

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work

Course Number: SOWO 272

Course Title, Semester/Yr: Services for Persons in Grief, Spring/2002

Instructor: Linda E. Jordan, D.Min.
Director, Unicorn Bereavement Center, Triangle Hospice
Telephone: 919-644-6869
Email: jorda032@ mc.duke.edu

Contacts: Instructor's office is outside the School; students should contact by email or voice mail using information above.

Course Description: This course teaches students to 1) understand the dynamics of the grieving process and the impact of bereavement on individuals/families, 2) examine the various determinants of grief and issues related to complicated grief, and 3) identify strengths-based clinical interventions.

Objectives: By the end of this course, the students should be able to:

1. Define and contrast the meanings and applications of bereavement, grief, and mourning;
2. Identify their own loss histories and beliefs and differentiate their personal boundaries from their professional roles;
3. Comprehend the developmental impact of bereavement, grief, and mourning within the life span of an individual and the family;
4. Explore the various determinants of grief and their impact on the tasks of mourning;
5. Facilitate discussion of diverse cultural, geographical, spiritual, ethnic, and psychosocial factors related to grief, loss, and mourning;
6. Apply a health perspective in assessments and clinical interventions;
7. Recognize the emotional, behavioral, cognitive, physical and spiritual expressions that accompany bereavement, grief, and mourning;
8. Identify various community referral networks for loss-specific services;
9. Define compassion fatigue and explore patterns for self-care in a work environment of multiple loss and grief; and
10. Critically analyze material related to the course subject.

Expanded Description: This is an Advanced Curriculum course that builds on both the human behavior courses (103, 203) and the practice courses (224, 227) taught in the Foundation Curriculum. It is assumed that the student is acquainted with the impact of general stress on individuals, families, and communities and familiar with a variety of social work practice methods considered effective in work with these populations.

Grief affects all ages and cultures; it is found in clients in most settings. Therefore, the work of this course is believed to be appropriate for direct service practitioners in any service (aging, health/mental health, and families/children) and for those who plan and direct services on an agency or community level.

The **practice skills** students may anticipate developing as a result of completing this course are:

1. Conduct a grief assessment based on the particular characteristics of a loss due to death;
2. Apply the health perspective in developing a plan of care for grieving clients;
3. Plan and implement a bereavement support group;
4. Use the six processes of grief to intervene clinically with individuals and families; and
5. Make effective referrals for loss-specific services.

Teaching Methods: The class will be conducted primarily in the lecture-discussion method, with students being expected to have completed required readings before class and to participate in class by introducing relevant examples and/or questions.

Class Assignments:

25% GRIEF INTERVIEW I (Written Report and Class Presentation). Due between January 22-April 23.

At a set time in the semester, to be determined by the second week of classes, each student is expected to submit a written report of a grief interview and present in class a 5-7 minute (MAX) summary of the interview. The student is expected to conduct a face-to-face interview with someone who has experienced the death of significant person. The death cannot have occurred within the last year. The person interviewed may be a member of the student's family if there can be enough objectivity to complete the assignment appropriately. Prior to the interview, the student will be conversant with the Grief and Mourning Status Interview and Inventory (GAMSII) covered pages 665-682 of the required text, *Treatment of complicated mourning*. **The report** (5-7 double-spaced pages with no bibliography) should be printed and turned in on the date of the class presentation. It should consist of the following sections:

Part I—Guided Storytelling (one half of the written report)

- Circumstances of the death and the impact of the death on the survivor's life. Listen for secondary and symbolic losses as well as changes in the survivor's assumptive world as a result of the death.
- Things that were done and said that were particularly helpful.

- Things that were done and said that were particularly hurtful.
- Support services, if any, used to help survivor work through grief.
- Inner resources (including the use of rituals) that have helped with survival.

Part II—Clinical Learning and Personal Insights (one half of the written report).

- Learning that will influence future practice
- Knowledge gained about personal reactions, impact of grief, etc.

The class presentation should be a brief summary of the loss; however, the primary focus should be on the clinical and personal learning. To preserve adequate time for all class members to present, it is expected that the student will respect the 5-7 minute maximum for individual presentations.

25% GRIEF INTERVIEW II (Case Study and Written Report). Due February 26.

Each student is expected to complete a second face-to-face interview with a person who has experienced the death of a significant person more than a year ago; however, the person interviewed in this assignment cannot be a member of the student's family and cannot be another individual experiencing the same death used in the first assignment. In this assignment, the student should assume the role of providing clinical intervention for the person interviewed, and prepare a case study/written report. The document should be 5-7 double-spaced pages with no bibliography and should be developed as follows:

Part I – Case Circumstances (No more than one-fifth of written report)

- Record the circumstances of the death and the impact of the death on the survivor's life. Listen for secondary and symbolic losses as well as changes in the survivor's assumptive world as a result of the death.

Part II – Case Study

- Define the distinctive aspects of grief particular to this case;
- Write a complete risk assessment;
- Identify how the client addressed each of the six processes of grief and develop a clinical intervention for each process that would enable this client to integrate the loss; and
- Identify the internal strengths, social support, and coping strategies of the survivor and state how the clinician would use these in the clinical intervention.

25% EXAMINATION - March 26

This examination will be closed-book, have a short answer/brief essay style, and cover basic course concepts covered to-date. Students should bring notebook paper for use in the responses.

25% GRIEF PROJECTS - Due April 23.

Each student will prepare a brief written report (5 double spaced pages excluding an APA style bibliography) and a Power Point presentation (10-12 slides maximum plus notes for each slide) focused on ways a particular population handles grief and appropriate to present to an adult audience. The population may be defined by age, culture, religion or other social variable. It is obvious that not every person of a particular age or culture grieves like

every other person within that group, but where there are common themes or traditions or activities, these should be noted. The Instructor must approve the paper proposal. The written report should summarize and document the literature available on the topic. The Power Point presentation should be one that could be delivered within an hour to an audience unfamiliar with the topic. Among other details of the student's choice, it should include information on the background on the specific population, implications for grieving patterns and strengths of the population for resiliency and healing in grief. Each of the 10-12 slides should be copied on a single page, accompanied with one Power Point note sheet for each. Be aware that Power Point note sheets allow for few comments, so the student should record the most pertinent information to be shared to the audience with the selected slide.

Grading System: Numerical scores of 0-25 will be recorded for each assignment and are listed below to the right of the letter grade scale (for the cumulative total) approved by the School.

94-100 = H (23.5 – 25)

80-93 = P (20 – 23.25)

70 - 79 = L (17.5 – 19.75)

64 or lower = F (17.25 -)

Classroom Involvement (attendance and participation) will be noted and will be the deciding factor when grades are marginal.

Policy on Late Assignments and Incompletes: It is expected that all assignments will be completed on the date due. Any request for a delay must be approved prior to the date the assignment is scheduled; approved delays will not affect the grade. However, unapproved delays will accrue a five (5) point deduction each 24-hour period, barring weekend days, that the assignment is late. It is often difficult to reschedule a presentation, so if a delay is not approved or a reschedule cannot be worked out, a total of five (5) points will be deducted from the grade.

Unless the circumstances are extraordinary and prevent the student from completing the course requirements within the semester, there will be no allowances of a grade of Incomplete (INC). If a grade of INC is allowed, the work of the course will need to be completed in 30 days of the end of the semester.

Policy on Academic Dishonesty: Students should refer to the *APA Style Guide*, the *School of Social Work Manual*, and the *School of Social Work Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All assignments and the examination should contain the signed pledge: "I have neither given nor received unauthorized aid in preparing this work." In keeping with the UNC-CH Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accommodation for Students With Disabilities: Students with disabilities

which affect their participation in this course should notify the instructor during the first week of classes if they wish special accommodations considered.

Course Text: (Required Readings as Assigned)

Rando, T. (1993). *Treatment of complicated mourning*. Champaign, IL: Research Press Company.

Class Calendar and Assigned Readings:

January 8 Introduction to course/Portrait of Grief
Societal Patterns of Grief and Trends in Western Society
Fundamental Concepts and Definitions

January 15 Factors Influencing Grief and Mourning
A Health Perspective for Grief Work

Assignments: Ch.1 – *Introduction* – pp. 3-18 AND
Ch. 4. – *Complicated Outcomes of loss: Symptoms and Syndromes*
pp. 149 - 183
Complete Personal Loss History (to be distributed)

January 22 Personal Loss History of the Clinician and Implications for Practice
Personal and Professional Boundaries of the Clinician
Student Reports: _____ & _____ & _____

Assignment: Ch.2 – *A Perspective on Loss, Grief, and Mourning* – pp. 19 - 77

January 29 Conducting Bereavement Assessments
Six Processes of Grief and Clinical Interventions
Student Reports: _____ & _____

Assignments: Ch.6 – *Clinical Assessment of Grief and Mourning* – pp. 243 – 266
AND
Ch. 9 – *Intervening in the Six “R” Processes of Mourning* –
pp. 393 - 414

February 5 Six Processes of Grief and Clinical Interventions (cont.)
Student Reports: _____ & _____

Assignment: Ch. 9 – *Intervening in the Six “R” Processes of Mourning* –
pp. 414 - 450

February 12 Depression & Anxiety in Grief
Guest Lecturer: S. Rachel Dedmon, M.S.S.W., Ph.D.
Associate Professor, UNC-CH School of Social Work

Children and Grief
Guest Lecturer: Mari Pitcher, M.S.W.
Bereavement Counselor, Unicorn Bereavement Center

Assignment: Ch. 5 – *Complicated Outcomes of Loss: Mental Disorders, Physical Disorders, and Death* – pp. 185 - 240

- February 19 What's It Really Like? A Session with Bereaved Families
Assignment: Ch.8 – *Generic Issues in the Treatment of Complicated Mourning* – pp. 333 – 391
- February 26 Clinical Implications Associated with Individual Relationships and System Factors
 Student Reports: _____ & _____
Grief Interview II due.
Assignment: Ch.10 – *Risks and Therapeutic Implications Associated with Individual, Relationship, and System Factors* – pp. 453 - 501
- March 5 Clinical Implications Associated with Mode of Death: Anticipatory Grief
 Guest Lecturer: Scott Jenssen, M.A., M.S.W., L.C.S.W.
 Social Worker, Triangle Hospice, Duke Health Community Care
 Student Reports: _____ & _____
Assignment: Ch.11 - *Risks and Therapeutic Implications Associated with Mode of Death* – pp. 503 – 552
- March 12 Spring Break
- March 19 Clinical Implications Associated with Mode of Death: Traumatic Grief
 Student Reports: _____ & _____
Assignment: Ch. 12 - *Risks and Therapeutic Implications Associated with Sudden and Unexpected, Multiple, and Traumatic Death* – pp. 553 - 610
- March 26 Examination – First half of class period
 Disenfranchised Grief/Diversity Issues
Assignment: Ch. 13 – *Risks and Therapeutic Implications Associated with Death of a Child and AIDS-Related Death* – pp. 611 - 650
- April 2 Field trip to Hall-Wynne Funeral Home, Durham
 Guest Lecturer – Mark T. Higgins, President
 Hall-Wynne Funeral Services
Assignment: Ch. 3 – *Theories of Complicated Mourning: A Historical Review* – pp. 79 - 115
- April 9 Spirituality Issues in Grief
 The Use of Rituals in Grief
 Student Reports: _____ & _____ & _____
Assignments: Ch. 3 – *Theories of Complicated Mourning: A Historical Review* – pp. 116 - 146 AND
 Ch. 7 – *Formal Therapeutic Approaches to Complicated Mourning* pp. 313 - 331
- April 16 Bereavement Support Group Facilitation
 Student Reports: _____ & _____

Assignment: Ch. 7 – *Formal Therapeutic Approaches to Complicated Mourning*
pp. 267 - 313

April 23 Compassion Fatigue/Self-Care
Student Reports: _____ & _____

Grief Project due

Assignment: Ch. 14 – *Caregiver Concerns in the Treatment of Complicated Mourning* – pp. 651 - 664

April 30 The Use of Creative Arts in Grief Work
Wrap-up
Class Evaluations

***“THE WORLD IS FULL OF SUFFERING; IT IS ALSO FULL OF
OVERCOMING SUFFERING” - Helen Keller***

Partial Bibliography on Grief/Bereavement:

FOR ADULTS/PROFESSIONALS:

- Agee, J. (1957). *A death in the family*. New York: Grosset & Dunlap, Inc.
- Akner, L. (1993). *How to survive the loss of a parent: A guide for adults*. New York: William Morrow & Company, Inc.
- Ashe, A. & Rampersad, A. (1993). *Days of grace*. New York: Ballentine Books.
- Attig, T. (1996). *How we grieve: Relearning the World*. New York: Oxford.
- Becker, D. (1973). *The denial of death*. New York: The Free Press.
- Buckman, R. (1988). *I don't know what to say: How to help and support someone who is dying*. New York: Vintage Books.
- Cook, A.S. & Oltjenbruns, K.A. (1998). *Dying and grieving: Life span and family perspectives*. Fort Worth: Harcourt Brace.
- Corless, I.B., Germino, B.B., & Pitman, M.A. (1994). *Dying, death and bereavement: Theoretical perspectives and other ways of knowing*. Boston: Jones and Barlett Publishers.
- Crenshaw, D.H. (1990). *Bereavement: Counseling the grieving throughout the life cycle*. New York: Continuum.
- Edelman, H. (1994). *Motherless daughters: The legacy of loss*. New York: Dell.
- Edgerton, Clyde (1992). *In memory of junior*. Chapel Hill: Algonquin Press.
- Fine, Carla. (1997). *No time to say goodbye: Surviving the suicide of a loved one*. New York: Doubleday.
- Feinberg, L. (1994). *I'm grieving as fast as I can: How young widows and widowers can cope and heal*. Far Hills, NJ: New Horizon Press.
- Froman, P.K. (1992). *After you say goodbye: When someone you love dies of AIDS*. San Francisco: Chronicle Books.
- Fulton, R. & Bendiksen, R. (1994). *Death and identity* (3rd edition). Philadelphia: The Charles Press.
- Furman, D. (1974). *A child's parent dies: Studies in childhood bereavement*. New Haven:

- Yale University Press.
- Gunter, J. (1949). *Death be not proud: A memoir*. New York: Harper & Row.
- Harris, M. (1996). *The loss that lasts forever*. New York: Plume.
- Hennezel, M. (1997). *Intimate death: How the dying teach us how to live*. New York: Alfred A. Knopf.
- James, J., & Cherry, F. (1988). *The grief recovery book*. New York: Harper.
- Janoff-Bulman, R. (1992). *Shattered assumptions*. New York: The Free Press.
- Jones, C. (1997). *R.I.P.: The complete book of death and dying*. New York: Harper Collins.
- Klass, D., Silverman, P., & Nickman, S. (Eds.). (1996). *Continuing bonds: New understandings of grief*. Washington, D.C.: Taylor & Francis.
- Kennedy, A. (1991). *Losing a parent*. San Francisco: Harper.
- Lord, J.H. (1991). *No time for goodbyes* (4th edition). Ventura, CA: Pathfinding Publishing of California.
- Lynch, T. (1997). *The undertaking: Life studies from the dismal trade*. New York: W.W. Norton & Company.
- McCourt, Frank (1996). *Angela's ashes*. New York: Simon & Schuster.
- McCracken, A. & Semel, M., (Ed.). (1998). *A broken heart still beats*. Center City, NJ: Hazeldon.
- Mehren, E. (1997). *After the darkest hour, the sun will shine again: A parent's guide to coping with the loss of a child*. New York: Simon & Schuster.
- Menton, T. (1991). *Gentle closings*. Philadelphia: Running Press.
- Miller, S. (1997). *After death: Mapping the journey*. New York: Simon & Schuster.
- Myers, Edward. (1986). *When parents dies: A guide for adults*. New York: Penguin.
- Publicover, R.J.L. (1993). *My unicorn has gone away: Life, death, grief, and living in the years of AIDS*. Somerville, MA: Powder House.
- Rando, T. (1984). *Grief, dying, and death: Clinical interventions for caregivers*. Champaign, IL: Research Press Company.
- Rando, T. (1991). *How to go on living when someone you love dies*. New York: Bantam Books.
- Rando, T. (1999). *Clinical dimensions of anticipatory mourning: Theory and practice in working with the dying, their loved ones, and caregivers*. Champaign, IL: Research Press Company.
- Raphael, B. (1983). *The anatomy of bereavement*. New York: Basic Books, Inc.
- Redmond, L.M. (1989). *Surviving when someone you love was murdered*. Clearwater, FL: Psychological Consultation & Education Services, Inc.
- Rubin, T.I. (1969). *The angry book*. Toronto: Collier Books.
- Sprang, G., & McNeil, J. (1995). *The many faces of bereavement*. New York: Brunner/Mazel.
- Spungen, D. (1998). *Homicide: The hidden victims*. Thousand Oaks, CA: Sage Publications.
- Straudacher, C. (1971). *Men and grief*. Oakland, CA: New Harbinger.
- Wilber, Ken. (1991). *Grace and grit: Spirituality & healing in the life and death of Treya Killam Wilber*. Boston: Shambhala Publications, Inc.
- Wolfelt, A.D. (1992). *Understanding grief: Helping yourself heal*. Bristol, PA: Accelerated Development.
- Worden, W. (1991). *Grief counseling and grief therapy*. New York: Springer Publishing

Company. (2nd Ed.)
Twain, M. (1959). *The autobiography of Mark Twain*. New York: Harper & Row.
Viorst, J. (1986). *Necessary losses*. New York: Fawcett Columbine.

THEOLOGICAL:

Beuchner, F. (1991). *Telling secrets*. San Francisco: Harper & Row.
Claypool, J.R. (1974). *Tracks of a fellow struggler*. Waco, TX: Word Books.
Flanigan, B. (1992). *Forgiving the unforgivable*. Old Tappan, NJ: Macmillan.
Johnson, L.D. (1978). *The morning after death*. Nashville: Broadman.
Lewis, C.S. (1961). *A grief observed*. New York: Seabury.
Magida, A. (Ed.). (1996). *How to be a perfect stranger*. Woodstock, VT: Jewish Lights.
Weatherhead, L.D. (1944). *The will of God*. Nashville: Abingdon.
Wolterstorff, N. (1987). *Lament for a son*. Grand Rapids: MI: Eerdmans.

FOR TEENS:

Buscaglia, L. (1982). *The fall of Freddie the leaf*. Thorofare, NJ: Slack, Inc.
Gravelle, K. & Haskins, C. (1989). *Teenagers face to face with bereavement*. New York: Messner.
Rodowsky, C. (1996). *Remembering Mog*. New York: Farrar Straus Giroux.
Grollman, E. (1993). *Straight talk about death for teenagers*. Boston: Beacon.
Hermes, P. (1982). *You shouldn't have to say goodbye*. New York: Scholastic.
Mahon, K.A. (1992). *Just one tear*. New York: Lethrop, Lee, & Shepard.
Saint-Exupery, A. (1943). *The little prince*. New York: Harcourt Brace & Co.

FOR CHILDREN:

Brown, L.K., & Brown, M. B. (1996). *When dinosaurs die: A guide to understanding death*. Boston: Little, Brown, and Co.
Clifton, L. (1983). *Everett Anderson's goodbye*. New York: Henry Holt.
Fry, V.L. (1995). *Part of me died, too*. New York: Dutton Children's Books.
Mellonie, B., & Ingpen, R. (1983). *Lifetimes: The beautiful way to explain death to children*. Toronto: Bantam.
Viorst, J. (1971). *The tenth good thing about Barney*. New York: Aladdin.
Powell, E. (1990). *Geranium morning*. Minneapolis: Carolrhoda Books.
Rofes, E.E. (1985). *The kids' book about death and dying: By and for kids*. New York: Little Brown & Co.

FOR CAREGIVERS:

Doka, E. (Ed.). (1995). *Children mourning, mourning children*. Washington, D.C.: Hospice Foundation of America.
Fitzgerald, H. (1992). *The grieving child: A parent's guide*. New York: Simon & Schuster.
Kroen, W. C. (1996). *Helping children cope with the loss of a loved one: A guide for grownups*. Minneapolis: Free Spirit.
Kübler-Ross, E. (1983). *On children and death*. New York: Touchstone.
LaTour, K. (1983). *For those who live: Helping children cope with the death of a brother or sister*. Omaha, NE: Centering Corporation.
McCue, K. (1994). *How to help children through a parent's serious illness*. New York:

- St. Martins Griffin.
- Schaefer, D., & Lyons, C. (1986). *How do we tell the children?* New York: Newmarket Press.
- Wass, H., & Corr, C. (Eds.). (1982). *Helping children cope with death: Guidelines and resources*. NY: Hemisphere Publishing Corporation.
- Wass, H., & Corr, C. (1984). *Childhood and death*. NY: Hemisphere Publishing.
- Webb, N. (Ed.). (1993). *Helping bereaved children: A handbook for practitioners*. New York: Guilford Press.
- Wolfelt, A. (1983). *Helping children cope with grief*. Bristol PA: Accelerated Development.

RELATED MOVIES:

I Never Sang for My Father

A Thousand Acres

Men Don't Leave

Sling Blade

Ordinary People

The Rainmaker

Saving Private Ryan

Simon Birch

Shadrach

Cookie's Fortune

Boys Don't Cry

MUSIC:

It's in Every one of Us & Perhaps Love. (John Denver)

I'll Always Love You. (Witney Houston)

Candle in the Wind & Good-bye England's Rose. (Elton John)

How Can I Help You to Say Good-bye. (Patty Lovelace)

Wind Beneath My Wings & The Rose. (Bette Midler)

I Miss You A Little. (John Michel Montgomery)

Love Remains. (Collin Raye)

My Way. (Frank Sinatra)

The Greatest Man I Never Knew. (Reba McEntire)

Go Rest High on the Mountain. (Vince Gill)

Where've You Been? (Kathy Mattea)

Angel (Sara McLachlan)

Love Changes Everything (Nana Mouskouri)