

Course Objectives:

At the end of this course students should be able to demonstrate their ability to apply their knowledge of grief counseling and grief therapy to work with individuals, families, and groups, in brief therapy and educational models of intervention by:

- accurately assessing a client's need for grief counseling or grief therapy and planning an appropriate intervention.
- demonstrating their familiarity with the literature supporting the intervention.
- demonstrating their understanding of the influence of society, race, culture, and spiritual beliefs on clients' attitudes about and behavior relating to loss and death.
- identifying the effect of their own experiences with and/or beliefs about death dying and bereavement on their role as helper.

Course requirements:

Students are expected to be on time for, attend, and actively participate in each class session. If a class is missed due to illness or a personal emergency, the student should contact the instructor prior to class to make arrangements to make up missed material. *Student may fail class if more than 2 classes are missed.*

Students are expected to do assigned readings prior to each class and to actively participate in class discussions and role-plays.

Students are expected to complete written assignments on time, unless they have made alternate arrangements with the instructor prior to the due date.

Textbooks and Readings:

Neimeyer, R. A. (2012). Techniques of Grief Therapy: Creative Practices for Counseling the Bereaved. New York: Taylor and Francis.

Canvas Articles

Assignments

Class participation-20%

Active, thoughtful, regular participation that reflects a critical understanding of the readings and concepts covered in class is required. **Class attendance is required.** More than 2 missed classes will result in a lowered or failing grade for this class.

Assignment #1:

A critical reflection on personal losses

Worth: 25%

Part A: DUE WEEK 2 (10 points)

Create a clear & comprehensive timeline showing your lifelong experience with loss (a wide variety of losses should be shown). Highlight 3-4 loss experiences you consider to be particularly important/meaningful/influential in your life. Can be legibly hand written.

Part B : DUE WEEK 4 (10 points)

Create a short playlist of songs that represent your most important/meaningful/influential loss (es) in some way. Minimum of 3 songs required. Write 1-2 sentences about each song discussing why you chose it. There are no rights of wrongs, nor scholarly resources required here. Email your list to Lara at least a DAY BEFORE CLASS...

Part C: DUE Week 5 OR 6 (80 points)

Write a **6-8 page** paper assessing one of your own significant loss experience(s) and how it/they have shaped you personally and professionally. *Minimum of 6 scholarly references required. AT LEAST 2 of the cited readings MUST be a Neimeyer article or chapter. Scholarly resources must be woven throughout ENTIRE reflection to back up your thinking.*

1. Describe a loss(es) that has been particularly influential in your life (20 points)
2. Assess the impact of your loss(es). *–back up thoughts with scholarly literature (50 points)*
 - Assess the impact on you specifically
 - Assess any impact on the significant people in your life
 - Explore the influence of your culture, family norms, and/or society on your experience of this loss
 - **Utilize established theories on loss & grief to assess your own experience.**
3. Discuss your professional interest in loss and grief and assess how your own losses have helped to shape you professionally. (20 points)
 - Explore how your own loss/grief experiences may constitute both professional strengths and challenges.Quality of writing and robust use of scholarly resources (10 points)

Assignment #2- Worth 25% CHOOSE ONE-DUE WEEK 11 OR 12

CHOICE ONE

Movie Reflection

Rachel Getting Married

Due week 11 OR 12

Use a minimum of 6 scholarly resources. Scholarly resources must be woven throughout entire reflection to back up your thinking.

4-5 pages

After viewing the movie *Rachel Getting Married*, please reflect upon the losses you see in one character and the family as a unit. Answer the following questions.

- A) Assessing Grief of Chosen Character (35 points)
 - What losses has this character suffered?
 - How does the impact of loss manifest in the character you chose to explore?
 - How has loss impacted the family as a whole?
 - How does this family cope with their grief?
- B) Explore this family from the lens of COMPLICATED GRIEF Does this qualify as complicated grief for your chosen character? Yes/no? Why?
ALSO explore this using lens of either ambiguous loss OR disenfranchised grief. (35 points)
- C) Reflect upon the impact of watching this movie on you personally and professionally. (20 points)
 - How did it feel to watch this story unfold?
 - Were issues of countertransference or compassion fatigue be relevant for you?
 - How has this shifted the way you think about working with grieving families?
 - Discuss your plan for growth with grieving families.
- D) Quality of Writing, use of scholarly literature and APA style (10 points)

CHOICE 2

Process Recording

Due Week 11 or 12

Minimum of 6 scholarly references required

1. **Part A**-Process Record a session/part of a session (4-6 pages) with a client, couple, family or group that exemplifies ambiguous loss and/or disenfranchised grief. ALSO explain why this client is/is not experiencing complicated grief in your opinion. Use the column method for this process recording and get comments from your field instructor! Identify any theories/concepts from loss and/or grief literature that you feel (at the time or in hindsight) apply in this situation. (10 points)
2. **PART B** Write 4-5 page paper-supported by scholarly resources from the syllabus (and beyond if you want). Scholarly resources must be woven throughout ENTIRE. reflection to back up your thinking.
 - a. Reflect upon your work in this situation. Discuss your use of grief theory to guide your work from both an assessment and intervention standpoint. Discuss why you see this as ambiguous or disenfranchised grief. (30 points)
 - b. Explore why you handled the situation with this client(s) as you did. Be sure to back your exploration up with literature. If literature did not guide your intervention you may explore what you could do if next time or if given a do-over. (30 points)
 - c. Explore how it felt to do this kind of work during and after the session. Discuss relevant issues of use of self, boundaries, and/or

- countertransference Discuss your plan for professional growth working with grieving clients. . (20 points)
- d. Quality of Writing, use of scholarly literature and APA style (10 points)

Assignment #3-Worth 20%

STUDENT GROUP PRESENTATIONS

ASSIGNED THROUGHOUT SEMESTER-date decided by week 4

Create a 50-60 minute experiential group project (4-5 students for each project)

8-10 scholarly references-include copy of your reference list to everyone

Provide copy of 4-5 local, internet and/or national resources to everyone

Provide full power point slides to Professor as well

- **20 minute POWERPOINT PRESENTATION-(50 points)**
- Briefly explore the kind of losses/grief experienced by your chosen population (i.e.- ambiguous loss related to sexual abuse, traumatic grief, divorce, infertility, grief related to death of a sibling) and how they are impacted by this kind of loss.
- Discuss your chosen point(s) of intervention-individual, family or group based-why it fits the needs of your chosen population.
- Present scholarly support to back up your choice. You may have to adapt evidence from other populations or unrelated to grief, but related to your chosen intervention.
- **20-30 minute EXPERIENTIAL PRESENTATION: (25 points)**
- Select one creative technique, using Neimeyer book as starting point, and teach it to the class. You may NOT choose a technique Lara is already teaching (NO Guided Imagery, Journaling, Collage or Wisdom Groups-sorry)
 - Describe your method of intervention
 - Defend your choice of intervention as it relates to the client(s) specific kind of loss/grief. Use relevant scholarly literature to explore.
 - Discuss any challenges you may face in trying to implement this program
 - Explain the relevance of the specific setting in which this intervention takes place
 - Quality of Presentation (10 points)
 - Quality of Handouts (15 points)
 - Should include-reference list and resource list at a minimum
- ***Creativity is highly encouraged. Make this interesting for us!!! Have fun.***

Assignment #4-Worth 10%

Professional Growth Reflection

1 page –DUE week 13 or 14

Worth-10%

Please answer the following questions. There are no rights and wrongs here. Just be honest and open with yourself. No citations needed here.

1) Discuss your growth over the course of this class. How have you grown personally and professionally? What are you most surprised by? Most proud of? Most concerned about? How will your growth help you professionally? 2) What was your favorite topic(s) from this class and why?

3) List your favorite 3-4 readings. BRIEFLY share why they made an impact on you.

COURSE CONTENT

Week 1: Course Introduction: Loss Through a Life Cycle 1/17/19

- Recognizing Loss Through a Life Cycle
- Grieving from Birth to Death
- Defining Loss, Grief, Bereavement & Mourning
- Understanding Loss in Our Own Lives

*Reading for this class is very important. Readings marked with ** are considered foundational and will help frame that day's discussion so please read them carefully. Active participation in class required that you demonstrate your understanding of each week's reading concepts and this WILL be factored into your class grade. The Neimeyer book is an essential resource for this class and your clinical practice. Chapters are short and full of practical tools. Enjoy it!*

****Hollander, E.M. (2004). Am I Allright? Journal of Loss and Trauma, 9: 201-204.**

Open to Hope-Lara Krawchuk's Interview-Parent Loss-

<http://www.opentohope.com/laura-krawchuk-msw-lcsw-finding-your-way-through-parent-loss/>

Ridenour, A.F., Yorgason, J.B., Peterson, B. (2009). The Infertility Resilience Model: Assessing Individual, Couple, & External Predictive Factors. *Contemporary Family Therapy*, 31:34-51

Week 2: Assessing the Impact of Loss: Individual, Family & Community-1/24/19

- Loss Through the Life Cycle-Impact on the Family
- **Bio Psycho Social Spiritual Assessment of Loss**
- Impact of Culture on Loss and Grief
- Centrality of Loss
- **Loss timelines**

Part A-Assignment 1 DUE

****Gilbert, K.R. (1996). We've Had the Same Loss, Why Don't We Have the Same Grief? Loss and Differential Grief in Families. *Death Studies*, 20: 269—283.**

Gudmundsdottir, M. (2009). Embodied Grief: Bereaved Parents' Narratives of Their Suffering Body. *Omega*, 59(3), 253-269.

****Lytje, M. (2017). Towards a model of loss navigation in adolescence. *Death Studies*, 41(5), 291-302.**

****Neimeyer (2012)-Techniques of Grief Therapy Chapter 1, 2, 47 & 82**

Week 3: Grief Theories: From Historical Foundations to Current Models -1/31/19

- **Attachment and Loss**
- **Freud and psychodynamic theorists**
- **Kubler-Ross and Stage Theories**
- **Dual Process Model**
- **Continued Bonds**

Hendry, C. Incarceration and the Tasks of Grief: a Narrative review. *Journal of Advanced Nursing*, 65(2), 270-278.

****Berzoff, J. (2003). Psychodynamic Theories in Grief and Bereavement. Smith College Studies in Social Work, 73(3), 273-297.**

****Packman, W., Horsley, H., Davies, B, Kramer, R. (2006). Sibling Bereavement and Continuing Bonds. *Death Studies*, 30, 817-841.**

****Stroebe, M. & Schutt, H. (1999). The Dual Process Model of Coping with Bereavement: Rationale and Description. *Death Studies*, 23: 197-224.**

Week 4: Grief Theories: - Contemporary Theory 2/7/19

- **Constructivist Grief Theory-Meaning Making**
- **Continued Bonds**
- **Playlists and Meaning Deconstruction**
- **Meaning Reconstruction**

PART B-ASSIGNMENT 1 DUE

McFerran, K. et al. (2010). Music Therapy with Bereaved Teenagers: A mixed Methods Perspective. *Death Studies*. 34:541-565.

****Neimeyer, R.A., Klass, D. & Dennis, M.R. (2014). A Social Constructionist Account of Grief: Loss and the Narration of Meaning. *Death Studies*, 38(8), 485-498.**

****Neimeyer (2012)-Techniques of Grief Therapy Chapter 1, 14, 38, 42 & 54**

Week 5: Grief Theories: Current Models II -2/14/19

- **Dual Process Model**
- **Neimeyer film-Darla**
- **Journaling and Analogical Listening Techniques**
- **Meaning Reconstruction**
- **Resilience in grief and loss**
- **Spirituality and loss**

ASSIGNMENT 1-PART C DUE DATE OPTION 1

*Bowman, T. (1999). Shattered Dreams, Resiliency, and Hope: “Restorying” After Loss. *Journal of Personal and Interpersonal Loss*, 4: 179-193.

*Neimeyer, R.A. (2012)- **Techniques of Grief Therapy** Chapter 69

*Gerrish, N., Dyck, M. J., & Marsh, A. (2009). Post-traumatic growth and bereavement. *Mortality*, 14(3), 226-244.

Tedeschi, R.G. & Calhoun, L.G. (2006). Time of Change? The Spiritual Challenges of Bereavement and Loss. *Omega*, 53(1-2), 105-116.

Week 6: Ambiguous Loss & Chronic Sorrow 2/21/19

- **Recognizing & Treating Ambiguous Loss**
- **Journaling for Healing**
- **Living Losses**
- **Chronic Sorrow**

ASSIGNMENT 1-PART C DUE DATE OPTION 2

Fishbowl Role Play-Lillia

****READ BOSS & TELL ARTICLES PLUS TWO OTHERS OF INTEREST TO YOU**

**Boss, P. (2010). The Trauma and Complicated Grief of Ambiguous Loss. *Pastoral Psychology*, 59: 137-145.

**Tell, C.S. (1991). Chronic Sorrow: Analysis of the Concept. *Journal of Advanced Nursing*, 16, 1311-1319.

SELECT TWO MORE BELOW-Be prepared to share what you learn with the class

Afifi, T.D. & Keith, S. (2004). A Risk and resiliency Model of Ambiguous Loss in Postdivorce Stepfamilies. *The Journal of Family Communication*, 4(2), 65-98.

Allen, K.R. (2007). Ambiguous Loss After Lesbian Couples with Children Break Up: A Case for Same-Gender Divorce.

Boss, P. & Couden, B.A. (2002). Ambiguous Loss from Chronic Illness: Clinical Interventions with Individuals, Couples and Families. *JCLP/In Session: Psychotherapy in Practice*, 58(11), 1351-1360.

Bocknek, E.L. et al. (2009). Ambiguous Loss and Posttraumatic Stress in School-Age Children of Prisoners. *Journal of Child and Family Studies*, 18: 233-333.

Brown, J.M. (2013). Recurrent Grief in Mothering a Child with an Intellectual Disability to Adulthood: Grieving in the Healing. *Child and Family Social Work*, 21: 113-122.

Bronwen, et all (2002). Chronic Sorrow in the HIV-Positive Patient: Support Issues of Race, Gender, & Social Support. *AIDS Patient Care and STDs*, 16(1), 27-38.

Dziengel, L. (2012). Resilience, Ambiguous Loss, and Older Same-Sex Couples: The Resilience Constellation Model. *Journal Of Social Service Research*, 38(1), 74-88.

Lee R.E. & Whiting, J.B. (2007). Foster Children's Expressions of Ambiguous Loss. *The American Journal of Family Therapy*, 35: 417-428.

Norwood, K. Grieving Gender: Trans-identities, Transition, and Ambiguous Loss. *Communication Monographs*, 80(1), 24-45.

Penzo, J.A. & Harvey, P. (2008). Understanding Parental Grief as a Response to mental Illness: Implications for Practice. *Journal of Family Social Work*, 11 (3), 323-338.

Schneider, K.M. & Phares, V. (2005). Coping with Parental Loss because of Termination of Parental Rights. *Child Welfare*, 84(6), 819-842.

Week 7: Creative Healing Techniques for Grieving Clients 2/28/19

- **The Mind Body Connection**
- **Guided Imagery**
- **Mindfulness**
- **Art Therapy**

STUDENT PRESENTATION

Lara- Guided Imagery with Grieving Clients

**Miles-Mason, E.S. (2005). A Case Study Illustration of Grief Therapy Using Culturally Sensitive, Integrative Techniques. *Graduate Student Journal of Psychology*, 7: 37-46.

**Neimeyer (2012)-Techniques of Grief Therapy Chap. 17, 18 (Krawchuk) , 19, & 20, 58

Recommended readings: Choose 2

Browning, D. (2002). Saying Goodbye, Saying hello: A Grief Sojourn. *Journal of Palliative Medicine*, 5(3), 465-469.

Coholic, D, Lougheed, S., Lebreton, J. (2009). The Helpfulness of Holistic Arts-Based Group Work with Children Living in Foster Care. *Social Work With Groups*, 32: 29-46.

Dayton, T. (2005). The Use of Psychodrama in Dealing With Grief and Addiction-Related Loss and Trauma. *Journal Of Group Psychotherapy, Psychodrama & Sociometry (15453855)*, 58(1), 15-34.

Lister, S., Pushkar, D, Connolly, K. (2008). Current Bereavement Theory: Implications for Art Therapy Practice. *The Arts in Psychotherapy*, 25; 245-250.

Sagula, D. & Rice, K.G. (2004). The Effectiveness of Mindfulness Training on the Grieving Process and Emotional Well-being of Chronic Pain Patients. *Journal of Clinical Psychology in Medical Settings*, 11(4), 333-342.

Stepakoff, S. (2009). From Destruction to Creation, from Silence to Speech: Poetry Therapy Principles and Practices for Working with Suicide Grief. *The Arts in Psychotherapy*, 36; 105-113.

SPRING BREAK 3/7/19

Week 8: Traumatic Losses: Impact and Intervention 3/14/19

GUEST LECTURER-Catherine Revak, MSW, LSW, DSW candidate

- **Trauma, Loss & Grief**
- **Moral Injury**
- **Homicide Losses**
- **Poetry-Slamming Open the Door-Katherine Sheeder Bonanno**

Read Arta, Asaro, Basham and 1 other

****Arta, i.P. (2014). Transparent Assessment: Discovering Authentic Meanings Made by Combat Veterans. *Journal of Constructivist Psychology*, 27(3), 211-235.**

****Asaro, M. Regina. (2001). Working With Adult *Homicide Survivors*, Part II: Helping Family Members Cope With Murder. *Perspectives in Psychiatric Care*. 37 (4), 115-136.**

**** Basham, K. (2008). Homecoming as Safe Haven or the New Front: Attachment & Detachment in Military Couples. *Clinical Social Work Journal*, 36, 83-96.**

Mowell, J. (2017) Supporting Family Members to View the Body after a Violent or Sudden Death: A Role for Social Work, *Journal of Social Work in End-of-Life & Palliative Care*, 13:2-3, 94-112.

Cohen, J.A., Mannarino, A.P. (2011). Trauma Focused CBT for Traumatic Grief in Military Children. *Journal of Contemporary Psychotherapy*, 41, 219-22.

Week 9: Disenfranchised Grief 3/21/19

- **Seeds of Disenfranchisement**
- **Supporting disenfranchised griever**
- **Understanding when grief is complicated**

RACHEL GETTING MARRIED

Read Attig & and two others

**Attig, T. (2004). Disenfranchised Grief Revisited: Discounting Hope, and Love. *Omega*, 49(3), 197-215.

**Bordere, T. borderet@missouri. ed. (2017). Disenfranchisement and Ambiguity in the Face of Loss: The Suffocated Grief of Sexual Assault Survivors. *Family Relations*, 66(1), 29–45.

SELECT and READ 2 OTHERS: Be prepared to discuss with class

Baum, N. (2003). The Male Way of Mourning Divorce: When, What, and How. *Clinical Social Work Journal*, 31 (1): 37-50.

Cudmore, L. (2005). Becoming Parents in the context of loss. *Sexual and Relationship Therapy*, 20(3), 299-308.

Green, L. & Grant, V. (2008). ‘Gagged Grief and Beleaguered Bereavements?’ An Analysis of Multidisciplinary Theory and Research Relating to Same Sex Partnership Bereavement. *Sexualities*, 11(3), 275-300.

Morley, C. & Fook, J. (2005). The Importance of Pet Loss and Some Implications for Services. *Mortality*, 10(2): 127-143.

Nehari, M., Grebler, D. & Toren, A. (2007). A Voice Unheard: Grandparents’ Grief Over Children who Died of Cancer, 12(1), 66-78.

Price, S. K. (2008). Women and Reproductive Loss: Client-Worker Dialogues Designed to Break the Silence. *Social Work*, 53(4), 367-376.

Riebschleger, J.L. (1991). Families of Chronically Mentally Ill People: Siblings Speak to Social Workers. *Health & Social Work*, 16(2), 94-103.

Sofka, C.J. (1999). For the Butterflies I Never Chased, I Grieve: Incorporating Grief & Loss Issues on Treatment with Survivors of Childhood Sexual Abuse. *Journal of Interpersonal Loss*, 4, 125-148.

Walker, J., Archer, J., Davies, M. (2005). Effects of Rape on Men: A Descriptive Analysis. *Archives of Sexual Behavior*, 34(1), 69-80.

Week 10 Complicated Grief 3/28/19

- **Assessing and Treating Complicated Grief**
- **Understanding the Impact of Traumatic Losses**
- **Narrative Retelling**
- **RACHAEL GETTING MARRIED**

Read Jordan, Neimeyer, Shear and one other

Boelen, P.A. (2006). CBT for Complicated Grief: Theoretical Underpinnings and Case Descriptions. *Journal of Loss and Trauma*, 11: 1-30.

**Jordan, J.J. (2001). Is Suicide Bereavement Different? A Reassessment of the Literature. *Suicide and Life Threatening Behavior*, 31(1), 91-102.

**Neimeyer, R.A., Prigerson, H.G., & Davies, B. (2002). Mourning and Meaning. *American Behavioral Scientist*, 46(2), 235-251.

** Neimeyer, R.A. (2012)- **Techniques of Grief Therapy** Chapters 22

**Shear, K.M. (2011). Complicated Grief and Related Bereavement Issues for DSM-5. *Depression and Anxiety*, 28: 103-117.

Shear, M. K. (2010). Exploring the Role of Experiential Avoidance from the Perspective of Attachment Theory and the Dual Process Model. *Omega: Journal Of Death & Dying*, 61(4), 357-369.

Week 11- Supporting Aging Clients through Loss and Grief-4/4/19

- **Caring for Older Adults**
- **Dementia and Loss**
- **Legacy Building**
- **Anticipatory Mourning**
- **End of Life Care**

READ BERZOFF & BOUCHAL AND TWO OTHERS

DUE DATE Option 1-RACHEL GETTING MARRIED/Process recording ASSIGNMENT DUE

STUDENT PRESENTATION

**Berzoff, J. (2008). Working at the End of Life: Providing Clinically Based Psychological Care. *Clinical Social Work Journal*, 36: 177-184.

**Bouchal, S. R., Rallison, L, Moules, N.J., & Sinclair, S. (2015). Holding On and Letting Go: Families' Experiences of Anticipatory Mourning in Terminal Cancer. *OMEGA*, 72(1), 42-68.

Cartwright, C. Hughes, M. & Lienert, T. (2012). End of Life Care for gay, Lesbian, Bi-sexual and Transgender People. *Culture, Health & Sexuality*. 14 (5): 537-548.

Silverberg, E. (2006/07). Introducing the 3-A Grief Intervention Model for Dementia Caregivers: Acknowledge, Assess and Assist. *Omega*, 54(3), 215-235.

**Young, Elizabeth (2010). Narrative Therapy and Elders with Memory Loss. *Clinical Social Work Journal*, 38: 193-202.

Whiting, P. & Bradely, L.J. (2007). Artful Witnessing of the Story: Loss in Aging Adults. *Adultspan*, 6(2), 119-128.

Week 12: Supporting Grieving Children and Adolescents 4/11/19

- **Challenge of Adolescent Grief-Lillia role play**
- **Neurobiology and Loss**
- **Grief in School**
- **Assessment of children Adolescents**
- **Treating Grieving Children and Adolescents**

DUE DATE Option 2-RACHEL GETTING MARRIED/Process recording ASSIGNMENT DUE

STUDENT PRESENTATION-children/adolescents

Read Boyd-webb, Crenshaw, Lytje and one other

**Boyd Webb, N. (2003). Play and Expressive Therapies to Help Bereaved Children: Individual, Family and Group Treatment. *Smith College Studies in Social Work*, 73(3), 405-425.

**Crenshaw, D.A. (2006-2007). An Interpersonal Neurobiological-Informed Treatment Model for Childhood Traumatic Grief. *Omega*, 54(4), 319-335.

**Lytje, M. (2017). Towards a Model of Loss Navigation in Adolescence. *Death Studies*, 41(5), 291-302.

Recommended reading-

Brown, E.J. et al (2004). Facing Fears and Sadness: CBT for Childhood Traumatic Grief. *Harvard Review Psychiatry*, 12(4), 187-199.

Gammonley, D. & Dziegielewski, S.F. (2006). Crisis Intervention Responses to Children Victimized by Terrorism: Children are Not Little Adults. *Brief treatment and Crisis Intervention*, 6(1), 22-35

Goldman, Linda. (2004). Counseling With Children in Contemporary Society. *Journal of Mental Health Counseling*, 26 (2) , p168-187.

Heath, M.A. et al (2008). Coping with Grief: Guidelines and resources for Assisting Children. *Intervention in School and Clinic*, 43(5), 259-269.

Neimeyer, R.A. (2012)- **Techniques of Grief Therapy** Chapters 16, 37, 52, 62 & 63

Saldinger, A., Cain, A.C., Porterfield, K., & Lohnes, K. (2004). Facilitating Attachment between School-Aged Children and a Dying Parent. *Death Studies*. Vol. 28: 915-940.

Werner-Lin, A. & Biank, N.M. (2009). Along the Cancer Continuum: Integrating Therapeutic Support and Bereavement Groups for Children and Teens of Terminally Ill Cancer Patients. *Journal of Family Social Work*, 12(4), 359-370.

Week 13: Healing Techniques for Grieving Clients-Traumatic Losses 4/18/19

- **Creative Healing**
- **Legacy Building**
- **Writing for Healing: Virtual Dream Stories & Corresponding with the Deceased**

STUDENT PRESENTATION-Children/adolescents

STUDENT PRESENTATION-Adults/Older Adults

Foster, T.L, Dietrich, M.S., Friedman, D.L., Gordon, J.E., & Gilmer, M.J. (2012). National Survey of Children's Hospitals on Legacy-Making Activities. *Journal of Palliative Medicine*, 15(5), 573-578.

**An Autoethnographic Inquiry into the Experience of Grief after Traumatic Loss. (2015). *Illness, Crisis & Loss*, 23(2) 93–109.

****Neimeyer (2012)-Techniques of Grief Therapy Chapters 23, 35, 45, 46, 48, 52, 57, 58, 67, 68, 70, 77**

Week 14: Compassion Fatigue & Self-Care for Social Workers/Wrap-Up 4/25/19

- **Compassion Fatigue & Vicarious Trauma**
- **Sustaining Professional Resilience**
- **Healing Wisdom Circle**
- **Wrap up Celebration**

FINAL REFLECTION ASSIGNMENT DUE

STUDENT PRESENTATION

Becvar, D.S. (2003). The Impact on the Family Therapist of a Focus on Death, Dying, and Bereavement. *Journal of Marital and family Therapy*, 29(4), 469-477.

**Moules, N.J., et al. (2007). The Soul of Sorrow Work. *Journal of Family Nursing*, 13 (1), 117-141.

****Neimeyer (2012)-Techniques of Grief Therapy Chapters 92 (Krawchuk), 93, 94**