

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

**Coping with Loss
SWK 6702**

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.

Assignment	Grade Percentage	Due Date
Assignment 1: Personal Reflection Paper	10%	5 th Session
Assignment 2: Midterm	30%	9 th Session
Assignment 3: Final	35%	13 th Session
Class Attendance, Participation & Discussion	25%	Ongoing

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on: Quality, scholarship and timeliness of papers & Quality of class participation.

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

[Redacted]				
[Redacted]	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class perspective, and appropriately challenging assumptions and perspectives	Attends class regularly and [Redacted] to the discussion in the aforementioned ways.	Attends class regularly but [Redacted] to the discussion in the aforementioned ways.	Attends class regularly but [Redacted] to the discussion in the aforementioned ways.
[Redacted]	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed.	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed.	Late to class semi-frequently; misses deadlines.	Late to class frequently misses deadlines
[Redacted]	Demonstrates excellence in communication, int [Redacted]	[Redacted]	[Redacted]	[Redacted]

Texts and Readings for the Course

Required Text

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

3.)

bereavement or support groups, survivors' groups, and individual interventions such as cognitive behavioral or narrative models of intervention.

- i. Discuss your rationale for choosing this evidence-based intervention (10 points)
 - ii. Summarize the major components of the intervention (10 points)
 - iii. Identify cultural and diversity considerations for the intervention based on the situation of loss you have discussed (10 points)
- b.) Choose an existing community program related to your situation of loss that you would recommend and explain why. This might include bereavement programs, hospice, services for veterans of war, or mental health programs that address the situation of loss. You can use a ".org" or the website of an existing program as a reference for this part of your paper.
- i. Discuss your rationale for choosing this program as an intervention in this situation of loss (10 points)
 - ii. Summarize the major components of the intervention (10 points)
 - iii. Identify cultural and diversity considerations for the intervention based the situation of loss you have discussed (10 points)

4.) APA, Grammar and Scholarly Writing (10 points)

a.) Papers should be edited for grammatical errors and will be evaluated based on clarity of thought and critical thinking. This is a scholarly paper and should be written in essay format, which a clear introduction, body and conclusion. Headings may be incorporated into your paper, as permitted by APA guidelines.

b.) All papers must incorporate APA referencing within text using the author, date method. Papers should abide by APA 7th edition guidelines:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

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.

***Grading Rubric for Papers:** Please see page 16 for Rubric

VI. EVALUATION

Students are provided opportunity to evaluate doctoral courses. An evaluation form pertaining to the course and instructor will be conducted on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

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SESSION 2 – CAREGIVER STRESS AND CONCERNS; SELF-CARE

- Bereavement overload
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Required Readings

- Barlé, N., Wortman, C. B., & Latack, J. A. (2017). Traumatic bereavement: Basic research and clinical implications. *Journal of Psychotherapy Integration, 27*(2), 127.
- 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. I., 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 7 – DISENFRANCHISED GRIEF AND GRIEVERS

- Definition of disenfranchised grief
- Who are the disenfranchised grievers?
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- 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. (

Suggested Readings:

- 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 14 – GRIEF AND OLDER ADULTS

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

Required Readings

- 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.
- Wallace, C. L., Wladkowski, S. P., Gibson, A., & White, P. (2020). Grief during the COVID-19 pandemic: considerations for palliative care providers. *Journal of pain and symptom management*, 60(1), e70-e76.

Suggested Readings:

- 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.

the impact on nursing practice. ISRN Nursing,10. doi:10.5402/2011/954081
Andriessen, K.,

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
Carter, L. (2016). *Understanding our role in bereavement. International Journal of Childbirth Education*, 31(4), 28-30.

Christ, G. H., Siegel, K., & Christ, A. E. (2002). Adolescent grief: 'it never really hit me...until it actually happened'. *JAMA: Journal of the American Medical Association*, 288(10), 1269-1278.

Clute, M.A. (2017). Living disconnected: Building a grounded theory view of bereavement for adults with intellectual disabilities. *Omega-Journal of Death and Dying*, 76(1), 15-34.
Corr, C.A. (1993). Coping with dying: lessons that we should and should not learn from the work of Elisabeth Kubler Ross. *Death Studies*, 17, 69-83.

Corr, C.A. & Corr, D.M. (2012). *Death and dying, life and living*, Belmont, CA: Wadsworth.

Degeneffe, C., Lee, G. (2010). Quality of life after traumatic brain injury: Perspective of adult siblings. *Journal of Rehabilitation*, 76(4), 27-36.

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

Doka, K.J. (Ed.). (2002). *Disenfranchised grief: New Directions, challenges and strategies practice*. Champaign, IL. Research Press.

Doka, K. J. (2004). *Living with grief: Alzheimer's disease*. Washington DC: Hospice q Foundation of America.

Doka, K.J. (Ed) (2007). *Living with grief: Before and after t()JTJETQq0.00000912 0 612 792 reW*nBTF12 11 Tf*

Lewis, M. (2006). Grief, trauma and combat. *The Forum*, July August Sept
Li, J., Stroebe, M., Chan, C.L.W., & Chow, A.Y.M. (2017). The bereavement guilt scale: Development and preliminary validation. *Omega-Journal of Death and Dying*, 75(2), 168-183.

Lorde, Audre. (1980) *The cancer journals*. Argyle, NY: Spinsters, Inc.

Lumb, A.B., Beaudry, M., & Blanchard, C. (2016). Posttraumatic growth and bereavement: The contribution of self-determination theory. *Journal of Death and Dying*, 75(4), 311-336.

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.

MacKinnon, C.J., Smith, N.G., Henry, M., Berish, M., Milman, E., Korner, A., et al. (2014).

Meaning-based group counseling for bereavement: Bridging theory with emerging trends in

Noppe, I. (2000). Beyond broken bonds and broken hearts: The bonding of theories of attachment and grief. *Developmental Review*, 20(4), 514-538.

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.

Parkes, C.M. (2014). Responding to grief and trauma in the aftermath of disaster. In J. M. Stillion

Stroebe, M. & Schut, H. (2015). Family matters in bereavement: Toward an integrative intra interpersonal coping model.

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.

Wright, P.M. (2015). Adult sibling bereavement.