COPING WITH LOSS
SWK 6702
SPRING 2019

COURSE DESCRIPTION

Coping with Loss is an elective for students in either their foundation or advanced year. Loss is a pervasive phenomenon throughout the life cycle. The course is designed to explore aspects of social work practice with clients experiencing loss and grief in a variety of situations. The course builds on psychosocial theories of human development as well as the work of internationally recognized experts in grief and bereavement.

Since society generally associates grief with death, grief that accompanies life events such as separation from home (child welfare), divorce, immigration, retirement, homelessness or chronic illness, are frequently not addressed by clients or professionals. As with all human processes, the grieving processes are intertwined with each individual's place in their life span, their strengths, vulnerabilities, cultural orientations, values and resources.

Knowledge and skills concerning loss, grief and bereavement have been evolving in the helping professions rapidly in the last 30 years. Social work has contributed considerably to this evolution.

The focus of this course is to provide a theoretical base for understanding and addressing the psychosocial aspects of loss, death and bereavement. The use of contemporary knowledge for strengthening the coping skills of grieving individuals, families or groups is emphasized. Areas of study include skills of assessment and treatment which are explored using films and personal and case materials. Strategies and interventions in working with a culturally diverse array of vulnerable populations confronting loss, for whom services and programs need to be planned, are highlighted. The ethical dilemmas of disenfranchised grief@ associated with abortion, AIDS, suicide and physician-assisted suicide, and some stigmatized sexual relationships are also explored**.**

    I.   **Course Objectives:**
       a. Discuss theories that underlie the issues of grief, loss and bereavement
       b. Analyze reactions to bereavement and loss across the life cycle
       c. Examine the impact of culture, ethnicity, and diversity on coping with death
       d. Discuss assessment and treatment of grief reactions
       e. Develop a self-care plan to prevent compassion fatigue/burnout

    II. **Course Competency Outcomes**

This course will help students achieve the following competencies:

Competency 1-Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professional history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate in context.

Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes, and social workers use supervision and consultation to guide professional judgment and behavior.

MEASURE1A- Recognize and manage personal values in a way that allows professional values to guide practice.

MEASURE 1B- Make ethical decisions by applying standards of the NASW Code of Ethics.

MEASURE 1C- Ro tolerate ambiguity in resolving ethical conflicts.

Competency 2- Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. 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 to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels. Social workers present themselves as leaners and engage clients and constituencies as experts of their

experiences, and social workers workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.

III. INSTRUCTIONAL METHODS

Coping with Loss is designed as a lecture/discussion course. Students are expected to actively participate in critical discussions and present relevant material. Films, and professional literature will be used to provide case examples and relevant didactic content.

IV. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that all students will complete the required readings and be prepared for class discussion. Class discussions are meant to enhance the student understanding of content; reading assignments will not be summarized or reviewed in class.

Grades will be weighted as follows:

10% Completion of assigned readings in preparation for class discussion.
15% Class attendance and active participation in class discussion.
75% Written assignments.

V. REQUIRED TEXTS:

Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span*. NY: Columbia University Press. ISBN-13: 978-0231122474.

Stillion, J. M. & Attig, T. (Eds.) (2014). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. ISBN-13: 978-0826171412.

VI. COURSE REQUIREMENTS

Assignment I (due by 5th class session.)

This assignment requires that the student will write a personal reflection paper in which (s)he is asked to consider a situation involving a personal loss This may include but is not limited to termination, immigration, relationship termination, miscarriage, out of home placement, loss of employment, death of pet, incarceration, etc.

Identify and discuss the major emotional components of this loss. What factors influenced the reactions of the grieving individual/family?

Identify the influences of diversity and culture on the experience.

Explain and explore the grief process as it unfolded. What religious, cultural, social understandings of loss helped you to explain/and/or negotiate the experience and the

emotional components of the loss?

This paper is to be written in APA style of writing. You are not expected to use any professional literature in the writing of this paper; it experiential and requires critical reflective thinking.

The following criteria will be used for grading: completeness of the assignment; clarity of thought and communication correctness of the language; ability to apply course content; timely submission and use of APA style writing.

Assignment II (due date 9th session)

In this midterm paper you are asked to select and view a film dealing with death and approved by the professor; this film is the basis of the paper.
> a. Discuss in detail your subjective reaction to the film.
> b. Choose a theme/topic in the film as discussed in class and explore the psychosocial issues involved. What are the psychological, social and spiritual aspects of the loss and grief process? How do your personal and professional values inform the development of your understanding of this theme?
> c. If you were the social worker engaged in work with a client in the film, how would you work with this client? Who is the client? How and why did you choose this person/family/couple as the client? What was the evidence of the client's need for help in negotiating the grief or mourning process?

Assignment III (due date 13th session)

In this final paper, students are asked to develop a programmatic social work intervention, which will help clients cope with loss. Using case material from the previous assignment, students' personal experiences, as appropriate, or another particular category of loss, (i.e. bereavement of widows, parents who have lost children, survivors of violence or natural disasters, loss through a specific illness or disability, retirement or divorce) briefly define and explore the category of loss. Research the category of loss that is defined.

How normally is this loss experienced? Are there cultural, gender, societal or diversity influences? What is the professional caregiver role in this situation? What knowledge is needed to design appropriate, culturally sensitive interventions?

What theories influence the intervention strategies? What modality of support would you choose for this intervention? Individual, family, group or community work? Give reasons for your choice. What supports would you look for in the life space of the grieving individual?

This is a research/practice paper focused on the development of a program that might help many individuals deal with the particular category of loss. This is to be written using APA format. At least five sources are to be cited for this paper.

Late papers are not accepted; tardiness is considered unprofessional behavior. If there is a need to have additional time to submit the work, discuss this with the professor with sufficient time for the professor to make accommodations. Do not wait until the last minute.

VII. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Abby Kelsen, Wilf Campus, *646-685-0118, akelsen@yu.edu*, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter from the Disability Services Office to your professor, immediately.

VIII. E-Reserves (Electronic Reserves)

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**].

1.   Go to your class Canvas page.
2.   Click the link "Library Resources & E-Reserves"
3.   If you wish to access e-reserves from the library home page (library.yu.edu), Please use"wurzweiler" all lower case, as the password. (January 8th, 2019 and forward)
4.   If you have problems accessing e-reserves, please email: **ereserves@yu.edu**.

IX. PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is <u>not</u> plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **<u>FAIL</u>** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

X. HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the
case presentation it can be included if it will not allow for identification.

XI. CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

XII.   COURSE OUTLINE

SESSION 1:   INTRODUCTION TO THE COURSE: PERSONAL AWARENESS

- Contemporary views of death
- Bereavement through the life cycle
- The meaning of loss
- Self-assessment

Required Readings
Attig, T. (2014). Seeking wisdom about mortality, dying, and bereavement. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 1.
Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span.* NY: Columbia University Press. Chapter 2, The grief process; Chapter 3, Resilience and meaning making.
Silverman, P.R. (2013). Lessons I have learned. *British Journal of Social Work, 43,* 216-232.

Suggested Readings:
Barbash, I.J. (2018). Silent space. *JAMA, 320*(11), 1105-1106.
Janssen, J.S. (2015). Deathbed phenomena in hospice care: The social work response. *Social Work Today, 15*(6), 26-32.
Murray, L. Connoly, H. Preston-Shoot & Wigley V. (2008) Constructing resilience: Social workers' understanding and practice. *Health Social Care Community 16(*3), 299-309.

SESSION 2 – THEORIES OF GRIEF AND LOSS: FRAMEWORKS AND MODELS; FACTORS INFLUENCING REACTIONS TO LOSS

- Theoretical perspectives on loss and grief
- Grief as normal process
- The pathologizing of grief
- Impact of loss on spirituality

Required Readings
Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span.* NY: Columbia University Press. Chapter 1, Theoretical perspectives on grief.
Neimeyer, R. (2001) Searching for the meaning of meaning: Grief therapy and the process of reconstruction. *Death Studies* (24), 541-558.
Worden, J.W. (2014). Theoretical perspectives on loss and grief. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 7.

Suggested Readings:
Hamilton, I.J. (2016). Out of hours: Understanding grief and bereavement. *British Journal of General practice, 523.* DOI: 10.3399/bjgp16X687325

Silverman, P.R. (2000) Research, clinical practice and the human experience: Putting the Pieces together. *Death Studies*, 24(6), 469-478

Wilkie, D.J. & Corless, I.B. (2014). Science and practice: Contributions of nurses to end-of-life and palliative care. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 4.

SESSION 3 – ETHICS AND ETHICAL DILEMMAS IN COPING WITH LOSS

- Medical ethics
- Social work ethics
- Ethical dilemmas in end-of-life care

Required Readings
Attig, T. (2014). The ethics of caring for the dying and the bereaved. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 6.

Foster, L.&McLellan, M. (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.

Suggested Readings:
Werth, J.L. Jr. (2014). Legal issues in end-of-life decision making. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 5.

SESSION 4 – TREATMENT APPROACHES

- Psychotherapy for loss and grief
- Group methods of support
- Non-traditional modalities for coping with loss and grief

Required Readings
Bertman, S. (2014). Using the arts and humanities with the dying, bereaved…and ourselves. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 18.

Nickrand, H.L. & Brock, C.M. (2016). Culinary grief therapy: Cooking for one series. *Journal of Palliative Medicine, 20*(2), 181-183.

Trueland, J. (2017). Online bereavement support. *Nursing Standard, 31*(34). 22-23.

Suggested Readings:
Caltabino, N. (2008). The effectiveness of a community group intervention program on adjustment to separation and divorce. *Journal of Divorce & Remarriage, 48*(3), 145-168.

Griese, B., Burns, M. & Farro, S.A. (2018). *Pathfinders*: Promoting healthy adjustment inbereaved children and families. *Death Studies, 42*(3), 1340142.

Psaros. C., Kagan, L., Shifren, J.L., Willett, J., Jacquart, J., Alert, M.D., et al. (2015). Mind-body group treatment for women coping with infertility: A pilot study. *Journal of Psychosomatic Obstetrics and Gynecology, 36*(2), 75-83.

SESSION 5 – GRIEF AND CHILDREN

- Grief and loss in childhood
- Interventions for grieving children
- Interventions for parents of grieving children

Required Readings

Goldman, L. (2014). Supporting grieving children. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices*. NY: Springer. Chapter 20.

Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span*. NY: Columbia University Press. Chapter 4, Grief and loss in childhood; Chapter 5, Interventions for grieving children.

Suggested Readings:

Grassetti, S.N., Williamson, A.A., Herres, J., Kobak, R., Layne, C., Kaplow, J.B., & Pynoos, R.S. (2018). Evaluating referral, screening, and assessment procedures for middle school trauma/grief-focused treatment groups. *School Psychology Quarterly, 33*(1), 10-20.

Lytje, M. (2017). The success of a planned bereavement response – a survey on teacher use of bereavement response plans. *Pastoral Care in Education, 35*(1), 28-38.

Sharp, K.M., Barrera, M., Fairclough, D.L., Hogan, N., Russell, C., Keim, M., et al. (2018). Grief and growth in bereaved siblings: Interactions between different sources of social support. *School Psychology Quarterly, 33*(3), 363-371.

Silverman, P.R. & Worden, J.W. (1992). Children's reactions in the early months after parental loss. *American Journal of Orthopsychiatry, 62*(1). 93-104.

SESSION 6 – GRIEF AND ADOLESCENCE

- Grief and loss in adolescence
- Interventions for grieving adolescents
- Interventions for parents of grieving adolescents

Required Readings

Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span*. NY: Columbia University Press. Chapter 6, Grief and loss in adolescence; Chapter 7, Interventions for grieving adolescents.

Keenan, A. (2014). Parental loss in early adolescence and its subsequent impact on adolescent development. *Journal of Child Psychotherapy, 40*(1), 20-35.

Worden, J.W. (2008). Grieving children and adolescents. Lessons from the harvard bereavement study pp 125-137. In K.J. Doka & A. Tucci (Eds) *Living with grief: Children and adolescents*. Washington DC. Hospice Foundation of America.

Suggested Readings:

Andriessen, K., Mowll, J., Lobb, E., Draper, B., Dudley, M., & Mitchell, P.B. (2018). "Don't bother about me." The grief and mental health of bereaved adolescents. *Death Studies, 42*(10), 607-615.

Hansen., D.M., Sheehan, D.K., Stephenson, P.S., & Mayo, M.M. (2016). Parental relationships beyond the grave: Adolescents' descriptions of continued bonds. *Palliative and Supportive Care, 14*, 358-363.

SESSION 7 – GRIEF AND YOUNG ADULTS

- Grief and loss in young adulthood
- Interventions for grieving young adults
- Interventions for parents of grieving young adults

<u>Required Readings</u>
Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span*. NY: Columbia University Press. Chapter 8, Grief and loss in young adulthood; Chapter 9, Interventions for grieving young adults.

Murphy, S.A., Johnson, L., Clark & Weber, N.A. (2002) Coping strategies following a child's violent death: How parents differ in their responses. *Omega Journal of Death and Dying, 45(2), 99-118.*

Wright, P.M. (2015). Adult sibling bereavement. *Illness, Crisis & Loss, 24*(1), 34-34.

<u>Suggested Readings:</u>
Brown, J.M. (2013). Recurrent grief in mothering a child with an intellectual disability to adulthood: Grieving is the healing. *Child & Family Social Work*, 113-122. doi:10.1111/cfs.12116.

Jaffe, J. (2017). Reproductive trauma: Psychotherapy for pregnancy loss and infertility clients from a reproductive story perspective. *Psychotherapy, 54*(4), 380-385.

SESSION 8 – GRIEF AND OLDER ADULTS

- Grief and loss in adulthood
- Interventions for grieving adults
- Interventions for children of grieving adults

<u>Required Readings</u>
Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span*. NY: Columbia University Press. Chapter 10, Grief and loss in middle adulthood, Chapter 11, Interventions for grieving midlife adults, Chapter 12, Grief and loss in old age, Chapter 13, Interventions for grieving older adults.

Silverman, P.R. & Thomson, S. (2018). When men grieve: Widowers' stories of coping with their wives' deaths. *Omega-Journal of Death and Dying, 77*(2), 133-153.

<u>Suggested Readings:</u>
Fried, E.J., Arjadi, R., Amshoff, M., Tuerlinckx, F., Bockting, C., Borshoom., D., Cramer, A.O.J., Epskamp, S., & Carr, D. (2015). From loss to loneliness: The relationship between bereavement and depressive symptoms. *Journal of Abnormal Psychology, 124*(2), 256-265.

Prior, A., Fenger-Gron, M., Davydow, D.S., Olsen, J., Li, J., Guldin, M.B., & Vestergaard, M. (2017). Bereavement, multimorbidity and mortality: A population-based study using bereavement as an indicator of mental stress. *Psychological Medicine, 48*, 1437-1443.

SESSION 9 – GRIEF AND FAMILIES

- Needs of grieving families
- Interventions for grieving families
- Caring for the grieving caregiver

Required Readings
Kissane, D.W. (2014). Family support for the dying and bereaved. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 19.
Stroebe, M. & Schut, H. (2015). Family matters in bereavement: Toward an integrative intra interpersonal coping model. *Perspectives on Psychological Science, 10*(6), 873-379.

Suggested Readings:
Markin, R.D. & Zilcha-Mano, S. (2018). Cultural processes in psychotherapy for perinatal loss: Breaking the cultural taboo against perinatal grief. *Psychotherapy, 55*(1). 20-26.
O'Mallon, M.O. (2014). Bereavement: Exploring perceived social support and family relationship of selected family caregivers. *Journal of Hospice and Palliative Nursing, 116*(5), 304-311.

SESSION 10 – TRAUMATIC LOSS

- Role of social work after disasters
- Unique features of traumatic loss
- Crisis intervention

Required Readings
Parkes, C.M. (2014). Responding to grief and trauma in the aftermath of disaster. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 26.
Pfefferbaum, B., Newman, E. & Nelson, S.D. (2014). Mental health interventions for children exposed to disasters and terrorism. *Journal of Child and Adolescent Psychopharmacology, 24*(1), 24-31.
Rando, T.A. (2014). When trauma and loss collide: The evolution of intervention for traumatic bereavement. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 23.

Suggested Readings:
Heeke, C., Stammel, N., Heinrich, M., & Knaevelsrud, C. (2017). Conflict-related trauma and bereavement: Exploring differential symptom profiles of prolonged grief and posttraumatic stress disorder. *BMC Psychiatry, 17*(118), 1-10. DOI 10.1186/s12888-017 1286-2
Rubin, S.S., Witztum, E. & Malkinson, R. (2017). Bereavement and traumatic bereavement Working with the two-track model of bereavement. *Journal of Rational-Emotive Cognitive Behavior Therapy, 24,* 78-87.
Smid, G. E., Kleber, R. J., Rie, S. M. d. l., Bos, J. B. A., Gersons, B. P. R., & Boelen, P. A. (2015). Brief eclectic psychotherapy for traumatic grief (BEP-TG): Toward integrated treatment of symptoms related to traumatic loss. *European Journal of Psychotraumatology, 6.* doi:http://dx.doi.org.library.capella.edu/10.3402/ejpt.v6.27324

SESSION 11 – DISENFRANCHISED GRIEF AND GRIEVERS

- Definition of disenfranchised grief
- Who are the disenfranchised grievers?
- Grief after life transitions
- Types of disenfranchised grief – pets, divorce, retirement, serious illness, missing person

Required Readings

Jordan, J.R. (2014). Grief after suicide: The evolution of suicide postvention. In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 25.

Mohanti, B.K. (2017). Grieving the loss of a pet needs the health system recognition. *Journal of Social Work in End-or-Life & Palliative Care, 13*(4), 215-218.

Patlamazoglou, L., Simmonds, J.G., & Snell, T.L. (2017). Same-sex partner bereavement: Non-HIV-related loss and new research directions. *Omega – Journal of Death and Dying*, 1 19. DOI: 10.1177/0030222817690160.

Snow, R. (2017). Bereavement without a death. *BMJ, 357*. doi: 10.1136/bmj.j2012

Ventriglio, A. & Bhugra, D. (2017). Frozen bereavement. *International Journal of Psychiatry, 63*(4), 285-286. DOI: 10.1177/0020764017693031

Suggested Readings:

Aloi, J.A. (2011). A theoretical study of the hidden wounds of war: Disenfranchised grief and the impact on nursing practice. *ISRN* Nursing,10. doi:10.5402/2011/954081

Bailey, E., Krysinska, K., O'Dea, B. & Robinson, J. (2017). Internet forums for suicide: A cross sectional survey of users. *Crisis, 38*(6), 393-402.

Gray, J.A. & Abendroth, M. (2015). Perspectives of US direct care workers on the grief process of persons with intellectual and developmental disabilities: Implications for practice. *Journal of Applied Research in Intellectual Disabilities, 29*, 468-480.

Valentine, C., Bauld, L., & Walter, T. (2016). Bereavement following substance misuse: A disenfranchised grief. *Omega – Journal of Death and Dying, 72*(4), 283-301. DOI: 10.1177/0030222815625174

SESSION 12 – COMPLICATED GRIEF

- Symptoms of complicated grief
- Risk factors for developing complicated grief
- Interventions for complicated grief
- Spirituality in complicated grief

Required Readings

Ginzburg, Karni, Geron, Y. & Zolomon, Z. (2002). Patterns of complicated grief among bereaved parents. *Omega Journal of Death and Dying, 45(2)* 119-132.

Klingspon, K.L., Holland, J.M., Neimeyer, R.A., & Licktenthal, W.G. (2015). Unfinished business in bereavement. *Death Studies, 39*, 387-398. DOI: 10.1080/07481187.2015.1029143

Neimeyer, R.A. (2014). Treating complicated bereavement: The development of grief therapy. In J. M. Stillion & T. Attig, T. (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 22.

Suggested Readings:

Kliem, S., Lohmann, A., Moble, R., Kroger, C., Brahler, E., & Kersting, A. (2018). The latent nature of prolonged grief – a taxometric analysis: Results from a representative population sample. *Psychiatry Research 260*, 400-405.

Neimeyer, R.A. & Burke, L.A. (2017). Spiritual distress and depression in bereavement: A meaning-oriented contribution. *Journal of Rational-Emotive Cognitive Behavior Therapy, 35*, 38-59. DOI 10.1007/s10942-017-0262-6

Newsom, C., Schut, H., Stroebe, M.S., & Wilson, S. (2016), Initial validation of a comprehensive assessment instrument for bereavement-related grief symptoms and risk of complications: The indicator of bereavement adaptation. *PLoS ONE11(*10): e0164005. doi:10.1371/journal.

SESSION 13 – CULTURE AND AFTER DEATH RITUALS

- Cultural manifestations of grief and loss
- Impact of culture on responses to loss and grief
- Culture as protective or risk factor
- Death rituals and coping with loss

Required Readings

Doka, K.J. (2014). Spirituality: *Quo Vadis?* In J. M. Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 17.

Hardy- Bougere, M. (2008). Cultural manifestations of grief and bereavement: A clinical perspective. *Journal of Cultural Diversity*, 15(2),66-69.

Suggested Readings:

Dilmac, J.A. (2018). The new forms of mourning: Loss and exhibition of the death on the internet. *Omega—Journal of Death and Dying, 77*(3) 280–295. DOI: 10.1177/0030222816633240

Harris, J., Hook, M., & English, S. (2006). Different faiths, different perception of public tragedy. In M.E. Lattanzi-Licht & K.J. Doka, K. (Eds.). *Coping with Public Tragedy*. Washington, D.C. Hospice Foundation of America.

Rosenblatt, P.(2007). Grief: What we have learned from cross-cultural studies. In K. Doka, (Ed.). *Living with grief: Before and after the death*. pp. 123-137.

SESSION 14 – CAREGIVER STRESS AND CONCERNS; SELF-CARE

- Bereavement overload
- Compassion fatigue
- Prevention of burn-out
- Development of self-care plan

Required Readings

Hooyman, N. & Kramer, B. (2008). *Living through loss: Interventions across the life span*. NY: Columbia University Press. Chapter 14, Professional awareness and self-care.

Vachon, M.L.S. (2014). Care of the caregiver: Professionals and family members. In J. M.

Stillion & T. Attig, (Eds.). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices.* NY: Springer. Chapter 27.

Suggested Readings:

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