



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**

This is a specially designed “hybrid” course which will include face to face class time, blackboard vista discussion, and independent work on the part of students. Face to face class time will be used to review content of readings, explore student’s progress on independent work, and to allow for continued exploration and integration of the course content. Blackboard Vista will be utilized as the primary means of communicating with students and in providing students with assigned readings, resources, and class updates.

### **IV. Textbooks**

#### **Required:**

Albom, Mitch. (1997). *Tuesdays with Morrie*. New York: Doubleday.

Callanan, M. & Kelley, P. (1997). *Final Gifts: Understanding the special awareness, needs and communications of the dying*. New York: Bantam.

Wolfelt, Alan D. (2006). *Companioning the bereaved*. Fort Collins, CO: Companion Press.

Worden, William J. (2009). *Grief counseling and grief therapy*. (4th Ed.) New York: Springer Publishing Company.

### **V. Course Requirements**

#### **A. Reading Assignments/Blackboard Vista/Quizzes**

The course outline, attached separately, contains weekly reading assignments, and tasks to be completed. Supplementary readings and work tasks will be assigned to students via Blackboard Vista throughout the course. Blackboard vista discussions and face to face class sessions 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. In order to accomplish this goal, three quizzes will be administered to students at three of the face to face class times. See course schedule.

**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. Students will bring the reflection paper to the face to face class on February 7<sup>th</sup>. Specific guidelines for the preparation of the reflection paper will be distributed separately.

**C. Grief Exploration Project**

Students will select a topic area for focus of study throughout the semester. The area must relate to the field of grief and bereavement and will be approved by the Professors. The Grief Exploration Project will allow for the student to develop research and expertise into their selected area. Specific guidelines and timelines for the project will be distributed separately.

**D. Blackboard Vista Discussion Board**

Throughout the semester, students will have an opportunity to participate in ten ongoing, interactive, and meaningful discussions related to the content of the course. Active and independent learning will be emphasized by allowing students to play a critical role in identifying topics for discussion that relate to course readings and learning. There will be no discussion board in week of face to face class sessions to allow students to prepare for quizzes and integrating content conversations classes. Specific guidelines and rubrics for the blackboard vista discussion will be distributed separately. (See course schedule for dates)

**VI. Evaluation and Grading**

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

- Class Attendance & Participation 10%
- Reflection Paper 10%
- BV Discussion Board (10) 20%
- Quizzes (3) 30%
- Grief Exploration Project 30%
- Proposal (ungraded)
- Intro & Review of Literature 10%
- Intervention Guidelines 10%
- Final Handout/Brochure 10%

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

A	96 - 100	C+	76 – 79.9
A -	92 – 95.9	C	72 – 75.9
B+	88 – 91.9	C-	68 – 71.9
B	84 – 87.9	D+	64 – 67.9
B-	80 – 83.9	F	Below 64

**C. Class Attendance and Participation**

Attendance and class participation in the five scheduled face to face sessions are critical to the successful learning in this course.

**D. Incomplete Grades**

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all of the course requirements. Students are responsible for informing the instructor immediately of the reasons for not being able to meet the course requirements (Source: University of Houston Graduate and Professional Studies Policy).

**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. Pagers, Cell Phones, & Laptops**

Please show respect and consideration of others by taking responsibility for keeping pager and cell phone interruptions to a minimum.

While in class, laptop use 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 Academic Dishonesty and Plagiarism**

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University Policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the Instructor), with credit given to the author whose ideas you have used. If you are using direct quotes from a specific author (authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

### **VIII. Consultation**

Students are encouraged to consult regularly with the Professors, especially as it pertains to student's independent work on the Grief Exploration Project as well as in developing further understanding of the class content. Professor Eckert's email is [Gerald\\_Eckert@uss.salvationarmy.org](mailto:Gerald_Eckert@uss.salvationarmy.org) and Professor Lopez' email is [slopez@uh.edu](mailto:slopez@uh.edu) and office number is (713) 743-8104.

**Addendum:** Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with DisAbilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

### **COURSE SCHEDULE – Weekly Readings & Topics & Due Dates**

#### **\*Integrating Content Conversations (Five Face to Face Classes on Thursdays 6-9pm):**

January 17, 2013  
February 7, 2013  
February 28, 2013  
April 4, 2013  
April 25, 2013

#### **\*Blackboard Vista Discussion Board Guidelines:**

Blackboard Vista Discussions will be held a total of ten times during the semester. During the ten assigned weeks, discussion board will open on Thursdays at 6:00pm and close on Tuesdays at

6:00pm. The Professors will provide a summary of the discussion for that week and post by Wednesday at 6:00pm. See the course schedule for specific dates for each of these discussions.

**Assignment - Grief Exploration Project (GEP) Timelines:**

Thursday, February 7	Proposal (via BV)
Thursday, March 7	Part 1 – Introduction & Review of Literature (via BV)
Thursday, April 11	Part 2 – Intervention Guidelines (via BV)
Thursday, April 25	Part 3 – Final Handout/Brochure Due (via BV & bring to class)

**Class 1: January 17, 2013 – Face to Face Class #1 - Introduction & Overview of Course**

- Review Hybrid Course Structure, Expectations, Assignments
- Explore Grief Research Interests & Practice of Self-Care
- The Horse on the Dining Room Table (See BV Readings)
- Worden – Ch. 9 – Counselor’s Own Grief
- **Blackboard Discussion #1 – Self-Care Issues**

**Class 2: January 24, 2013 – Understanding Attachment, Loss, Grief, and Mourning**

- Worden – Introduction  
Ch. 1 – Attachment, Loss, and the Experience of Grief  
2 – Understanding the Mourning Process
- Video – Tear Soup (See BV Streaming Videos)
- Damini (See BV Tidbits)
- **Blackboard Discussion #2**

**Class 3: January 31, 2013 – Grief Assessment Process: Mediators of Mourning**

- Worden – Ch. 3 – The Mourning Process: Mediators of Mourning
- Assessment Tools (See BV Assessment Tools)
- Power Points – Tasks & Mediators of Mourning and Models
- **Blackboard Discussion #3**

**Class 4: February 7, 2013 – Face to Face Class #2 – Integrating Content Conversations**

- Quiz (Worden – Introduction, Chapters 1, 2, 3)
- Assignment: Reflection Paper Due (Bring to class)
- Assignment: Proposal for GEP (Submit via BV)

**Class 5: February 14, 2013 – Grief Counseling and Normal Uncomplicated Grief**

- Worden – Ch. 4 – Grief Counseling
- **Blackboard Discussion #4**

**Class 6: February 21, 2013 – Grief Therapy and Complicated Grief**

- Worden - Ch. 5 – Abnormal Grief Reactions  
Ch. 6 – Grief Therapy
- **Blackboard Discussion #5**

**Class 7: February 28, 2013 – Face to Face Class #3 – Integrating Content Conversations**

- Quiz 2 (Worden – Chapters 4, 5, 6)

**Class 8: March 7, 2013 – Special Types of Losses, Developmental Stages, & Family Grief**

- Worden – Ch. 7 – Grieving Special Types of Losses  
Ch. 8 – Grief and Family Systems
- How to Help and Words That Help & Hurt (See BV Readings)
- Power Points – Children and Grief, Aging, Family Grief
- Assignment: Part 1 – GEP (Submit via BV)
- **Blackboard Discussion #6**

**Class 9: March 14, 2013 – Spring Break**

- Spring Break (March 11 – 15)

**Class 10: March 21, 2013 – A Unique Grief & Loss Perspective**

- Wolfelt – Companioning the Bereaved (entire text)
- Wolfelt Handout (See BV Readings)
- Power Points – Companioning the Bereaved
- **Blackboard Discussion #7**

**Week 11: March 28, 2013 – The Process of Death and Dying**

- Final Gifts & Tuesdays with Morrie (entire texts)
- Videos - Tuesdays with Morrie Videos (see BV Streaming Videos)
- Oscar the Cat (See BV Tidbits)
- Power Points – The Dying Patient
- **Blackboard Discussion #8**

**Week 12: April 4, 2013 – Face to Face Class #4 – Integrating Content Conversations**

- Quiz #3 (Worden 7 & 8, Companioning, Morrie, Final Gifts)

**Week 13: April 11, 2013 – Impact of Culture, Ethnicity, Spirituality in Grief**

- Lopez – “Culture as an influencing factor” (See BV Readings)
- Mitchell – “How men grieve” (See BV Readings)
- Power Points – Culture & Grief
- Assignment: Part 2 – GEP (Submit via BV)
- **Blackboard Discussion #9**

**Week 14: April 18, 2011 – Grief After Traumatic Deaths**

- Armour – “Violent Death: Understanding the context of trauma & stigmatized grief” (See BV Readings)
- Altmaier – “Best practices in counseling grief and loss: Finding benefits of trauma” (See BV Readings)

- Power Points – Traumatic Deaths
- **Blackboard Discussion #10**

**Week 15: April 25, 2011 – Face to Face Class #4 – Grief Exploration Projects & Closing**

- Assignment: Part 3 – GEP (Submit via BV & bring to class)
- Reflections on Learning, Course Evaluation & Wrap-up