



**S.W. 617-001**

**Instructors: Sallie Foley and Liz Haas**

**DEATH, LOSS AND GRIEF**

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**Fall 2014 Office Hours:**

**Foley Hours—Wednesdays 8-9 am and 12-1 pm  
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Office Number 2740 SSWB**

**Class Meets:**

**Wednesdays 9:10 a.m.-12-Noon, 3816 SSWB**

"While I thought I was learning how to live,  
I was learning how to die."

Leonardo da Vinci

Life must go on  
And the dead be forgotten;  
Life must go on,  
Though good men die.

Anne, eat your breakfast;  
Dan, take your medicine;  
Life must go on;  
I forget just why.

Edna St. Vincent Millay

". . . more light . . ."

Goethe  
(Last words spoken before dying.)

"Life is measured not by its length, but by its depth."

Mary Fisher

### **GENERAL INFORMATION:**

This course will meet Wednesdays 9:10-12. In class, you will receive:

1. an extensive syllabus;
2. a bibliography on books and articles about death, loss and grief;
3. handouts pertaining to theory and clinical practice with the dying and bereaved.

Sallie's office is at the SSW is Room 2759. Liz's office is also at SSW. Please feel free to make appointments throughout the semester if you have questions or concerns.

### **1. COURSE DESCRIPTION:**

This course will address the theoretical framework of human loss and grief from a culturally and philosophically diverse perspective. Students will be provided with information about why and how humans grieve and how grieving is affected by type of loss, socioeconomic and cultural factors, individual personality and family functioning. Attention is focused on life span development and the meaning of death and loss at different ages. Various types of loss will be discussed from an individual, family, and socio/cultural perspective. The importance of understanding trauma and its relationship to grief and loss will be addressed. Coping and resiliency in loss are explored, emphasizing the diversity of human response and focusing on the significance of social groups in integrating loss. The formation and practice of rituals, and diversity in religious and spiritual experience as a component of coping with loss will be discussed.

### **2. COURSE CONTENT:**

This course will begin with an overview of the historical treatment of death and bereavement in dominant United States culture. Contemporary attitudes about death and grief will be examined in this context and will include the examination of current themes in understanding dying and bereaved persons. Significant attention will be placed on understanding the diversity of reactions to death, loss, and grief within diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). The impact of poverty on dying and bereavement will be discussed, as well as the policy decisions that direct funding as it impacts dying individuals and their families. The ethical debates in the right-to-die movement and social issues about quality of life will also be explored.

Explanatory models for bereavement and grief will be discussed including: psychoanalytic models, attachment models, stress and crisis models, cognitive and behavior models, illness and disease models, sociobiological models, and holistic models. Developmental approaches to understanding chronic illness, and individual and family functioning while dying will be addressed, as well as current standards of care in social work involvement with the dying person and family. The function of health care systems for the dying and funeral care for the dead will be discussed. Social organizations for the dying and bereaved will be explored. Gender differences in grieving, immigration and cultural losses, responses to war and natural disasters will also be discussed. The theory of complicated mourning will be introduced and will be related both to developmental theory and trauma theory. Examples of complicated mourning will be discussed and will include the phenomena of disenfranchised and stigmatized loss. The identification and assessment of symptoms of complicated mourning will be

introduced. Death resulting from violence, like homicide or suicide, and violence in communities and its impact on a person's capacity to grieve will be explored. Counseling the dying and grieving and its impact on the social worker will be discussed, as well as ways that professionals can care for themselves. The special concerns of children and loss will be examined. Aging, grief, and loss will be discussed and current research about losses in aging will be addressed. Posttraumatic stress disorder as a response to traumatized loss will be discussed. This course will also examine broader cultural implications for living with loss, including responses to cultural genocide (both historically and currently). Finally, an exploration into the development of grief responses on an individual and communal level will be made.

### **3. COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Understand the implications for practice and policy of the changing patterns of death/dying in the U.S. regarding socioeconomic status, age, gender, and cultural/ethnic patterns.
2. Understand the different meanings of loss, and the impact of loss on those grieving, on caregivers, and on larger social groups.
3. Identify and describe responses and reactions of the various caregivers (including social workers) to death and loss and the impact of these reactions on client systems.
4. Demonstrate an increased awareness of the medical ethical issues in death and dying.
5. Summarize the different theoretical models for understanding bereavement and grieving.
6. Identify the practical issues and problems that arise for individuals and families following a death or major loss in the family and the significance of social groups in bereavement.
7. Examine the variables impacting mourning e.g. ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) in the experience and expression of grief for the family and/or person facing death and bereavement.
8. Discuss the ways in which violence affects the experience of death or loss, and the impact of layered loss when continually exposed to loss or violence.
9. Identify posttraumatic stress disorder.
10. Discuss dominant themes of complicated mourning, including multiple losses, traumatized loss; disenfranchised or stigmatized loss, cultural genocide and historical transmission of loss.
11. Discuss typical ethical concerns related to death, loss, and grief.

### **4. COURSE DESIGN:**

The instructor will select required and recommended readings. Class format will include lecture, discussion, systems and case analysis, and viewing of videotapes. Written assignments will integrate theory, research, and clinical material. Current and practical applications in the social work setting will be noted when possible.

## **5. RELATIONSHIP TO FOUR CURRICULAR THEMES:**

- Multiculturalism and Diversity Themes will be addressed through the discussion of worker-client differences and power/privilege differentials based on various diversity dimensions. Social system and case examples, possible interventions, and readings will reflect this theme.
- Social Change and Social Justice will be addressed through discussion of differences between problems that are responsive to interpersonal practice interventions and those which result from poverty, discrimination and disenfranchisement and require systemic as well as individual interventions.
- Promotion, Prevention, Treatment, and Rehabilitation will be addressed through identification of ways to provide early intervention, guidance and advocacy within systems, methods of preventing or mitigating later problems in loss and bereavement, and discussion of intervention theories and health care and social policies which support adaptive responses to loss that enhance later adjustment.
- Behavioral and Social Sciences Research will inform this course, drawing especially current research in the following areas: bereavement and complicated mourning, attachment and developmental requirements, response to trauma and maltreatment and resiliency/coping/adaptation.

## **6. RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES**

Social work ethics and values will be addressed in this course using the NASW Code of Ethics. This course will increase awareness of the medical-ethical issues and decision making in death and dying. In addition, students will evaluate ethical issues involved in death and loss, and discuss the impact of the social worker's values and reactions to these issues.

## **7. INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERISTY AND SOCIAL JUSTICE (PODS)**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

Course Statement Approved: Curriculum Committee Meeting Nov. 30, 2006.

## **COURSE REQUIREMENTS:**

1. Good attendance and class participation
2. Completion of nongraded assignments
3. Critique I on Staring at the Sun
4. Critique II on self-help book about death/loss
5. Midterm quiz—open book
6. Final quiz—open book (not cumulative)

7. Paper, additional if you so desire: (10-12 pages) on grief/loss topic (see assignments below)

Requirements #1 through #6 are required activities to be in the B range and only the B range. To have an opportunity to receive a grade in the A range you must also complete requirement #7. Completing #s 1 through 7 does not insure a grade in the A range, it only provides an opportunity for a grade in the A range. For those who elect to do the paper, **due date is November 19, 2014. Please take note. No late papers accepted for final grade.**

**Accommodations for students with disabilities:**

If you need or desire an accommodation for a disability, I encourage you to contact me at your earliest convenience. Many aspects of the course can be modified to facilitate participation and progress throughout the semester. Resources are available (i.e. services for students with disabilities, adaptive technology computing site, etc.) to make learning more effective for you. To the extent permitted by law, the information will be treated as private and confidential.

**Religious Observances:**

Please notify me if religious observances conflict with class attendance or due dates for assignments so that we can make appropriate arrangements.

**Nongraded Assignments:**

**Due: 9-10-14** A three-page (or longer if you desire) paper describing your own feelings and understanding about death and loss. This may include a personal experience with death, or your observations about how others close to you have experienced death. You may also find it useful to look at the ways in which your family has responded to past losses and deaths. Some students begin by describing their earliest memories of death and how it affected them. Try to focus on personal and not theoretical understanding. (Non-graded)

**Due: 9-10-14** A genogram of your family history, noting significant losses. Genogram should highlight denied loss or unresolved loss that you have noted in researching your own family history. This is a non-graded assignment. If you prefer not to do a genogram of your own family, you may use a client's (protecting anonymity) with whom you have worked. (Non-graded)

**Due: 9-10-14** **Note: on all interviews below, explain assignment, obtain permission for Interview, protect confidentiality.**  
Interview one person of your choosing about a loss they have experienced in the past. You should ask their permission, explain that it is for a class and that you would like to ask them about how they coped with a loss they had in their life. Use journalistic style questions (what, when, how, where).  
Ask: how did they cope emotionally and practically (remember Worden's four tasks, remember that there are active and passive ways of coping).  
Ask: did anyone help you cope with this loss? What did they do that was helpful?  
Write up *your experience* of doing the interview in a two-page reflection paper.

- Due: 9-17-14** Ask a colleague, friend, or family member to describe a cultural, religious, or ethnic tradition or ritual that is associated with death and bereavement. For instance, you might ask a Jewish colleague to describe what happens after someone dies and through the first month after the death. Or you might ask a colleague from Asia to describe the funeral and bereavement customs in their country of origin. You may also choose to describe your own religious, ethnic, and cultural traditions or rituals. If you are interviewing someone else, make sure you ask their permission to interview them and tell them that it is for a class. Write up the *description of the traditions* in a two-page paper.
- Due: 9-24-14** Interview an older adult about losses in their life. The older adult must be 55 or over. Ask their permission to interview them, explain it is for a class assignment. Ask: How has loss or death impacted your life?  
What helped you cope with the loss?  
Who helped you get through the experience?  
Looking back, how have your feelings about the loss/death changed over time?  
As you look ahead, what is your greatest concern about the future?  
Do you think very much about your own death? Has your thinking about death changed over the course of your life?  
Write up *your experience of interviewing* an older adult in a two-page reflection paper.
- Due: 10-01-14** Interview a person of any age about the impact of their religion or spirituality on grieving a loss. Ask the person's permission to interview them, explain it is for a class, and explain that we are discussing that religion or spirituality seems to be an important support for some people who are grieving. Ask: Can you remember a loss or death where your religion or sense of spirituality helped you cope with grieving?  
How did it help you?  
If you are part of an organized religion, what does that religion discuss about death, afterlife, and suffering?  
Do you feel that talking about your sense of religion or spirituality when discussing loss is helpful to you?  
Write up *your experience of interviewing* someone about their sense of spirituality or religion in a two-page reflection paper.

**Graded Assignments (all assignments are due on date specified):**

Books read will be part of class discussion on the week the assignment is due.

- Due: 10-08-14** Read Yalom's *Staring at the Sun*. After reading the book, please write 4 or more pages answering the following questions. **Please note, even if the book doesn't specifically address these issues, try to think how the author *would* handle them. Remember the following: an introductory paragraph to your paper telling me what you are writing about; a concluding paragraph; check spelling and grammar; you will lose points for sloppiness; use of third person not "I" throughout your paper (e.g. "This paper will address the use of grief as a way of learning about self..."); no use of bullet points; no slang, jargon or**

**‘blogger-style writing (e.g. avoid language like: “You might think Yalom is just an old guy...NOT! He is a cool as they come...” ). To summarize, this is an academic paper and you are summarizing your thoughts in a critique form :**

What are the possible reactions of the author, friends, and family to news of a life-threatening diagnosis? Or the reactions of author, family and friends to news of a death?

What are three different ways of coping that people might have when facing death or bereavement? When thinking of coping, please use the understanding of coping mechanisms as discussed in class—underlying psychological strategies for preserving a sense of self and not being overwhelmed by loss.

What are the most difficult aspects of the dying process or bereavement?

What role does “social support” play in the process of dying or in bereavement?

How does poverty, discrimination, and social stigmatization affect dying or being bereaved?

Please react and comment on the following statement in light of the book you just read: “Death is inseparable from the whole of human experience; the study of death touches on the past, present, and future.” (DeSpelder and Strickland)

**Midterm Quiz: 10-15-14. Review for test on 10-08-14. Quiz will cover material to this point from DeSpelder, Worden, and class lectures. Quiz is open book, open note.**

**Due: 11-05-14  
(P/F)**

Read and critique a book about grief and loss issues in the larger social context. Loss and death are persistent themes in the world of social work. In addition, there is never any trauma without grief and loss. Poverty, oppression, discrimination, and social injustice all carry within them the experience of grief, loss, and trauma. The purpose of this critique is to understand that issues of loss, death, and bereavement pervade societal structures, public/governmental decisions, and international concerns.

It is important for both macro and IP social workers to understand the experience of loss due to injustice and discrimination on a larger scale. For this assignment please read and critique a book about loss at the community level (‘community’ defined as a group of people larger than a nuclear family). Examples of good books are: *And the Band Played On* (the history of AIDS and societal response in the US), *Mountains Beyond Mountains* (about attempts to influence the international delivery of health care and alleviate poverty—Paul Farmer’s story), *Deadly Consequences* (prevalence of violence in the US). Please let me know the book you are choosing to critique before you begin reading it.

Alternate book selection. Alternative to above assignment must get an ‘okay’ of book from me: Read and critique one (of the many) self-help books available for the dying and bereaved. A book on clinical practice (like Judith Herman’s *Trauma and Recovery*) may be substituted. Please do not select a short children’s book or Eliana Gil’s *Outgrowing the Pain*.

Critique Format:

The critique should be at least four pages in length (longer is fine). The critique should include:

- why you chose this book.
- a brief summary (no longer than a paragraph) of the book
- to what readership or specific group (i.e., grieving parents) this book is directed
- What are the themes of loss, grief, and bereavement that you see reflected in this book
- a discussion of the book's strengths: what you liked about the book as a clinician and what will be helpful about this book for its readership.
- a discussion of possible problematic aspects of one book (i.e., perhaps it is directed at a general public readership but is written in sophisticated clinical terminology; or perhaps the book does not meet its stated goal).
- a general summary of the book's utility as a vehicle to highlight themes of poverty, oppression, discrimination, and social injustice. Any cautions about using this book.

Do not use 'bulleted' lists. Please avoid lengthy quotes or summaries of the book.

**Final Quiz: 11-26-14. Not cumulative. Will cover DeSpelder, Worden and class lectures. Review will be on 11-19-14. Open book, open note.**

**Optional Due 11-19-14** A research paper (10-12 pages) on any aspect of death, loss, or grief. Please choose a topic that is meaningful to you, perhaps discussed in lecture or in your readings, something that you would like to learn about in greater depth. This should be a serious endeavor, where you cite resources that are academic (Men are from Mars/Women are from Venus is not an example of solid scholarly book). Examples might be: adolescent suicide--predictive variables and intervention techniques, or the Hospice movement in the United States; or current legislation in the Right to Die Movement; or Clinical Issues when counseling a dying child; or The Use of Self-Help Groups with the Bereaved (widows, parents of murdered children, etc.); or socioeconomic and ethnic influences on funeral and grief practices; or post traumatic stress disorder and Homicide Bereavement. These are just examples of the multitude of topics.

Remember to narrow your topic in order to achieve a focus that goes deeply enough. For example, if you write about Hospice in general, you would be covering history, international issues, legislation, team approach, funding, etc.

Format of paper. I value organization. Please use the standard APA format for references. i.e., "Bereavement theorists eschew a fixed-stage grief theory in favor of a more flexible tasks-of-grief approach (Worden, 2002)." Begin with an introductory paragraph where you state what you will be writing about. Then move into the body of your paper. Use at least eight different references. Please use no more than three websites unless you specifically clear use of more with



me. I want you to use journal articles and books as they are usually more rigorously peer reviewed than websites.

Note: I am not fond of long lists of “bulleted” items and would rather have you address fewer issues, but take time to discuss each. For instance, rather than list all the possible signs of suicidality in a client, I’d rather have you take four or five of the signs and discuss them, giving them a paragraph each. You could then say, “Other signs that may represent suicidal tendencies are: a, b, and c.”

In your paper, please cover:

- I. Overview/definitions of your topic.
- II. Discuss research on the specific aspects of the concept you are concentrating on. This may well take up the body of your paper. Use concise sentence structure. Check for spelling errors or awkward sentence construction. You may include brief case examples from your reading or clinical practice. Lengthy quotes or summarized numerical lists should be avoided.
- III. Summarize your findings from your readings. Discuss any implications that you might see for the practice of social work.
- IV. Write a concluding paragraph where you restate what the concept was a sweeping summary of your readings, and a final concluding sentence.

Bibliographic references:

Please include a bibliography of your references. Use APA formatting. Footnotes are not necessary.

Case material: please make sure to preserve client confidentiality, if discussing a case and use pseudonyms. Omit or change geographical information. Avoid any details that could identify clients.

Please do not use public information websites. You may use Wikipedia when defining a commonly known term, like ‘hospice... Have at least eight references. Electronic journals are fine.

If you plan to do a paper, it will be handed back to you on the last day of class.

### **Grading:**

Deadlines and thinking ahead are important parts of our professional lives. Timeliness and planning in assignments is part of this. Fairness requires that all class members have the same expectations in assignments. Therefore, late assignments will not be accepted unless the circumstances are both rare and compelling for the critiques. You must be present for the quizzes. If you are late on a written assignment (critique 1 or 2) you will automatically lose a ‘grade’, for instance if it was an A- paper, it becomes a B+ paper. This will be discussed on the first day of class.

Grade on papers will be based on organization, following the terms of the assignment, clarity of writing

and accurate understanding of concepts. Assignments due on date listed in syllabus. Grading for the term:

Class attendance and careful completion of nongraded assignments (turned in on time): 15%

Critique I: 20%

Critique II: 15 %

Midterm quiz: 25%

Final quiz: 25%

Optional Paper (10-12 pages) see description above

- The required texts are:**
1. Worden, William. 2008. *Grief Counseling & Grief Therapy*. (latest edition)
  2. DeSpelder, Lynne, & Strickland, Albert. *The Last Dance, Encountering Death and Dying*. Mountain View, CA: Mayfield Press. Please get a used edition—2010 Avoid older or newer editions. Plenty of these are used on Amazon.
  3. Yalom, Irving. 2009. *Staring at the sun: Overcoming the fear of death*. Jossey-Bass.

**Other books mentioned routinely in the course (and many additional are on the bib!)**

Pausch, Randy & Zaslow, Jeff. (2008) Last Lecture. Hyperion.

Rando, Therese. Treatment of Complicated Mourning. (Rando: TCM)

Shapiro, Ester (1996). Grief as a Family Process. New York: Guilford.

Albom, Mitch, Tuesdays with Morrie: an old man, a young man, and life's greatest lesson.

Emswiler and Emswiler, Guiding Your Child Through Grief.

Texts are available for purchase UM textbook sellers. Required readings are noted each week and are for that week.

There are many articles and handouts on Coursetools for 617. They are for your additional use if you want to read more.

**Summary of Lectures: September – December 2014**

1. **9-03-14**
  - A. Death in our Culture - Past and Present.
  - B. A Theoretical Overview: Death, Dying, and Bereavement
2. **9-10-14**  
**Assignment Due**
  - A. Theory, cont.
  - B. Medical ethics

3. **9-17-14**  
**Assignment Due**
  - A. Palliative Care
  - B. Integrating Theory into Clinical Practice: Individuals, Groups and Communities
  
4. **9-24-14**  
**Assignment Due**
  - A. Health Care Systems: Dying and Bereavement.
  - B. Developing Sensitivity to Ethnic and Cultural Differences When Death is Imminent or Has Just Occurred.
  
5. **10-01-14**  
**Assignment Due**

Children and Death
  
6. **10-08-14**  
**Assignment Due**
  - A. Complicated Grief and Special Types of Losses & Grief
  - B. Living with Life Threatening Illness
  
7. **10-15-14**  
**In Class Quiz**

Complicated and disenfranchised grief, cont.
  
8. **10-22-14**

Aging and Loss, Chronic Pain
  
9. **10-29-14**
  - A. Overview of Trauma
  - B. Homicide and violence
  
10. **11-05-14**  
**Assignment Due**
  - A. Suicide, depression, assessment
  - B. Maladaptive Grief: When Death or Loss is Unresolved: A "P.T.S.D." Model for Treatment.
  
11. **11-12-14**

The Cultural and Intergenerational Problem of Living with Violence and Genocide.
  
12. **11-19-14**  
**Optional Paper Due**

Communal Response to Death, Trauma, and Loss
  
13. **11-26-14**  
**In class quiz**

Counseling the Dying and Bereaved: Impact on the Mental Health Professional
  
14. **12-03-14**

Final Notes on Living with Death, Loss, and Grief:  
The human capacity for coping and resilience.

## **Lectures and Reading Assignments:**

### **1. 9-03-14**

Introductory Information

A. Lecture: Death in Our Culture--Past and Present

B. A Theoretical Overview: Death, Dying, & Bereavement

Readings Assigned:

DeSpelder, S: Chapters 1, 2, 3; also 7<sup>th</sup> edition: chapter 5; 8<sup>th</sup> edition: chapter 4

Worden: Introduction and Chapters 1, 2, 3

Suggested Readings:

Irish, Ch. 1

Shapiro: Chapters 1, 2, 3

### **2. 9-10-14**

A. Theory, cont.

B. Medical Ethics

**Assignment Due**

**Readings Assigned:**

Despelder 7<sup>th</sup> ed: Chapter 6, 7; 8<sup>th</sup> edition: Chapter 7, 6

**Suggested Readings:**

Shapiro: Chapters 11, 12, 13

Lund

### **3. 9-17-14**

A. Palliative Care

B. Integrating Theory into Clinical Practice: Therapeutic Responses

**Assignment Due**

**Readings Assigned:**

Despelder: 7<sup>th</sup> edition, Chapter 4; 8<sup>th</sup> edition: Chapter 5

Worden: Chapters 4

**Suggested Reading:**

Figley, Ch. 1,2,3

Rando: Treatment of Complicated Mourning, Chapters 3, 12, 13, 14

Shapiro: Chapter 4

### **4. 9-24-14**

A. Health Care Systems: Dying and Bereavement.

B. Developing Sensitivity to Ethnic and Cultural Differences When Death is Imminent or Has Just Occurred.

**Assignment Due.**

**Readings Assigned:**

Despelder: Chapters 8, 9

**Suggested Readings:**

Rando: TCM, Chapters 1, 2, 4

Shapiro: Chapters 7, 8, 9

### **5. 10-01-14**

Children and Death

**Assignment Due**

**Readings Assigned:**

Worden: Chapter 6, 8

DeSpelder: Chapter 10

**Suggested Readings:**

Rando, TCM, c h. 13  
Shapiro, Ch. 4,5,6,10  
Emswiler and Emswiler

**6. 10-08-14**

A. Complicated Grief and Special Types of Losses & Grief  
B. Living with Life-Threatening Illness.

**Assignment Due**

**Suggested Readings:**

Shapiro: Chapters 10, 14

**7. 10-15-14**

Complicated and disenfranchised grief, cont.

**In Class Quiz**

**Suggested Readings:**

Rando: Treatment of Complicated Mourning, Ch. 14, 19.

**8. 10-22-14**

Aging and Loss, Chronic Pain

**Readings Assigned:**

DeSpelder: 11  
Worden: Chapter 5, 7

**9. 10-29-14**

A. Overview of Trauma  
B. Homicide and violence

**Readings Assigned:**

DeSpelder: 12, 13

**Suggested Readings:**

J. Herman, Rando TCM, and Figley

**10. 11-05-14**

A. Suicide, depression, assessment  
B. Maladaptive Grief: When Death or Loss is Unresolved: A “PTSD”  
Model for Treatment

**Assignment Due**

**11. 11-12-14**

The Cultural and Intergenerational Problem of Living with Violence  
and Genocide

**Readings Assigned:**

DeSpelder: 14, 15

**12. 11-19-14**

Communal Response to Death, Trauma, and Loss

**Optional paper due**

**Readings Assigned:**

Worden, Chapters 9, 10

**13. 11-26-14**

Counseling the Dying and the Bereaved: Impact on the Mental  
Health Professional

**In class quiz**

**14. 12-03-14**

Final Notes on Living with Death, Loss, and Grief:  
The human capacity for coping and resilience

I wish I had known about the therapeutic value of talk when Martin was dying. Because today I would insist on talking. I would talk to him about death and terror and pain as well as love. It is what you don't see, don't talk about, that terrifies you. The things that go bump in the emotional night. Talking dispels the phantoms. In helping Martin, I would have helped myself. I would have learned to talk about my feelings. And after Martin died, I could have talked about him. And talked about him and talked about him. Until I finally knew that he was dead and I was alone--starting a new life. I would have emerged from grief sooner. And so would the children.

From: Lynn Caine, Widow

Only people who avoid love avoid grief. The point is to learn from it and remain vulnerable to love.

John Brantner

All those years I fell for the great palace lie that grief should be gotten over as quickly as possible and as privately. But what I've discovered since is that the lifelong fear of grief keeps us in a barren, isolated place and that only grieving can heal grief; the passage of time will lessen the acuteness, but time alone, without the direct experience of grief, will not heal it. San Francisco is a city in grief, we are a world in grief, and it is at once intolerable and a great opportunity. I'm pretty sure that it is only by experiencing that ocean of sadness in a naked and immediate way that we come to be healed—which is to say, that we come to experience life with a real sense of presence and spaciousness and peace...

Anne Lamott