## LOYOLA UNIVERSITY CHICAGO

**School of Social Work**

**EXEMPLAR SYLLABUS**

**Course Title: Loss, Grief, and Dying Well: Coping with Life Transitions**

**Course Number: SOWK 735**

**Course Prerequisite(s):** Completion of all 500 level courses

**Semester/Year:**

**Class Time**: TBA by Section

**Class Location:** TBA by Section

**Instructor:** TBA by Section Instructor

**Office Location:**  TBA by Section Instructor

**Office Hours:**  TBA by SectionInstructor

**Phone:** TBA by SectionInstructor

**Email:**  TBA by Section Instructor

**COURSE DESCRIPTION**

Loss and grief are core concerns in nearly every clinical situation that social workers address and a large part of what it means to be human and to form compassionate connections. Loss occurs throughout the life cycle from minor daily occurrences and events to larger life events such as losing a child, a friend, or a parent through death. Death is a primary loss, but other losses include divorce, job loss, safety/security as a victim of crime, aftermath of a large scale disaster, and acute illness. Some losses are normative and sanctioned by society such as death at older ages, but some are non-normative and less accepted, such as death by suicide or assisted death. Grief and bereavement are processes that can lead to healthy readjustment or can result in complicated and traumatic grieving. This course will help students acquire skills in helping clients transition through grief and death experiences.

This course builds on knowledge of direct practice, human behavior theory, life span development and cultural diversity. Students will explore various theoretical models about loss and grief and also learn about working in organizations dedicated to care for the dying such as hospice and palliative care. Students will reflect on personal understandings of loss and grief. This course will take a strengths and resiliency approach to coping with life transitions.

**RELATIONSHIP TO OTHER COURSES**

This course is an advanced year course that draws on material from the foundation year. Thus all 500 level courses should be completed prior to enrollment.

**LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES**[[1]](#footnote-1)

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this course, each student shall demonstrate competency in:

**2.1.1 Identify with the social work profession, its mission and core values, and conduct oneself accordingly.**

**Advanced PB:** Demonstrate advanced professional use of self with client(s).

 **Assignments:** Reflection Paper, Quiz, Personal Loss Lifeline and Reflection

**2.1.2 Define and apply social work ethical principles to guide professional practice.**

**Advanced PB:** Articulate their process of ethical decision-making in their work with client systems, distinguishing between personal and professional ethics, values, and behaviors.

 **Assignments:** Reflection Paper, Quiz, Major Critical Review Paper, Personal Loss Lifeline and Reflection

**2.1.3 Apply critical thinking to inform and communicate professional judgments.**

**Advanced PB:** Demonstrate critical thinking by communicating their professional judgment using oral and written communication as appropriate to the practice setting.

 **Assignments:** Reflection Paper, Loss Experience Paper, Quiz, Major Critical Review Paper, Personal Loss Lifeline and Reflection

**2.1.4 Engage diversity and difference in practice.**

**Advanced PB:** Engage client systems in diverse settings to challenge oppression, discrimination, and privilege at the societal, institutional, and personal level.

 **Assignments:** Reflection Paper, Loss Experience Paper, Personal Loss Lifeline and Reflection

**2.1.5 Advance local and international human rights and social and economic justice.**

**Advanced PB:** Use knowledge of the effects of oppression and discrimination on clients and client systems to guide treatment planning and intervention.

 **Assignments:** Quiz, Major Critical Review Paper

**2.1.6 Engage in research-informed practice and practice-informed research.**

**Advanced PB:** Use practice experience with clients to inform the formulation of researchable questions to enable them to become more evidence-informed in selecting interventions, particularly with diverse and marginalized clients.

 **Assignments:** Quiz, Major Critical Review Paper, Personal Loss Lifeline and Reflection

**2.1.7 Apply knowledge of human behavior and the social environment.**

**Advanced PB:** Select diverse theories of human behavior and the social environment to guide clinical practice.

 **Assignments:** Reflection Paper, Quiz, Major Critical Review Paper, Personal Loss Lifeline and Reflection

**2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

2.1.10a Engagement

**Advanced PB:** Demonstrate sensitivity to the interpersonal dynamics and cultural/contextual factors that can both strengthen and potentially threaten a therapeutic alliance.

2.1.10b Assessment

**Advanced PB:** Select and modify social work interventions based on ongoing assessment with their clients.

2.1.10c Intervention

**Advanced PB:** Demonstrate the use of specific and appropriate techniques for a range of presenting problems they have identified in their psychosocial assessment of the client.

2.1.10d Evaluation

**Advanced PB:** Evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.

 **Assignments:** Quiz, Major Critical Review Paper, Personal Loss Lifeline and Reflection

**CRITERIA FOR GRADING**

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

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| **Letter Grade** | **Description** | **Grades and Values** |
| **A** | Overall performance is **Exceptional** | A 4.00 96-100%A- 3.67 92-95% |
| **B** | Overall performance is **Good** | B+ 3.33 88-91%B 3.0 84-87%B- 2.67 80-83% |
| **C** | Overall performance is **Acceptable.** Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course. | C+ 2.33 76-79%C 2.0 72-75%C- 1.67 68-71% |
| **D** | Overall performance is **Poor - s**tudent must retake course. | D+ 1.33 64-67%D 1.0 60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. See Student Handbook. | F 0 Below 60% |
| **I** |  At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. **See Student Handbook.** |

**THE UNIQUENESS OF THIS COURSE**

This course is not only for the social worker, or the potential Hospice or medical social worker. It is for everyone who must face the inevitability of death, and, of course, we all must. It is a course that examines religious, medical, cultural, and spiritual approaches to and perceptions about the processes of dying, surviving, recovering, and healing. It is a course about and for you. It is about all of us. It is for all of us. *The instructor reserves the right to add articles or chapters to highlight particular discussions as the course continues.*

**Reading assignments**

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**Required Texts**

Hooyman, N. R. & Kramer, B. J. (2006). *Living through loss: Interventions across the life span*.

 New York: Columbia University Press.

Winokuer, H. R. & Harris, D. L. (2012). *Principles and practice of grief counseling*. New York: Springer.

**Recommended Texts**

Altilio, T. & Otis-Green, S. (Eds.). (2011) *Oxford Textbook of Palliative Social Work*. New York, NY: Oxford University Press.

Byock, I. (2012). *The best care possible: A physician’s quest to transform care through the end of life.* New York: Avery/Penguin

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

Butler, K. (2013). *Knocking on heaven’s door: The path to a better way of death*. New York: Scribner.

Callanan, M., & Kelley, P. (1992). *Final gifts*. New York: Simon & Shuster.

Lischer, R. (2013). *Stations of the heart: Parting with a son.* New York: Knopf Press. (About grief when an adult son dies too young)

Rando, T. A. (1998). *Treatment of complicated mourning*. Champaign, IL: Research Press.

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date indicated on the course syllabus. All assignments have mandatory due dates. Students may request a one week extension under extenuating circumstances. After one week if the assignment is not received, zero points will be assigned. Assignments submitted after those dates may receive an appropriate reduction in grade.

The total number of points for all the assignments and class activities is 100 points. The points are distributed as follows:

1. Reflection Paper Due Week 3 20 points
2. In-Class Quizzes 20 points
	1. Due Week 6 10 points
	2. Due Week 11 10 points
3. Loss Experience Due Week 8 20 points
4. Final Paper Due Week 13 35 points
5. Class Participation 5 Points

**Assignment One: Reflection Paper**

Due: Week 3 || 20 points

**Objective:** One of the underlying principles of this course is that it is important for social workers working with clients who are experiencing grief and bereavement to be aware of their feelings, thoughts, and attitudes about the subjects of death, dying, and loss. The objective of this reflection paper is to provide a stimulus for those students who have not yet formulated or organized these ideas and feelings into a cohesive and meaningful manner. For those students who have already dealt with the subjective meaning of death, dying, and loss, this paper will provide further opportunity to refine, integrate, and consolidate those feelings and thoughts.

Below are some questions that will serve as a guide and basis for writing this reflection paper.

You are asked to use the questions below as a frame of reference for developing a clear and helpful understanding of experiences and reactions to grief and loss.

**Area of Focus**

1. What was the most painful feeling you had around the experience of loss (divorce, separation, death of a loved one or a pet, relocation)? What were the circumstances? Why was it so painful? How did you cope with the pain of that loss? How was the situation resolved? How do you feel now about that past loss?
2. Of all the important persons in your life at this time, whose death would be the most painful and difficult to accept and to handle? Why?
3. Describe the first funeral you attended. Who died? How old were you? What were your reactions to this experience with death? How do you feel about attending funerals now?
4. Describe the most recent death or loss experience you have had. Who was involved in the situation? What were your feelings related to that experience? How did you express your feelings at the time? Have you resolved the traumatic aspects of this situation? If not, how do you propose to cope with these feelings?
5. Based on your responses and reactions to the above questions, how do they relate to your current views, beliefs and attitudes regarding death? Address how these experiences might have contributed to your thoughts about the meaning of death, how death relates to life, theological, religious, spiritual views of death, heaven, hell, etc. Where are you personally with the issue of death? Are you accepting of death or are you afraid of death?
6. Explore how you cope with losses in your current life. How will this impact your work with clients who are grieving a loss?
7. Identify specific areas or types of clients, related to grief and loss, where it may be difficult for you to provide help or services. Why are they difficult? How will you confront these issues as a social worker? **Everyone should complete this question.**

The above questions should serve as a frame of reference for more effectively understanding your own feelings and thoughts about death, dying and loss. You are ***not expected*** to write about ***all of the above*** areas of focus, just choose one or two that resonate for you. Remember that many of our clients will be struggling with these same questions as they cope with loss and death issues.

This reflection paper should be typewritten and double-spaced, and accompanied by a cover page. References or footnotes are not required. Length of paper may vary depending on written responses of the student, but should be from 5-6 pages minus title page. Use APA style and headings.

**Evaluation:**

This reflection paper is worth 20% of your total grade. Your grade will be based on the clarity

of the expression of your thoughts and feelings and the meaningfulness of the content as it

relates to the subject, as well as the ability to fully explore areas as selected by the student.

**Assignment Two: In-Class Quizzes**

Due: Weeks 6 and 11 || 10 points each, 20 points total

Each quiz will cover lectures, discussions, and assigned readings. Together these are worth 20% of your grade, 10% per exam.

1. One examination will occur in Week 6, covering material from weeks 1-5.
2. One in-class examination will occur in Week 11, covering weeks 6-10.

**Assignment Three: Loss Experience**

Due: Week 8 || 20 points

**Objective:** You will participate in one experience from the following list or suggest one to me:

* Visit a hospice, nursing care facility
* Visit a cemetery
* Visit a funeral home
* Visit the coroner’s office
* Visit an art museum (LUMA, Art Institute) and discuss a work of art regarding loss. This option will also require that you research the piece of art instead of speak with a professional—unless there is a docent available who is knowledgeable about it.
* Volunteer on a suicide hotline
* Volunteer at a homeless shelter

Write a brief summary of the activity you chose and *what you learned* from it. This should be a new experience rather than a reworking of an old experience. This paper should also reflect your interaction with a professional or a volunteer. If professionals are involved, in what way do they work towards healing for the individual or family? If volunteers are involved, how did they choose to do this work? How do they interact with clients in healing ways? What comfort level did you experience? What did you learn overall? How well does the agency/institution help clients? Length of paper should be 4-5 pages, not including title page.

**Evaluation:**

This paper is worth 20% of your total grade. Your grade will be based on the clarity of expression of your thoughts and feelings and the depth of your evaluation.

**Assignment Four: Final Paper**

Due: Week 13 || 35 points

**Option A. Major Critical Review paper**

The purpose of this assignment is for you to critically review the current literature regarding a topic that is central to the objectives of this course. For example you may want to compare and contrast cultural variations in beliefs or practices related to grief. Or you could investigate evidence for and against the grief work hypothesis. Or you could critically review current theories of grief, mourning, or bereavement and discuss your theoretical preference and the rationale for your choice.

*The task:*

1. Select a topic central to the objective of this course. Explain what drew you to this topic.
2. Write a thorough critical review of the literature relevant to your chosen topic. You should discuss what we know and do not know about the topic, providing evidence for and against your conclusions.
3. Conclude your paper with a discussion of the 1) gaps in the literature, 2) limits of prior research on the topic, 3) suggestions for future research, and 4) implications for social work practice.
4. Submit a 10 page paper (not including Title or Reference pages) written in APA style. Ten references minimum. All review papers will be checked online for plagiarism.

**Option B. Personal Loss Lifeline and Reflection:**

The purpose of this assignment is to heighten your awareness of your personal losses and grieving style, to provide you with the opportunity to personally relate to the course readings, and to help you identify the ways in which these personal experiences may affect your practice. This is different from the first reflection paper as it will be of far greater depth and more encompassing.

1. Construct a loss lifeline. There are many timelines available online that you may use or you may create your own in a way that makes sense to you. Construct a personal loss lifeline that identifies calendar years (beginning at birth) for all significant losses that you can recall. This should include both death-related and non-death-related losses. You should identify your date of birth and also you age at the time of each loss on your loss lifeline. This must be submitted with final paper.
2. Reflect on the loss lifeline. Once you have identified each loss, take some time to explore each loss by thinking about what was happening at the time and how you responded to each loss. You might consider the following questions: What do you remember about the loss experience? What did you feel, and how did that change over time? How did you cope? How did you grieve? How did others in your environment respond to your grief and how did that affect your experience? To what extent are you still experiencing grief, and where are you at in the process?
3. Make connections to course reading and content. Reflect upon the ways in which your experience with loss and your grief response relate to the course reading in terms of your age and development, the way you coped with your loss, and how you grieved over time (i.e., relate it to theories of grief and theories of coping with grief). Determine your grieving style or any patterns you notice in how you respond to loss. Think about related research areas to explore.
4. Use the following section headings in a 10-page report (not counting title or reference pages) to address the following:
	1. ***Brief summary of losses*:** Summarize your losses, noting the types and scope of losses you experienced (1-2 pages)
	2. ***Relevance and connection to course readings and content*:** The major portion of your paper (7-8 pages) should describe ways you made connections to course readings and content (cite relevant readings that relate to your experience, your age, level of development, coping response, how you grieved, and theories of grief). Identify which theoretical framework most closely resembles your experience, providing evidence for your conclusions. Cite at least **five** course readings or materials used in class. In addition, locate **three research articles** related to one of your particular losses. How did the readings or course content illuminate your loss/grief experience?
	3. ***Professional implications*:** Reflect on the extent to which your own losses may affect how you relate to grieving clients and the extent to which they may influence your ability to be present and unbiased. (Are there particular client situations that may be challenging? Have you identified any unresolved grief that may need to be addressed before you work with clients who are grieving? This should be 1-2 pages.

This assignment should take you beyond Assignment one, so that you integrate your learning from class and reach a new synthesis or understanding.

**Option C. Self-Directed Proposal**

Students often have a wide variety of interests. This project offers you the opportunity to design your own major assignment for this course. It may include developing an age-appropriate therapeutic tool, facilitating a group related to grief and evaluating the group, or studying some other type of intervention.

You will need to draft a detailed written proposal and present this to me. The proposal should in some way be related to course objectives. All proposals must be approved by the instructor.

**Evaluation:** These papers are worth 35% of your grade. Evaluation will be based on clarity and organization of your paper and level of engagement with chosen topic.

**Late Assignments**

Late assignments will be reduced by one letter grade for each day late unless prior approval is given by the instructor.

**COURSE SCHEDULE**

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| **Class 1** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Introduction: Grief as a response to loss*** Introduction to each other
* Overview of the course
* Types of Loss
* Attitudes and societal response to loss/grief
 |
| **Required****Readings** | Murray, J. A. (2001). Loss as a universal concept: A review of the literature to identify common aspects of loss in diverse situations. *Journal of Loss and Trauma, 6*, 219-241.Nowinski, J. (2012). The New Grief-Psychotherapy networker-http://www.psychotherapynetworker.org/apa-continuing-education/1331-the-new-grief-Online  |

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| **Class 2** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Theoretical Perspectives on Grief*** History of dying in the US
* Self-Awareness of personal losses
 |
| **Required****Readings** | Hooyman & Kramer, Introduction and Chapter 1Winokuer & Harris, Chapter 2 and Chapter 7Bern-Klug, M., Gessert, C., & Forbes, S. (2001). The need to revise assumptions about the end of life: Implications for social work practice. *Health and Social Work, 26*(1), 38-48.Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss, just as all losses require change. *Australian Social Work, 58*(2), 167-177.  |

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| **Class 3** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **The Grief Process, Complicated Grief, Continuing Bonds*** Tasks of grief, dual process model, resiliency model
* See NASW Standards for End-of-Life Care
 |
| **Required****Readings** | Hooyman & Kramer, Chapters 2 and 3Winokuer & Harris, Chapter 3Boss, P. (2007). Ambiguous loss theory: Challenges for scholars and practitioners*. Family Relations, 56*(2), 105-111.Paletti, R. (2008). Recovery in context: Bereavement, culture, and the transformation of the therapeutic self. *Death Studies, 32*(1), 17-26.Kubler-Ross (2000). What is it like to be dying? *American Journal of Nursing, 100*(10). 96AA-96II. |
| **Assignments Due:** | Reflection Paper Due |

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| **Class 4** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Loss experience in childhood*** Developmental considerations
* Interventions for grieving children, rituals, play therapy
 |
| **Required****Readings** | Hooyman & Kramer, Chapters 4 and 5Winokuer & Harris, Chapter 4Heath, M., Leavy, D., Hansen, K., Ryan, K., & Lawrence, L. (2008). Coping with grief: Guidelines and Resources for Assisting Children, *Intervention in School and Clinic, 43*(5), 259 269. Salloum,A., & Overstreet, S. (2008). Evaluation of individual and group grief and trauma interventions for children post disaster. *Journal of Clinical Child & Adolescent Psychology, 37*(3), 495–507. |

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| **Class 5** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Loss experience in adolescence*** Nature of adolescent grief, suicide, gang violence
* General interventions, interventions related to specific losses
 |
| **Required****Readings** | Hooyman & Kramer, Chapters 6 and 7Winokuer & Harris, Chapter 6Williams, A., & Mertens, M., (2009). Adolescents online social networking following the death of a peer. *Journal of Adolescent Research, 24*(1), 67-90.Schultz, L. (2007). The influence of maternal loss on young women’s experience of identity development in emerging adulthood. *Death Studies, 31*, 17-43. |

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| **Class 6** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Loss experience in young adulthood*** Death of an infant or child, birth of a child with disabilities
* Support groups and other interventions
 |
| **Required****Readings** | Hooyman & Kramer, Chapters 8 & 9Peterson, S., & Rafuls, S. (1998). Receiving the scepter: The generational transition and impact of a parent death on adults. *Death studies, 22*, 493-524.Reilly-Smorawski, B., Armstrong, A., & Catlin, E. (2002). Bereavement support for couples flowing death of a baby: Program development and 14-year exit analysis. *Death Studies, 26,* 21-37.Knight, C & Gitterman, A. (2014). Group work with bereaved individuals: The power of mutual aid. Social Work (advanced access, p.. 1-8).  |
| **Assignment Due:** | Quiz covering lectures and readings from Classes 1-5 |

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| **Class 7** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Culture and end of life care*** Cultural beliefs about illness and health
 |
| **Required****Readings** | Winokuer & Harris, Chapter 8Cacciatore, J., & Ong, R. (2011). Through the touch of God: child death and spiritual sustenance in a Hutterian colony. *Omega, 64*, 3, 2011-2012.Klass, D. (1999). Developing a cross cultural model of grief. *OMEGA 39*(3), 153-178.Koenig, B., & Gates-Williams, J. (1995). Understanding cultural differences in caring for young patients. *Western Journal of Medicine, 163*, 244-249. See Sakai for articleMystakidou, K., Tsilika, E., Parpa, E., Katsouda, E., & Vlahos, L. (2005).Death and grief in the Greek culture. *OMEGA, 51*(1), 23-34. |

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| **Class 8** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Loss experience in midlife: Divorce, caring for older relatives, caring for a child with a mental illness*** Grief Counseling Techniques
 |
| **Required****Readings** | Hooyman & Kramer, Chapter 10 & 11Winokuer & Harris, Chapter 9Larson, D. G., & Hoyt, W. T. (2009). Grief counseling efficacy: What have we learned? *Bereavement Care, 28*(3), 14-19.  |
| **Assignment Due:**  | Loss Experience Paper due |

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| **Class 9** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Loss experience in later life: Death of a partner, friend, sibling, spouse*** Resurgence of grief, reminiscence and life review
* Narrative therapy techniques, other tools
 |
| **Required****Readings** | Hooyman & Kramer, Chapters 12 & 13Winokuer & Harris, Chapter 10Holloway, M. (2009). Dying old in the 21st Century: A neglected issue for social work. *International Social Work, 52,* 713-Young, E. (2010). Narrative therapy and elders with memory loss. *Clinical Social Work Journal, 38*, 193-202 |

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| **Class 10** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Spirituality and religion in loss and death*** Participating in spiritual conversations
* Spiritual assessment tools
 |
| **Required****Readings** | Nelson-Becker, H., Nakashima, M. & Canda, E. R. (2006). Spirituality in professional helping interventions. In B. Berkman & S. D’Ambruoso (Eds.), *Handbook of social work in health and aging* (pp.797-807). Boston: Oxford Press. Puchalski, C., Ferrel, B., Virani, R., Otis-Green, S., Baird, P., Bull, J., Chochinov, H., Handzo, G., Nelson-Becker, H., Prince-Paul, J., Pugliese, K., & Sulmasy, D. (2009). Improving the quality of spiritual care as a dimension of palliative care: The report of the consensus conference. *Journal of Palliative Medicine, 12*(10), 885-904.Wortman J., & Park, C. (2008). Religion and spirituality in adjustment following bereavement: An integrative review. *Death Studies, 32,* 703-736.Culture and end of life care |

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| **Class 11** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Interprofessional teamwork and settings of care for dying*** Nursing homes, palliative care, and hospice
* Models of cross-disciplinary engagement and consultation
 |
| **Required****Readings** | Bern-Klug, M. (2009). A framework for categorizing social interactions related to end-of-life care in nursing homes. *The Gerontologist, 49*(4), 495-507Kapp, S., & Nelson-Becker, H. (2007). Evaluating hospice services for improvement: A manageable approach. *The Journal of Pain and Palliative Care Pharmacotherapy, 21*(2), 17-26.Nelson-Becker, H., & Ferrell, B. (2011). Social work and nursing: Creating effective collaborations. In Altilio, T. & Otis-Green, S. (Eds.), *Oxford Textbook of Palliative Social Work* (pp. 477-481). New York, NY: Oxford University Press. See Sakai for this chapter.Payne, M. (2009). Developments in end-of-life and palliative care social work: International issues*. International Social Work, 52*, 513-524.Reese, D., & Raymer, M. (2004). Relationships between social work involvement and hospice outcomes: Results of the national hospice social work survey. *Social Work, 49*(3), 415-422. |
| **Assignment Due:**  | Quiz covering lectures and readings from Classes 6-10 |

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| **Class 12** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Creating healing rituals*** Positive dying, working with funeral homes
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| **Required****Readings** | Bern-Klug, M. (2004). The decision labyrinth: Helping families find their way through funeral options. *Generations, 2*, 31-36.Doka, K. (2006). Rituals: how we cope with death and life. *Exceptional Parent, 36*(7), 69.Gerdner, L., Yang, D. Tripp-Reimer, T. (2007). Circle of Life: End of life care and death rituals for Hmong-American elders. *Journal of Gerontological Nursing, 33*(5), 20-29.Panti, M. & Sumiala, J. (2009). Til death do us join: Media, mourning rituals and the sacred centre of the society. Media, Culture, & Society 31(1), 119-135. |

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| **Class 13** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Ethics and Advance Directives*** Diversity in decision-making
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| **Required****Readings** | Winokuer & Harris, Chapter 11Csikai, E. (2004). Advance directives and assisted suicide: Policy implications for 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. See Sakai.Johnstone, M., & Kanitsaki, O. (2009). Ethics and advance care planning in a culturally diverse Society*. Journal of Transcultural Nursing, 20*(4), 405-416.Ko, E., & Lee, J. (2010) Completion of advance directives among Korean American andNon-Hispanic White older adults. *Research on Aging, 32*(5), 618-644. |
| **Assignment Due:** | Major Critical Review Paper or Personal Loss Lifeline and Reflection due |

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| **Class 14** | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by section**  |
| **Topics** | **Hope and Healing*** Professional Self-Care
* Summary of Course – Review and Reflections
 |
| **Required****Readings** | Hooyman & Kramer, Chapter 14.Winokuer & Harris, Chapter 12 & 13Cutcliffe, J. (2004). The inspiration of hope in bereavement counseling. *Issues in Mental Health Nursing, 25*, 165-190. |

1. The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may ***add*** additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments. [↑](#footnote-ref-1)