effectively understanding your own feelings and thoughts about death, dying and loss. Remember that many of our clients will be struggling with these same questions as they cope with death and loss issues.

**FORMAT**

This reflection paper should be typewritten and double-spaced, and accompanied by a cover page. References or footnotes are not required since this is not considered a theoretical paper. Length of paper may vary depending on written responses of the student.

**EVALUATION**

This reflection paper is worth 10% of your total grade. Your grade will be based on the clarity of the expression of your thoughts and feelings and the meaningfulness of the content as it relates to the subject, as well as the ability to fully explore all areas as requested.
ASSIGNMENT: GROUP RESEARCH PROJECT

OBJECTIVE

The objective of this assignment is to assist students in gaining further knowledge about key issues which relate to grief and bereavement and how grief is manifested and addressed in various practice settings.

AREA OF FOCUS

Students will identify three practice settings (in order of preference), preferably settings in which one or more students are placed for field practicum. If the group is unable to identify a suitable practice setting, the instructor will provide one. Students will identify their practice settings by submitting a Group Project Worksheet, due by the end of class on January 31, 2019. The instructor will notify the teams of their assigned agency via email no later than February 6. Students will then conduct an on-site interview, undertake research of the literature about the population served and the type of grief manifested, and will develop a meaningful yet concise report to be presented orally to the class.

INTERVIEW QUESTIONS

Prior to the agency interview, the group will prepare a list of interview questions and submit them to the instructor for review on February 28. This submission should include at least 5 questions designed to elicit information about the agency, the population it serves, the background of the staff, the grief and loss issues faced by the clients and staff and how those issues are addressed. This submission shall also include a minimum of two professional citations or references demonstrating the group’s research in preparation for the interview.

FORMAT

Students will work in groups of 3 or 4 and will prepare a 10-15 minute presentation for the class which will include:

- A description of the practice setting and the population served. This section includes research into the demographics of the population served and the types of services provided by the agency involved.
- An exploration of the grief issues faced by the population served and how they are addressed, or not addressed in the practice session.
- Review of the Literature regarding the type of loss, the population involved and identifying special needs or challenges to healthy grieving, contributing factors to complicated grief
- Identification of theoretical framework for intervention (taken from class materials and discussions or students’ independent research), development of treatment plan including goals and interventions. This section may include a demonstration of a particular intervention.
• Concluding Summary including implications for social work practice with this population

Time will be given during class for group meetings.

INTERVENTION GUIDELINES

Each group will prepare a one-page handout for your colleagues to be handed out at the time of the presentation, containing a one-paragraph description of the population involved, the type of grief encountered and a list of suggested therapeutic interventions. A minimum of four professional citations and references about the issue are required. References must be books or journal articles and reputable internet resources and may include the references submitted with the Interview Questions.

EVALUATION

The interview questions, presentation and intervention guidelines are worth 25% of your grade. Grade will be based on the group’s thoroughness of preparation for the interview and ability to fully address the five required areas of the presentation.
### SOCIAL WORK 7366/15607: Grief & Bereavement Therapy

#### Group Project Worksheet

Due: January 31, 2019

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**Agency preference:**

First Choice: ______________________________

Second Choice: ______________________________

Third Choice: ______________________________

☐ Please assign us an agency to interview

Questions or concerns we have for the professor about this assignment:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
BIBLIOGRAPHY


Washington, DC: Hospice Foundation of America.


Thanos Institute.


*Practical and helpful books for adults/children
University of Houston, Graduate College of Social Work - add your description here, leave in the preceding text.

Grief & Bereavement. Rodgers. Open Elective. 7320/18604. Empowerment. Fraga. Section Number. Course Name. 6293. 18185. FP I Foundation. 6294. 18186. Curriculum map- social work effective spring 2020. Term Course Credit. Code Course Title Pre-Requisite Course Year 1 Hour UCC101 Orientation to University Life None SEMESTER 1. ENG109 Academic Writing I ENG002 English for Academic Purposes/CSEC Grade 1 or 2 3. ITT 101 Computer Information Systems None 3. SWS 302 Social Work Theories and Policy. SOC301- Sociology of Family and Relationships 3 Frame works SOC300 Social Psychology N/A 3. SWS303 Social Work Practice I N/A 3. Elective n/a 3 semester 9. SWS304 Social Work Practice II SWS303 Social Work Practice I 3. SWS298 Practicum I. YEAR 4 SWS305 3 Social Work Practice III SWS303, SWS304 SEMESTER 10. Skip section. on social work training courses, in which the link between theory and practice, or knowledge and its implementation, is not always made explicit or left for. students and practitioners to unravel. education and personal social services. This section on social policy is sepa-. rated from agency policy and procedures in order to enable us to identify the. wider welfare picture within which social work is located.