USC | School of Social Work

Social Work 692

Loss, Grief, and Bereavement

3 Units

When we come close to those things that break us down, we touch those things that also break us open. — Wayne Muller

I. COURSE PREREQUISITES

SOWK 506 and SOWK 544

II. CATALOGUE DESCRIPTION

Focus on the experiences of loss, death and bereavement as it is viewed by individuals, families and loved ones.

III. COURSE DESCRIPTION

Issues pertaining to loss and grief are core in nearly every clinical situation that social workers address. Loss occurs throughout the life cycle. Loss and grief issues include, but are not limited to, dying and bereavement. Issues such as divorce, loss of a job, effects of a disaster, declines in functional health, acute illnesses, chronic & life threatening diseases are all examples of losses other than death. This course will focus on the experiences of loss, grief and bereavement as it is viewed by individuals, families and loved ones. How we cope with grief shapes our lives, challenges our responses to change and can determine how we form, maintain, and let go of relationships. This course will examine theories on grief and loss across the lifespan. In addition, we will consider how social factors i.e., culture, ethnicity/race, gender, class and sexual orientation may impact the grieving process. Further, the role of spirituality and coping will be explored and discussed to increase the clinician's ability to work with this content in therapy. We will look at ethical debates in right-to-die issues as well as social issues about quality of life.

In our clinical work with clients, we confront aspects of loss on a daily basis. This course will address the role of the therapist and effective use of self with clients and their families in diverse settings and different modalities.

IV. COURSE OBJECTIVES

The Loss, Grief, and Bereavement course (SOWK 692) will:

Objective #	Objectives
1	Teach stage-based and other theoretical models and concepts related to grief, loss, and bereavement responses and provide opportunities to apply theoretical knowledge to clinical practice.
2	Facilitate understanding of the variety and complexity of grief reactions to losses people experience across the life course and evidence-informed interventions to promote coping, adaptation and adjustment.
3	Explain ways in which culture, race, and spirituality impacts both grief, loss, and bereavement responses and decision-making for end of life care.
4	Help students become knowledgeable in recognizing conflicts in values among stakeholders that create ethical dilemmas in end of life care and help them learn to recognize how to manage their own personal values to allow professional values to guide practice.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The class format will consist of didactic instruction as well as large and small group discussions. Case vignettes, videos, guest speakers, experiential exercises, site visits, and other learning aids will complement the course instruction as deemed instructionally appropriate. The instructor may include additional readings to enhance the course topics.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 638	Course Objective
1	Demonstrate Ethical & Professional Behavior		
2	Engage Diversity & Difference in Practice	*	3, 4
3	Advance Human Rights and Social, Economic, and Environmental Justice		
4	Engage In Practice-informed Research and Research-informed Practice		
5	Engage in Policy Practice Human Rights & Justice		
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*	1,2,4
7	Assess Individuals, Families, Groups, Organizations, and Communities		

8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**		
9	**Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**		

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Competency 2 – Engage Diversity and Difference in Practice Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.	2a. Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity 2b. Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework	All Assignments

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities Social workers in health, behavioral health and integrated care settings value and understand the primacy of relationships in the engagement process. Social workers practicing with adults and older adults understand that engagement involves the dynamic, interactive, and reciprocal processes. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge along with knowledge of practice theories (models, strategies, techniques, and approaches) to facilitate engagement with individuals, families and groups. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	6a. Recognize the primacy of the relationship when engaging with others in integrated care settings. 6b. Use empathy and other interpersonal skills to engage and intervene with others using brief evidence based interventions in multi-disciplinary settings.	All Assignments

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Brief Film Analysis/Reaction Paper	Unit 4	25%
Assignment 2: Midterm	Unit 8	35%
Assignment 3: Part 1- Special Topic Paper	Unit 14	15%
Assignment 3: Part 2- Special Topic Presentation	Units 14-15	15%
Class Participation	Ongoing	10%

Detailed hand-outs describing the assignments and expectations will be posted on Blackboard or distributed in class, with ample time to complete the assignments.

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances, and is left to the discretion of the course instructor. If the assignment is late without permission, the grade will be affected accordingly.

A final grade of "Incomplete" can only be given under extreme circumstances.

Assignments must adhere to the citation and referencing standards put forth in the Publication Manual of the American Psychological Association (6th ed.). Each of the major assignments is described below.

Assignment 1: Film Analysis

Students will complete 1 film analysis paper for the following film: **Tuesdays with Morrie**

The analysis paper will:

(1) provide a description of the specific grief, loss, or bereavement issue facing 1 main character from the film: what definition of grief best characterizes the character's grief reactions/responses (define, cite, describe and apply all concepts/definitions); describe the normal grief reactions
(2) identify and apply concepts and a theoretical framework from the course for understanding the main character's grief, loss, or bereavement issues/responses, (define, cite, describe and apply all concepts & all key terms/stages from the theoretical framework), and
(3) briefly suggest implications for social work practice/interventions to promote adaptive coping and adjustment to the loss (here, imagine you are assigned to be the main character's social worker; how would you intervene, what types of interventions are appropriate; discuss coordination of resources/services, etc).

Additionally, it is requested that in the analysis you define, cite, and describe examples of concepts/theory/models relevant to the main character as illustrated in the film.

Paper Requirements:
Each paper will be 3- 4 pages in length (maximum), draw on content from the course and will follow APA format/referencing. Use a minimum of 3 references. in APA format, double spaced, 1" margins.

Due: (Unit 4)

This assignment relates to course objectives 1-4.

Assignment 2: Midterm Assignment

The purpose of this midterm assignment is to allow you to integrate the concepts and theories on grief and loss explored up to the due date. This is intended to give you the opportunity to gain a broader understanding of your own thoughts and feelings toward grief, loss, death, and dying; the appreciation of their origins, and the application of material from the professional literature and insights gained from course that have broadened your understanding. Your personal attitudes significantly influence your approach to grief, loss, death and dying on both a personal and professional level. One's earliest experiences with loss and death result in beliefs, feelings and attitudes that are carried throughout life. To prevent being controlled by our unconscious and conscious reactions to past experiences, and to better understand the significance of the loss, it is important to recognize and explicitly state how these experiences influence us.

Please discuss the following in your paper:
1)   Discuss an experience you have had with **death or grief and loss**? How old were you when it occurred? Where were you when you learned of the loss? Who did it involve? Describe what happened. The paper should include identifying information of the individual and their relationship to you. What were the physical, emotional and cognitive reactions you were aware of in yourself following the loss?
2)   How did the people around you respond to the loss? How did they respond to your reactions?
3)   Discuss how death and loss were addressed within your family, e.g. ignored, openly discussed, etc. Relate how these experiences might be related to your ethnicity/race/religion/philosophical perspective.
4)   Discuss the first funeral or grief ritual you attended, or if there was a funeral or grief ritual attached to the above loss, identify how you were prepared 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 rational for this. Discuss any rituals that may relate to loss and that may be pertinent to your family as they relate to ethnicity/culture/race/religion. Incorporate

relevant information from course readings/discussions about death anxiety, disenfranchised grief, anticipatory grief.

5) Identify how your beliefs and experiences may affect you in interacting and working with the bereaved. Also, include potential transference and countertransference reactions (define and cite both transference and countertransference). Incorporate relevant course content about the grief process and the various theorists that relates to this self-examination.

6) Given your experience with loss, identify factors that assist your coping capacities with loss/grief. Comment on relevant course content.

Incorporate these reflections into a paper which demonstrates a thoughtful, well-organized analysis of your experiences toward loss and your socio-cultural, ethnic, and religious/philosophical attitudes toward death and loss/grief. Include and cite appropriate course readings (minimum of 7) that address these issues. Be sure your citations include references to ethnicity, culture, death and loss, and religiosity/spirituality.

Length: Approximately 6-8 typed, not including a reference page in APA format, double spaced, 1" margins.

Due: (Unit 8)

This assignment relates to course objectives 1-4.

Assignment 3: Part 1- Special Topic Assignment

Students may form small groups of up to 3 students or write their papers individually. Each student/group will write a 7-8 page (does not include cover page or References pages)paper on a Special Topic related to a Grief, Loss, or Bereavement issue of his/her choice, use Time New Roman 12 pt, double spaced. You may select from the Grief, Loss, or Bereavement Issue from the topics covered throughout the course (topics not listed in course materials require instructor approval). Students are encouraged to identify topics by searching databases with empirical and scholarly articles from social work. The paper will include EACH of the following:

(1) Provide an introduction and conclusion paragraph

(2) identify and define the specific grief, loss, or bereavement issue effecting a population
   a. describe the population effected by the issue (i.e., veterans, older adults, caregivers, children, adolescents, young adults, etc.); include prevalence on the population
   b. identify and define the specific grief, loss, or bereavement issue effecting the population
        i. include: the type(s) of grief that best characterize the populations grief, loss, or bereavement issue (include and available information on prevalence/incidence of the issue for the population), and
        ii. the normal grief reactions associated with the grief, loss, or bereavement issue
(3) identify a theoretical perspective from the course that provides the best fit as a framework for the issue (define, cite, and apply each of the stages or tasks of the theory; or provide a comprehensive review of the literature and application of how either meaning-making or continuing bonds theory applies to the issue for the population/issue. Do not use systems, ecological, biopsychosocial, person-in-environment or lifecourse theories from HBSE foundation course)
(4) discuss implications for social work practice giving a specific intervention(s).
   a. What specific interventions and evidence-based intervention(s) is/are appropriate to address the issue with this population

Due: (Unit 14)

This assignment relates to course objectives 1-4.

Assignment 3: Part 2- Special Topic Presentation

Students may form small groups of up to 3 students or present individually. Each student/group will give a brief presentation (10-12 minutes) of their Special Topic Assignment related to a Grief, Loss, or Bereavement issue of his/her choice, the presentation will cover the three key areas of the assignment: (1) identify and define the specific grief, loss, or bereavement issue, (2) identify a theoretical perspective from the course that provides the best fit as a framework for the issue, and (3) suggest implications for social work practice giving a specific intervention. You may use role playing, video clips to illustrate an issue, YouTube videos, PowerPoint, handouts, be creative! Students will provide a handout to the class listing key points and references.

Due: (Units 14-15)

This assignment relates to course objectives 1-4.

Class Participation (10% of Course Grade)

It is expected that each student will maintain confidentiality with classroom sharing.

Class attendance and participation are critical to student's learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course.

Students' participation contributions will be assessed by their quality and relevance to course content and themes. It is the responsibility of each student to obtain class notes, handouts, or other materials distributed in class if you are unable to attend.

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Berzoff, J., & Silverman, P. (Eds.). (2004). *Living with dying: A handbook for end-of-life healthcare practitioners*. New York: Columbia University Press.

Walter, C., & McCoyd, J. (2015). *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed)*. New York: Springer Publishing Company.

Recommended Textbooks

Csikai, E., & Chaitin, E. (2006). *Ethics in end of life decisions in social work practice*. Chicago, IL: Lyceum Books.

Irish, D., Lundquist, K., & Nelsen, V. (1993). *Ethnic variations in dying, death, and grief: Diversity in universality.* Philadelphia, PA: Taylor & Francis.

Kessler, D. (2007). *The needs of the dying.* New York: HarperCollins.

Klass, D., Silverman, P., & Nickman, S. (Eds.). (1996). *Continuing bonds: New understandings in grief*. Philadelphia, PA: Taylor and Francis.

Course Reader. None for this class. Required Readings will be available through ARES.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Recommended Websites

American Institute of Health Professionals. (n.d.). *Grief counseling*. Available from http://www.aihcp.org/aagc.htm

CMI Education Institute. American Academy of Bereavement. (n.d.). Available from http://www.pesi.com/associations/

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	Assignments
1	**Introduction to Grief, Loss, & Bereavement in Western Society; Contextual Thinking** ▽ Introduction to grief theories & biopsychosocial approaches ▽ Trajectory of illness ▽ Assign Film Analysis 1: Tuesdays with Morrie	
2	**Introduction to Death and Dying** ▽ Theoretical aspects ▽ End-of-life care ▽ Ethical issues	
3	**Role of the Social Worker** ▽ Interventions ▽ Leadership ▽ Self care ▽ Professional standards and ethics	
4	**Diversity: Grief & Bereavement** ▽ Culture: rituals & attitudes about death ▽ Vulnerable & marginalized populations	Film Analysis Due
5	**Spirituality: Grief & Bereavement** ▽ Role of spirituality in end-of-life decision-making ▽ Spirituality & role of social worker	
6	**Infancy thru Elementary School Age Children** ▽ Developmental Stage & understanding of death ▽ Grief responses to non-normative losses	
7	**Adolescents** ▽ Developmental Stage & understanding of death ▽ Grief responses to non-normative Losses	
8	**Young Adults** ▽ Developmental stage & impact of a death ▽ Grief responses to non-normative losses	Midterm Paper Due
9	**Middle Adulthood** ▽ Developmental stage & impact of a death ▽ Grief responses to non-normative losses	
10	**Older Adults** ▽ Developmental stage & impact of death ▽ Grief responses to non-normative losses	

Unit	Topics	Assignments
11	■ Interventions-Individuals ▽ Object Relations ▽ Clinical practice ▽ Ethnographies	Reaction Paper Due
12	■ Interventions-Families ▽ Family-centered interventions ▽ Clinical Practice	
13	■ Interventions-Groups ▽ Support groups ▽ Clinical practice	
14	■ Special Topic Presentations ▽ Student presentations	Special Topic Presentation
15	■ Special Topic Presentations & Course Wrap up ▽ Student Presentations	Special Topic Presentation
	STUDY DAYS / NO CLASSES	
	FINAL EXAMINATIONS	

Course Schedule—Detailed Description

Unit 1:	Introduction to Grief, Loss, & Bereavement in Western Society; Contextual Thinking

Topics

- Introduction to grief theories & biopsychosocial approaches
- Assign Film Analysis 1: Tuesdays with Morrie

This Unit relates to course objective 1.

Required Readings

Attig, T. (2004). Disenfranchised grief revisited: Discounting hope and love. *Omega: The Journal of Death and Dying*, *49*(3), 197-215.

Walter, C., & McCoyd, J. (2015). Introduction. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 1-26). New York: Springer Publishing Company.

Recommended Readings

Kirchberg, T. M., Neimeyer, R. A., & James, R. K. (1998). Beginning counselors' death concerns and empathic responses to clients' situations involving death and grief. *Death Studies, 22*, 99-120.

Roberts, P. (2004). The living and the dead: Community in the virtual cemetery. *Omega: The Journal of Death and Dying*, *49*(1), 57-76.

Unit 2:	Introduction to Death and Dying

Topics

- Theoretical frameworks
- End-of-life care
- Ethical issues

This Unit relates to course objectives 1 and 4.

Required Readings

Berzoff, J. (2004). Psychodynamic Theories in Grief and Bereavement. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 242-262). New York: Columbia University Press.

Berzoff, J., & Silverman, P. (Eds.). (2004). Bereavement: A time of transition and changing relationships. In *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 226-241). New York: Columbia University Press.

Csikai, E., & Chaitin, E. (2006). Ethical issues at the end of life. In *Ethics in end of life decisions in social work practice* (pp. 23-71). Chicago, IL: Lyceum Books.

Recommended Readings

Bourgeois, S., & Johnson, A. (2004). Preparing for dying: Meaningful practices in palliative care. *Omega: The Journal of Death and Dying*, *49*(2), 99-107.

Goelitz, A. (2001). Nurturing life with dreams: Therapeutic dream work with cancer patients. *Clinical Social Work Journal*, *29*(4), 375-385.

Lester, D. (2006). Can suicide be a good death? *Death Studies, 30,* 511-527.

Preston, T., & Kelly, M. (2006). A medical ethics assessment of the case of Terri Schiavo. *Death Studies, 30*(2), 121-133.

Unit 3: Role of the Social Worker

Topics

- Assessment/Interventions
- Professional standards and ethics
- Leadership
- Self care

This Unit relates to course objectives 1-4.

Required Readings

Chachkes, E., & Foster, Z. (2004). Taking charge: Social work leadership in end-of-life care. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 825-837). New York: Columbia University Press.

Clark, E. (2004). The future of social work in end-of-life care: A call to action. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 838-847). New York: Columbia University Press.

Irish, D. (1993). Reflections by professional practitioners. In D. Irish, K. Lundquist, V. & Nelsen, V. (Eds), *Ethnic variations in dying, death, and grief: Diversity in universality* (pp. 163-179). Philadelphia, PA: Taylor & Francis.

Renzenbrink, I. (2004). Relentless self-care. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 848-868). New York: Columbia University Press.

Walter, C., & McCoyd, J. (2015).Conclusions. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 289-299)*.* New York: Springer Publishing Company.

Recommended Readings

Abrahamson, J., & Mizarahi, T. (1996). When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work Journal, 41*(3), 270-281.

Beder, J. (2003). Picking up the pieces after the sudden death of a therapist: Issues for the client and the "inheriting therapist." *Clinical Social Work Journal*, *31*(1), 25-36.

Bonham, V. (2001). Race, ethnicity and pain treatment: Striving to understand the causes and solutions to disparities in pain treatment. *Journal of Law, Medicine and Ethics*, *29*, 52-68.

Foster, L. W., & McLellan, L. J. (2002). Translating psychosocial insight into ethical discussions supportive of families in end-of-life decision-making. *Social Work in Health Care*, *35*(3), 37-51.

Hospice Palliative Care Nursing Standards of Practice. (2002, February). CHPCA Nursing Standards Committee.

Hudson, P., Aranda, S., & Kristjanson, L. (2004). Meeting the supportive needs of family caregivers in palliative care: Challenges for healthcare professionals. *Journal of Palliative Medicine, 7*(1), 19-25.

Miller, J. (1999). If not for myself: Caring for yourself as a caregiver for those who grieve. In J. Davidson & K. Doka (Eds.), *Living with grief at work, at school and at worship. Hospice Foundation of America.* Washington, DC: Brunner Mazel.

NASW Standards for Palliative and End of Life Care. (2004). *National Association of Social Workers*. Retrieved 5/14/2004 from www.socialworkers.org

Ringel, S. (2001). In the shadow of death: Relational paradigms in clinical supervision. *Clinical Social Work Journal*, *29*(2), 171-179.

Sellick, M., Delaney, R., & Brownlee, K. (2002). The deconstruction of professional knowledge: Accountability without authority. *Families in Society: The Journal of Contemporary Human Services*, *83*(5/6), 493-498.

Silverman, P. (1999). Research, clinical practice and the human experience: Putting the pieces together. *Death Studies*, *24,* 469-478.

Sourkes, B. (1992). The child with a life threatening illness. In J. Brandell (Ed.), *Countertransference in psychotherapy with children and adolescents* (pp. 267-284). New Jersey: Aronson Inc.

Unit 4:   Diversity: Loss, Grief & Bereavement

Topics
- Culture: rituals & attitudes about death
- Vulnerable & marginalized populations

This Unit relates to course objectives 1-4.

Required Readings

Braun, K. (1997). Death and dying in four Asian cultures: A descriptive study. *Death Studies, 21*, 327-359.

Brokenleg, M., & Middleton, D. (1993). Native Americans: Adapting, yet retaining. In D. Irish, K. Lundquist, V. & Nelsen, V. (Eds), *Ethnic variations in dying, death, and grief: Diversity in universality* (pp. 101-112). Philadelphia, PA: Taylor & Francis.

Csikai, E., & Chaitin, E. (2006). Ethical Issues at end of life. In *Ethics in end of life decisions in social work practice* (pp. 58-64). Chicago, IL: Lyceum Books.

Otis-Green, S., & Rutland, C. B. (2004). Marginalization at the end of life. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 462-481). New York: Columbia University Press.

Rosenblatt, P., & Wallace, B. (2005). Narratives of grieving African Americans about racism in the lives of deceased family members. *Death Studies, 29,* 217-233.

Recommended Readings

Caputo, R. (2004). Women who die young: The cumulative disadvantage of race. *Affilia, 19*(1), 10-23.

Del Rio, N. (2004). A framework for multicultural end of life care: Enhancing social work practice. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 439-461). New York: Columbia University Press.

Winston, C., Leshner, P., Kramer, J., & Allen, G. (2005). Overcoming barriers to access and utilization of hospice and palliative care services in African American Communities. *Omega*, *50*(2), 151-163.

Thompson, B., & Colon, Y. (2004). Lesbians and gay men at the end of their lives: Psychosocial concerns. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 482-498). New York: Columbia University Press.

Unit 5:   Spirituality: Loss, Grief & Bereavement

Topics

- Role of spirituality in end-of-life decision-making
- Spirituality & role of social worker

This Unit relates to course objectives 1-4.

Required Readings

Csikai, E., & Chaitin, E. (2006). Ethical Issues at end of life. In *Ethics in end of life decisions in social work practice* (pp. 44-58). Chicago, IL: Lyceum Books.

Jacobs, C. (2004). In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 188-205). New York: Columbia University Press.

Oltenjenbruns, K., & Batten, M. (1999). Adolescent sibling bereavement as a catalyst for spiritual development: A model for understanding. *Death Studies, 23*, 539-546.

Richards, T. A., & Folkman, S. (1997). Spiritual aspects of loss at the time of a partner's death from AIDS. *Death Studies, 21*, 527-552.

Smith, E. (1995). Addressing psycho-spiritual distress of death as reality: A transpersonal approach. *Social Work, 40*(3), 402-413.

Recommended Readings

Boyd-Franklin, N. (2003). Spirituality and religion: Implications for psychotherapy with African American clients and families. In F. Walsh (Ed.), *Spiritual Resources in Family Therapy* (pp. 141-155). New York: Guilford Press.

Rizzuto, A. M. (1993). Exploring sacred landscapes. In M. L. Randour (Ed.), *Exploring sacred landscapes: Religious and spiritual experiences in psychotherapy* (pp. 16-33). New York: Columbia University Press.

Wolin, S., Muller, W., & Taylor, F. (2003). Spiritual perspectives on resilience: Buddhism, Christianity and Judaism. In F. Walsh (Ed.), *Spiritual Resources in Family Therapy* (pp. 121-135). New York: Guilford Press.

Wright, L. (2003). Spirituality, suffering, and beliefs: The soul of healing and families. In F. Walsh (Ed.), *Spiritual Resources in Family Therapy* (pp. 61-75). New York: Guilford Press.

Unit 6:   Grief, Loss & Bereavement : Infants thru School Age Children

Topics

- Developmental stage & understanding of death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

Required Readings

Browning, D., & Solomon, M. (2004). The initiative for pediatric palliative care: An interdisciplinary educational approach for healthcare professionals. *Journal of Pediatric Nursing, 20*(5), 326-334.

Walter, C., & McCoyd, J. (2015). Infancy and Toddlerhood. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 59-82). New York: Springer Publishing Company.

Walter, C., & McCoyd, J. (2015). Elementary-School-Age Children. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 83-109). New York: Springer Publishing Company.

Recommended Readings

Himelstein, B., Hilden, J., Boldt, A., & Weissman, D. (2004). Pediatric palliative care. *The New England Journal of Medicine, 250*(17), 1752-1762.

Kaufman, K., & Kaufman, N. (2006). And then the dog died. *Death Studies, 30*, 61-76.

Silverman, P. (2001). Death of a parent. In *Never too young to know: Death in children's lives* (pp. 77-93). New York: Oxford University Press.

Silverman, P. (2001). Historical and theoretical perspectives. In *Never too young to know: Death in children's lives* (pp. 11-22). New York: Oxford University Press.

Wolfe, J., Holcobe, E. G., Klar, N., Levin, S., Ellenbogen, J., Salem-Schatz, S., Weeks, J. (2000). Symptoms and suffering at the end of life in children with cancer. *The New England Journal of Medicine*, *342*(5), 326-333.

Unit 7:   Grief, & Loss: Adolescents

Topics

- 🟫 Developmental stage & understanding of death
- 🟫 Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

Required Readings

Gutierrez, P. (1999). Suicidality in parentally bereaved adolescents. *Death Studies*, *23*, 359-70.

Hogan, N., & DeSantis, L. (1996). Basic constructs of a theory of adolescent sibling bereavement. In D. Klass, P. Silverman, & S. Nickman (Eds.), *Continuing bonds: New understandings in grief (pp.* 235-252). Philadelphia, PA: Taylor and Francis.

Walter, C., & McCoyd, J. (2015). Tweens and Teens. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 111-141). New York: Springer Publishing Company.

Recommended Readings

Corr, C., & Balk, D. (1996). *Handbook of adolescent death and bereavemen*t. New York: Springer Publishing Co.

Unit 8:   Grief & Loss: Young Adults

Topics

- Developmental stage & impact of a death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

Required Readings

Baker, J. (2001). Mourning and the transformation of object relationships: Evidence for the persistence of internal attachments. *Psychoanalytic Psychology, 18*(1), 55-73.

Baum, N. (2003). The male way of mourning divorce: When, what, and how. *Clinical Social Work Journal, 31*(1), 37-50.

Conant, D. (1996). Memories of the death and life of a spouse. In D. Klass, P. Silverman, & S. Nickman (Eds.), *Continuing bonds: New understandings in grief* (pp. 179-196). Philadelphia, PA: Taylor and Francis.

Walter, C., & McCoyd, J. (2015). Young Adulthood. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective(2nd ed.)* (pp. 171-201). New York: Springer Publishing Company.

Recommended Readings

Bellali, T., & Papadatou, D. (2006). Parental grief following the brain death of a child: Does consent or refusal to organ donation affect their grief? *Death Studies, 30*, 883-917.

Margolies, L. (1999). The long good bye: Women, companion animals, & maternal loss. *Clinical Social Work Journal, 27*(3), 289-304.

Packer, G. (2005, July 4). The home front: A soldier's father wrestles with the ambiguities of Iraq. *The New Yorker,* 48-59.

Robinson, M., Baker, L., & Nackerud, L. (1999). The relationship of attachment theory & perinatal loss. *Death Studies,* 23, 257-270.

Sormanti, M., & August, J. (1995). Parental bereavement: Spiritual connections with deceased children. *American Journal of Orthopsychiatry*, *67*(3), 460-469.

Toller, P., & Braithwaite, D. (2009). Grieving together and apart: Bereaved parents' contradictions of marital interaction. *Journal of Applied Communication Research, 37*(3), 257-277.

Unit 9:   Grief & Loss: Middle Adulthood

Topics

- Developmental stage & impact of a death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

Required Readings

Malkison, R., & Bar-Tur, L. (2005). Long term bereavement process of older parents: The three phases of grief. *Omega*, *50*(2), 103-129.

Walter, C., & McCoyd, J. (2015). Middle Adulthood. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 203-234)*.* New York: Springer Publishing Company.

Recommended Readings

Gilliland, G., & Fleming, S. (1998). A comparison of spousal anticipatory grief and conventional grief. *Death Studies, 22*(6), 541-569.

Rosenblatt, P. (2004). Grieving while driving. *Death Studies, 28*, 679-686.

Unit 10:   Grief & Loss: Older Adults

Topics
- Developmental stage & impact of a death
- Grief responses to non-normative losses

This Unit relates to course objectives 1-4.

Required Readings

Bern-King, M., & Ellis, K. (2004). End-of-life care in nursing homes. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 628-641). New York: Columbia University Press.

Walter, C., & McCoyd, J. (2015). Retirement and Reinvention. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 235-258)*.* New York: Springer Publishing Company.

Walter, C., & McCoyd, J. (2015). Older Adults. In C. Walter & J. McCoyd (Eds.), *Grief and loss across the lifespan: A biopsychosocial perspective (2nd ed.)* (pp. 259-287)*.* New York: Springer Publishing Company.

Recommended Readings

Moss, M. S., & Moss, S. Z. (1996). Remarriage of widowed persons: A triadic relationship. In D. Klass, P. Silverman, & S. Nickman (Eds.), *Continuing bonds: New understandings in grief* (pp. 163-177). Philadelphia, PA: Taylor and Francis.

Reed, M. (2003). Grandparents' grief—Who is listening? *The Forum*, *29*(1), 1-3.

Unit 11:   Interventions—Individuals

Topics
- Object relations
- Clinical practice
- Ethnography

This Unit relates to course objectives 1-4.

Required Readings

Baker, J. (2001). Mourning and the transformation of object relationships: Evidence for the persistence of internal attachments. *Psychoanalytic Psychology, 18*(1), 55-73.

Browning, D. (2004). Fragments of love: Explorations in ethnography of suffering and professional caregiving. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 21-42). New York: Columbia University Press.

Riches, G., & Dawson, P. (1998). Lost children, living memories: The role of photographs in processes of grief and adjustment among bereaved parent. *Death Studies*, *22*(2), 121-140.

Saldinger, A., Cain, A., Porterfield, K., & Lohnes, K. (2004). Facilitating attachment between school-aged children and a dying parent. *Death Studies*, *28*, 915-40.

Sugarman, I. (2006). The woman who could not grieve: A contemporary look at the journey toward mourning. *Clinical Social Work Journal, 34*(2), 201-214.

Recommended Readings

Enders, S. R. (2004). End-of-life care in the prison system: Implications for social work practice. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 609-627). New York: Columbia University Press.

Silverman, P. (2004). Helping the bereaved. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 571-592). New York: Columbia University Press.

Linder, J. (2004). Oncology. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 696-722). New York: Columbia University Press.

Unit 12:   Interventions—Families

Topics
- Social support
- Family-centered interventions

This Unit relates to course objectives 1-4.

Required Readings

Blacker, S., & Jordan, A. R. (2004). Working with families facing life-threatening illness in a medical setting. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 548-570). New York: Columbia University Press.

Csikai, E., & Chaitin, E. (2006). The process of end of life decision- making. In *Ethics in end of life decisions in social work practice* (pp. 122-145). Chicago, IL: Lyceum Books.

Foster, L. W., & McLellan, L. J. (2002). Translating psychosocial insight into ethical discussions supportive of families in end-of-life decision-making. *Social Work in Health Care*, *35*(3), 37-51.

Hansen, P., Cornish, P., & Kayser, K. (1998). Family conferences as forums for decision making in hospital settings. *Social Work in Health Care, 27*(3), 57-75.

Romanoff, B., & Terenzo, M. (1998). Rituals and the grieving process. *Death Studies*, *22*(8), 697-711.

Recommended Readings

Barlow, C. A., & Coleman, H. (2003). The healing alliance: How families use social support after a suicide. *Omega: The Journal of Death and Dying*, *47*(3), 187-201.

Hudson, P. L., Aranda, S., & Kristjanson, L. J. (2004). Meeting the supportive needs of family caregivers in palliative care: Challenges for health professionals. *Journal of Palliative Medicine*, *7*(1), 19-25.

Mayfield, A. E., Abbott Artin, K., Lund Person, J., & Griffiths, D. (2004). Consideration of hastening death among hospice patients and their families. *Journal of Pain and Symptom Management, 27*(6), 523-532.

Walsh, F. (2003). *Spiritual resources in family therapy*. New York: Guilford Press.

Unit 13: Interventions—Groups

Topics
- Support groups
- Clinical practice

This Unit relates to course objectives 1-4.

Required Readings

Charles-Edwards, D. (2007). Empowering people at work in the face of death and bereavement. *Death Studies, 33*(5), 420-436.

Eyetsemitan, F. (1998). Stifled grief in the workplace. *Death Studies, 22*, 469-479.

Maxim, L. S., & Mackavey, M. G. (2005, March). Best practices regarding grief in the workplace. *The Journal of American Academy of Business, 6*(1), 110-116.

Sutton, A. L., & Liechty, D. (2004). Clinical practice with groups in the end-of-life care. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 508-533). New York: Columbia University Press.

Recommended Readings

Gordon, J. (1997, November). Till death do us part. *Sales and Marketing Management, 149*(12), 78-84.

Berzoff, J., & Silverman, P. (Eds.). (2004). Technology- based groups and end-of-life care. In *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 534-547). New York: Columbia University Press.

Fowles, M. (1990). The social regulation of grief. *Sociological Forum, 5*(4), 635-652.

Gordon, J. (1997, November). Till death do us part. *Sales and Marketing Management, 149*(12), 78-84.

Unit 14: Special Topic Presentations

Topics
- Special Topic Presentations

This Unit relates to course objectives 1, 2, and 4.

Unit 15: Special Topic Presentations & Course Wrap-Up

Topics
- Special Topic Presentations

This Unit relates to course objectives 1, 2, and 4.

Required Readings

STUDY DAYS / NO CLASSES

FINAL EXAMINATIONS

Due by Noon

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any unanticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Lot B	**San Diego**	Building Parking Lot
SWC	Lot B	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV.   POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.