I. COURSE DOMAIN AND BOUNDARIES

This course is designed to explore aspects of social work practice with clients experiencing situations involving grief and loss in the death and dying process and related areas. In addition to terminal illness and bereavement through death, students will be encouraged to broaden their definition of loss to include non-death events (i.e., divorce, homelessness, changes in physical or mental health status, etc.). Theoretical, developmental, and sociological perspectives of grief and mourning will be examined. The role of individual differences (i.e., age, gender, race/ethnicity, spirituality, etc.) and societal/cultural beliefs in relation to situations involving grief and loss will be discussed. Skill development will focus upon all phases of the helping process, including attention to the unique aspects assessment, discussing “bad” news, and evidence based practice related to clinical interventions. Service projects give the students a place to make a contribution in the community and deepen their skills in the concepts covered in class. Group work gives the students an opportunity to develop team skills and practice strategies. Consideration will be given to ethical, legal, and policy-related issues influencing the decision-making and counseling process. Examination of personal attitudes and experiences involving grief and loss will facilitate increased self-awareness.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Emphasize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>Reinforce</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Reinforce</td>
</tr>
</tbody>
</table>
Engage in practice-informed research and research-informed practice.

Engage in policy practice

Engage with individuals, families, groups, organizations, and communities

Assess individuals, families, groups, organizations, and communities

Intervene with individuals, families, groups, organizations, and communities

Evaluate individuals, families, groups, organizations, and communities

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

Student Handbook 2017-2018

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.
Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umph Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic
experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See \texttt{shs.wustl.edu/MentalHealth}

**Additional Issues or Concerns:** If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at \texttt{erochman@wustl.edu}. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. **READINGS**

**REQUIRED READING:**


**HIGHLY RECOMMENDED:**


**ALL** journal readings and some chapters are available online

**RECOMMENDED READINGS AND VIDEOS:**


Callahan, M. & Kelley, P. *Final gifts: Understanding the special awareness, needs, and communications of the dying.*

Irish, D. & Lundquist, K. *Ethnic variations in dying, death and grief: Diversity in universality.* (Death Education, Aging and Health Care Series)

Becvar, D. *In the presence of grief: Helping family members resolve death, dying, and bereavement issues.*

Rofes, E. *The kid’s book about death and dying.*

Becker, E. *The denial of death.*

Thoele, Sue Patton *The mindful woman: Gentle practices for restoring calm, finding balance & opening your heart.*


Life of Harry Midows *Honeymoon 1973* VA life story project DVD St. Louis, MO

http://collections.ushmm.org/search/catalog/irn180724

*Departures* (2009) Yojiro Takita DVD

**RECOMMENDED MUSIC:**

Stanley, R. “O death.” *O brother, where art thou?* CD 2000

“Lay me down.” *The east village opera company*. CD 2005

Krauss, A. “Get me through December.” *A hundred miles or more*. CD 2007

Bonoff, K. “Goodbye my friend.” *All my life*. CD 1999

Gill, V. “Go rest high on that mountain.” *When love finds you*. CD 1994


Cass, R “Black Cadillac” *Black Cadillac*. CD 2006

Williams, J. “Hand me down” *The high road home*. CD 2010

Emmanuel, T. “Endless Road” *Endless Road* CD 2004

Cassidy, E. “I know you by heart.” *Songbird*. CD 1998

Strauss, “Four Last Songs.” CD
Taylor, J. “Enough to be on your way.” CD

WEBSITE for free Advanced Directives:
Caringinfo.org

VI. ORGANIZATION OF COURSE

The objectives for this course suggest that learning can take place both cognitively and experientially. Class sessions will consist of lecture, writing, task group work with a community project (field experience), group discussion, group exercises/role plays, video presentations, examining the creative arts in healing, and presentations by students. Syllabus may change per Professor, learning is an organic process.

These three community service projects (field experience) give the students a chance to contribute to the community and experience a "living text." The three options are:

A. Dolan Memory Care Homes, B. City Juvenile Detention Center, and C. the Jewish Community Center’s Adult Services. These community projects will give you an experience of direct practice with populations and issues relevant to the curriculum presented by Mary Pat Henehan and Margie Lewitt. The expectation is that you give one direct hour a week to this clinical service experience. This connects our knowledge to the realities and gifts of the community, and the community benefits from the students’ services, gifts, and ideas.

A. The specially trained staff in the Dolan Memory Care Homes deal with dementia and behavior problems that arise in clients with memory challenges. Residents continue to live life to the fullest, engaging in activities that are stimulating. This comforting environment becomes home. Small group activities enhance concentration. This social model is the first of its kind. To learn more visit: dolancare.com. One possible project is to view “Alive Inside” at: www.aliveinside.us<http://www.aliveinside.us/>

Also the Brown Library has a copy “Alive Inside,” after viewing the video implement interviewing families of residents for a music history and then use their music as an intervention to assist with memory and expression of feelings. The staff are also working on a video project. Also there is a Cognitive Stimulation Project that the students could help with. Background check and TB test is needed ahead of the second session. A flu shot is required. The staff members are are: Jan McGillick, MSW, (jmcgillick@dolancare.com) and Sandi Antalick, Director of Activities (santalick@dolancare.com).

B. City Juvenile Detention Center These young people deal with many loss issues. They may have witnessed shootings in their neighborhoods. These youths have to grow up quickly and may have lost their childhood. Drugs and gun violence can be an issue. Groups dealing with loss is what the staff thought might be a good role for us and sees this as a big unmet need. There is a background check that is done on all volunteers. The address is in the city, 3847 Enright, 63108. You can fill out the form there before class begins to help with the paper work ahead of time. The staff we will be working with there are: Kaelan Mayfield, kaelan.mayfield@courts.mo.gov, and Ellen Goldwasser,(Ellen.Goldwasser@courts.mo.gov).

C. Adult Services Department, Jewish Community Center
This site will be a back up if we have more students sign up for the course. The caregiver’s group needs trained leaders and also activities can be created for the participants. You must complete or plan to complete the Alzheimer’s Volunteer course to sign up to serve in this program. The Day
Care Center is located at 2 Millstone Campus Dr. 63146. Ashley Stockman is the Director and Kristen Conrad, the Assistant Director, kconard@jccst.org, 314-442-3248.

Students will work in groups (depending on the number in the class), the individual in the group is expected to do an hour of direct service a week. One-on-one is another option. The group may have more hours in both direct and indirect service hours. A panel of staff from the service projects will present on session 2 to assist in the orientation to the site and begin goal setting.

VII. ROLE OF FACULTY AND STUDENTS

The instructor will be responsible for the learning environment, which will include weekly integration of text book readings, and service project experiences, journal articles, creative art images, and guest speakers. Because learning is an organic process, there may be some changes in the syllabus.

The Teaching Assistant will provide additional perspectives and gives some lectures, help with role plays and provide support to students when needed. Assists with audiovisual material and prepares teaching materials and oversees the service projects.

Students will be responsible for attending class sessions on time, completing reading/writing assignments, and participating in class lectures. Proactive engagement in the learning process is expected, as well as managing personal information (own and others) appropriately.

Participation is mandatory. Assigned readings are to be read prior to class sessions, and students should be prepared to discuss these readings during class. Participation in classroom discussions and exercises will be considered one of the criteria to be used in determining the final grade.

Attendance is mandatory. Absence from class for emergency purposes will be excused ONLY through verbal or e-mail notice before class begins. Students are responsible for all material presented in class. Make-up experiences for missed sessions are expected.

Assignments are due at the beginning of class on the date they are noted due on the syllabus, unless arrangements have been made prior to that time. Half a point will be deducted from papers that are turned in after class has begun.

Fostering professional behavior includes:

1) Being on time to class with assignments. Lateness to class or service project results in deduction of participation points.
2) Respectful interaction with students and faculty.
3) Proactive engagement in the learning process and assignments.
4) Managing personal information (own and others) appropriately.
5) Presenting self at service projects in professional attire and establishing good communication with project sponsors. (Copy myself and TA on emails.)
6) Being open to feedback and supervision that will assist with growth and learning.
7) Maintaining confidentiality and ethical behavior with the clients of the agency you serving with your community project.
VIII. ASSIGNMENTS AND GRADING CRITERIA

Written Assignments
All written assignments (except the mindfulness paper which can be clearly handwritten) must be typewritten, double-spaced, and handed in on the assigned class date at the start of class. All papers must be 12 point with 1 in. margins and APA format when appropriate. **PROOFREAD** all papers prior to turning them in. Points will be deducted for draft papers and grammatical errors. Assignments will be reduced by 5 points, each day late. The day ends at 5pm. All late papers must be arranged with the professor. Hardcopies only will be accepted. Plagiarism or any form of cheating will result in a failing evaluation for the course and notification to the Dean of Academic Affairs. You are encouraged to seek assistance from the Communication Lab for additional guidance.

Students' performance will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindfulness Papers (4 points each)</td>
<td>24</td>
<td>Sessions 2, 4, 6, 8, 10, 12,</td>
</tr>
<tr>
<td>Goals and Plan for Community Project</td>
<td>5</td>
<td>Session 3</td>
</tr>
<tr>
<td>Genogram on Loss with text</td>
<td>10</td>
<td>Session 5</td>
</tr>
<tr>
<td>Write your Obituary</td>
<td>5</td>
<td>Session 7</td>
</tr>
<tr>
<td>Point/Counterpoint Paper or Research paper</td>
<td>20</td>
<td>Session 9</td>
</tr>
<tr>
<td>Community Practice Project Team Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short 2 page paper</td>
<td>20</td>
<td>Session 14</td>
</tr>
<tr>
<td>Participation (Completing Evaluations Included)</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

**Mindfulness Papers:** due **Sessions 2, 4, 6, 8, 10, 12** at the beginning of class for each of the even-numbered sessions, except the final session. The total points are 24, 4 points per paper, a total of 6 papers. Form for the mindfulness paper is the last pages of the syllabus. The purpose is to engage students with the material of the course, stimulate integration of course concepts with service projects, and to encourage creative thinking.

**Goals and Plan for Community Project:** due **Session 3** Three service projects in the community are: (paper work submitted to TA first day of class.)

A. Dolan Memory Homes working with music history of residents is one possibility.
B. City Juvenile Detention Center setting up a group on loss.
C. The Jewish Community Center Adult Services, leading Caregivers Group.

Students work in groups or as individuals, depending on goals.

The service projects serve as a living text throughout the sessions. There will be a final team presentation the second to the last session of the course and a short group paper due session 14.

**Genogram Paper:** due **Session 5**: In 4 pages describe your family’s system of coping with loss or a family you have worked with. You will be graded on the following, you must include:

- personal/family rituals used
- genogram
• personal/family experiences with death & dying
• your thoughts on ability to work with clients who face a loss.
  1. Write about the experiences you personally have had with death and other losses.
  2. How did family organize itself as a system in response to illness and/or loss. What did family members learn from those experiences? What roles did family members play?
  3. You may choose to present your "loss history" in chronological order, in order of importance to you, or in another approach that you choose.
  4. The purpose of this assignment is to stimulate your thinking and awareness about losses you have experienced in the context of your family, your attitudes toward death and other losses, your approaches to coping with such events, and the impact they may continue to have on your life and your eventual social work practice.

Please keep in mind that although this assignment may naturally cause some discomfort or sadness, you are not expected to disclose any subject matter that you choose to keep private. Additionally, you may choose to consider all types of major loss in your life, including not only deaths but also divorce, illness, and other life changes. This paper is worth 10 points.

Your Obituary, due Session 7: Identify what gives your life meaning and purpose.
• What are the values that you hold dear?
• Review what has been significant for you in your life, what your accomplishments have been and what you project them to be.
• You can write this from any age, 100 years of age if that is how you see yourself aging or 30 years of age.
• You might build on your genogram paper and see if there is a trend in your families’ age of death. Insurance companies often use this as a guide to project plans.
• Look at the newspaper sections on Obituaries in different regions to get ideas for your write up.
• This is worth 5 points and in some ways priceless.

Research Interest Paper: due Session 9
In this paper you will focus on: a population, an interest topic to study that relates to end of life, views on death & dying, culture, etc. and a research tool which can be incorporated into this proposed research. This tool (for example a measurement of caregiver stress) can focus on quality of life, caregiver stress, or any death/dying, near death topic. Confirm all paper ideas with the instructor BEFORE you begin writing.
You will be responsible for writing about:
• Population and research area of interest
• Review of Literature
  o Discuss how this tool has been used in the past and the outcomes of this tool
• Methodology (the tool you would use)
  o Discuss the reliability and validity
  o Describe what you would measure and how you would measure
• Possible/speculated findings
  o Discuss possible correlations and/or hypotheses
  o Discuss potential barriers and strengths to implementing this tool into your research (An example of a tool would be a measurement of caregiver stress)
• Conclusion
Discuss a plan on what you would do with your findings
• Discuss plans for publication and what journals you would contact

References
• This paper needs to be 5-7 pages and have no less than 6 peer reviewed journal citations and is worth 20 points. Papers are presented to the class.

OR

Point/Counterpoint Paper: due Session 9
For this paper you will choose a debate topic within the death & dying field (you cannot choose right-to-life/right-to-death). Check with the Professor to confirm your topic before you begin writing. Include:
• Discuss your topic: provide some brief history and background information.
• Discuss your point: include any literature that supports your argument, why your position should be the preferred point.
• Discuss any counterpoints that the opposing side may choose to use to refute your position.
• Include any current/past examples in the media, law, history, etc.
• Include any references.

This paper must be between 5-7 pages and consist of at least 6 peer reviewed journal citations. Papers are presented to the class. This paper is worth 20 points.

Final Presentation and short group paper on your Community Project due session 14
• Plan, goals and objectives
• Information about the site, population, mission
• Outcomes for the project (Some groups have composed a survey)
• Implementation, what assessments did you use (genogram?), did you use art, movement, music or images, etc., name topics or themes you focused on. How did you work as a team? Name obstacles, and how you overcame them?
• Evaluation, follow-up. How could another group build on your work? What concerns arose and how did you address them? What are the learnings for you from the experience?

Participation grade includes leadership and participation in class discussion. The leaders of the discussion need to formulate three questions from the readings and summarize a recommended reading. The role play participation is included in this grade.

Grading: A= 94-100, A- = 90-93, B+ = 88-89, B= 84-87, B- = 80-83, C+ =78-79, C = 74-77, C- = 70-73, D+ = 68-69, D = 64-67, D- = 60-63, F = less than 60
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindfulness Papers</td>
<td>C1, C2, C8 Knowledge, Cognitive and Affective Processes, Values</td>
</tr>
<tr>
<td>Goals and Plan for Community Project</td>
<td>C3, C6, C7, C8 Skills, Values</td>
</tr>
<tr>
<td>Genogram</td>
<td>C1, C2, C7 Knowledge, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Obituary</td>
<td>C1, C2, C6 Skills, Values, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Point/Counterpoint or Research Paper and Presentation</td>
<td>C1, C4, C5, C7, C8 Knowledge, Values, Cognitive and Affective Processes, Skills</td>
</tr>
<tr>
<td>Community Project Paper and Presentation</td>
<td>C1, C2, C3, C4, C5, C7, C8, C9 Knowledge, Values, Cognitive and Affective Processes, Skills</td>
</tr>
</tbody>
</table>

Note, Course Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead discussion of course readings</td>
<td>C1, C2, C4, C6 Knowledge, Skills, Cognitive and Affective Processes</td>
</tr>
<tr>
<td>Participate in Role Plays</td>
<td>C1, C6, C7 Skill, Knowledge, Values</td>
</tr>
<tr>
<td>Study of Prints, tour SLAM Art inspired by death and dying themes</td>
<td>C2, C3 Knowledge, Skill, Values</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Session 1: Jan. 16
- Introduction/Overview/Review Syllabus/Mindfulness Papers
- History of death & dying among cultures & religions
- The family system & the life span.

Required Readings:
1. Chapters 1, 5, Walsh
2. Chapter 1, Kubler-Ross
3. Chapter 1, 2, McBee

Recommended Reading:

Session 2: Jan. 23
MINDFULNESS PAPER DUE
- Views on death & dying
- Exploring the assessment through narrative therapy.
- Integrating MSW support in the various settings: panel of community project staffs
- DSM & death & dying
**Required Reading:**
1. Chapters 2, 4, Walsh
2. Chapter 2, Kubler-Ross,
3. Chapter 16, Crompton, M. *Children, Spirituality, and religion and social work.* “Communicating about death and loss”
4. Chapter 1, Halifax, “A path of discovery.”

**Recommended Reading:**
6. Chapter 3, 4, McBee

**Session 3: Jan. 30**
**DUE: YOUR QUESTION FOR YOUR PAPER NEEDS TO BE DISCUSSED WITH PROFESSOR**
- DVD, “Running Against the Clock”
- Legacies of Loss
- Clinical interventions with death & dying clients, narrative and systems approaches
- Lecturer: Margie Lewitt, MSW

**Required Readings:**
1. Chapter 3 and 17 in Walsh

**Recommended Readings:**


7. Chapters 5, 6 in Mc Bee

**Session 4: Feb. 6**

**MINDFULNESS PAPER DUE**

- Systematic approaches
- Role plays and skills
- Gender and Mourning
- Ghosts

**Required:**

1. Chapter 6 and 15, Walsh
2. Chapters 7, 8, 9, Mc Bee
3. Pages. 26-43, Brackey

**Recommended:**


**Session 5: Feb. 13**

**DUE: GENOGRAM, TIMELINE WITH TEXT**

- Diversity and guest speaker, Dr. Jack Renard. (TBD)
- Working with terminally ill children/adolescents & their families
- Introduction to Hospice, video, *Letting go*
- Advanced directives

**Required Reading:**

1. Chapters 7, 8 Walsh
3. Chapters, 10, McBee
4. Chapter, 3 Halifax

**Recommended Reading:**


**Session 6: Feb. 20**

**MINDFULNESS PAPER DUE**
- Suicide/unexpected deaths/trauma/gun violence
- Bereavement
- Rituals and healing
- Video, *On our own terms.* Bill Moyers
- Role plays

**Required Reading:**
1. Chapter 16, Walsh
2. Chapter 3, Kubler-Ross

**Recommended Readings:**

**Session 7: Feb. 27**

**DUE: Obituary write up**
- Spirituality
- Spiritual Assessment
- Fetal loss
- Role plays

**Required Reading:**
1. Chapter 9 Walsh
2. Chapter 4, Kubler-Ross

4. Chapters 11, 12, Halifax

**Recommended Reading:**


**Session 8: March 6**

**DUE: MINDFULNESS PAPER**

- Practicing self care/monitoring when working with the terminally ill
- Caregiver stress
- Role Play

**Required Reading:**

1. Section III 373-423, Walsh
3. Chapters 6 & 7, Halifax
4. Chapter 1, Applewhite

**Recommended Readings:**


**Session 9: Mar. 20 DUE: RESEARCH INTEREST OR POINT/COUNTER POINT PAPER**

- Terminal Illness
- Bad News to patients
- Transgenerational trauma
- DVD, “A daughter who needs a mother.”
- Role Play
Required Readings:
1. Chapter 10, Walsh
2. Chapter 5, Kubler-Ross
4. Chapters 8, 9, 10, Halifax

Recommended Readings:
5. Chapter 11 &12, McBee
6. Chapter 40 & 46, Bean (Ed)

Session 10 March 27 DUE: Mindfulness Paper
Meet on Art Hill in Forest Park at the Art Museum (Promptly at 3:15)
Guest Speakers, Susan Weber, MD and Heather Hughes
- Art inspired by death and dying themes in the study rom for prints and drawings, and photographs
  And the Art in the Museum

Required Reading:
2. Chapters 4 & 5, Halifax

Session 11 Apr. 3 Hospice
- Dementia Care
- Paper presentations

Required Readings:
1. Chapter 11 Walsh
3. Chapter 16, Halifax
4. Hay & Kessler Chapter 1 “Changing our thoughts about loss.”
5. pp. 266-267, Brackey “Final Moments.”

Recommended Readings:
11. Huntley, Teresa. Hope and Healing Series: When Your Child Loses a Loved One (Excerpts from Ch. 1, 2 & 5).

**Session 12 April 10**--
- Ethics and service project experience
- Stigmatized Loss
- Video, *Beyond death’s door.*
- Paper Presentation

**Required Reading:**
1. Chapter 12, Walsh
3. Chapters 13 & 14, Halifax

**Recommended Reading:**
Session 13 April 17 DUE: MINDFULNESS PAPER
- Mourning and forgiveness
- Loss and the aftermath of suicide
- Paper presentations

**Required Reading:**
1. Chapter 13, Walsh
2. Chapter on “Forgiving, Letting Go, Moving On” Henehan
3. Chapter 15, Halifax
4. Tenet 1-11, Wolfelt

**Recommended Reading:**

Session 14 April 24
**DUE DUE FINAL PRESENTATION ON COMMUNITY PROJECTS**
- Community Trauma, Killeen, Texas; Virginia Tech, Katrina, Oklahoma City Bombing, the Holocaust, and culture of nursing homes
- Presentation on papers

**Required Reading:**
2. Chapter 13 McBee
3. Chapter 17, Halifax
4. Chapter 5, “A better life” Atul Gawande in *Being Mortal*

**Recommended Reading:**

Session 15 December 5
- Loss of a baby
- What is a good death?
- Sexuality at the end of life
- Feedback on Service Project Presentations

**Required Reading:**
1. Chapter 17 and pp. 428-432 Walsh
3. Chapter 18, 19 Halifax

**Recommended Reading:**
1. Problems Encountered by the Family After the Death of a Baby. AMEND.
4. Chapter 17, Halifax

**General Recommended Reading:**


Fins JJ, Schwager Guest R, Acres CA.


PMID: 11131258 [PubMed - indexed for MEDLINE]
SESSION MINDFULNESS PAPER

NAME: _________________________________________ DATE/SESSIONS #: __________________________

How did this session readings resonate with you? Feel free to critique pro and/or con. Comment on your learning in the previous class.....lecture, speaker, video, exercise, discussion (again positive and/or negative comments are acceptable).

Tell me how you applied a specific idea or skill learned from this week's readings to a personal, a service project, or practicum situation? (Pick two or three examples)

Examples of applications:
• You have greater ability to see strengths and build on them.

• How did thinking about loss assist you this week? Did you find a better metaphor? Use for a ritual?

• Make a better reflection? Create a more thoughtful question?

• Listen a little more for process than content? How do you see the connection between systems and grief?

• Any debate issue that you think is important?

• Any theme for research that attracts you?

• Point out how gender, culture, ethnicity, etc influences thinking?

• Is there a story that would assist you clinically?

• How does art heal? Any images that speak to you?
• Did you practice a skill learned in class?

• Tell me a way in which the material supported and/or challenged your therapeutic thinking.

Record Actual On-Site Service Project Hours:______________