WELCOME TO THIS CLASS
You have chosen a class I believe will be very relevant and applicable to your social work practice. Death, loss and grief are universal human experiences and thus are relevant to all areas of social work practice. Exploring and increasing our understanding of death, loss and grief can help us assess, intervene and respond with compassion and competence in our interactions with clients, work places, colleagues and our communities.

This course will consist of a variety of collaborative learning methods including interactive lectures with active student participation, guest speakers, readings, in-class application exercises, videos and written assignment. Understanding core class concepts and the ability to apply these concepts will be emphasized. My commitment is to provide organized, meaningful course material and opportunities for learning. Students are invited and expected to be active and engaged in the learning process by coming to class fully prepared, ready, willing and able to contribute to meaningful discussion and learning.
I look forward to what we will experience and learn together.

CORE VALUES & PROFESIONAL USE OF SELF
Respect for Others
Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences. Listening and learning require a safe place and we commit to provide this safe space in this class. Sharing differing ways of thinking and how one sees the world is not always focused on changing others’ minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another’s point of view.
We will be mindful that in our desire to advocate for our beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we may have experienced and/or are trying to prevent.

Guiding Principles and Commitments
We seek mutual growth, learning and benefit from sharing with each other in this class. We respect even when we disagree or have conflict.
We do not assume or pre-judge the intent or motivation of others.
We seek to replace assumptions with curious questions and invitations to share and listen.
We seek to diminish fear, shame and blame that immobilizes the learning process.
We view mistakes and not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.
We find ways to be curious and humane in our interactions.
Personal Accountability

Students are expected to take personal responsibility and be committed to their own learning experience by being active and responsible members of each class session. An optimal individual learning experience is one that is active, self-directed and requires engagement. It is not solely about what one is taught, but also about what one consciously chooses to learn.

COURSE DESCRIPTION

This course addresses the theoretical framework of human loss and grief from a culturally and philosophically diverse perspective. It seeks to provide 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 are 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. While some interpersonal practice methods will be discussed, this course is NOT designed nor designated by the School of Social Work as a methods class.

COURSE OBJECTIVES

Upon completion of the 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, caregivers, and 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 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.
10. Discuss dominant themes of complicated mourning, including multiple losses, traumatized loss; disenfranchised and stigmatized loss, cultural genocide, and historical transmission of loss.
11. Discuss typical ethical concerns related to death, loss, and grief.

RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- Multiculturalism and Diversity will be addressed through the discussion of worker-client differences and power/privilege differentials based on culture, ethnicity, race, gender, age, and
social class. Social system and case examples, possible interventions, and readings will reflect this theme.

- **Social Justice and Social Change** 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 intervention.

- **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 Science Research** will inform this course, especially current research in the following areas: bereavement and complicated mourning attachment and developmental requirements, response to trauma and maltreatment and resiliency/coping/adaptation.

**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.

**INTENSIVE FOCUS ON PRIVILEGE, OPPRESSION, DIVERSITY 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. Students are invited and expected to actively contribute from their experiences, field placement practice and knowledge of readings, etc. to help support and develop 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.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students needing accommodation for a disability should notify the instructor during the first week of class and provide the appropriate accommodation recommendation documents to ensure needs are met in a timely and effective way. Resources are available (i.e. adaptive technology computing site, Services for Students with Disabilities, etc). Students with disabilities may contact Services for Students with Disabilities at 734-763-3000 or in Room G664 Haven Hall to coordinate reasonable accommodations. To the extent permitted by law, information will be treated as private and confidential.

**RELIGIOUS OBSERVATIONS AND MILITARY SERVICE**

Students who will be absent during the semester due to religious observance and/or military services should notify me during the first week of class to facilitate appropriate accommodations and arrangements to obtain class materials and coordinate make-up class activities and assignments.
ACADEMIC CONDUCT AND HONESTY
Social Work students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating and/or plagiarism will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of plagiarism and can refer to the Student Guide to the Master’s in Social Work Degree Program or for further information see http://www.lib.umich.edu/academic-integrity/resources-students.

APPLICATION OF NASW CODE OF ETHICS AND PROFESSIONAL USE OF SELF
The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession’s purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.

- It is expected that all students conduct themselves in a manner consistent with the Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with fellow students, the instructor and guest presenters.
- As professionals, you are expected to maintain confidentiality and respect differences.
- You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at: http://www.socialworkers.org/pubs/code/code.asp and the Student Guide (Chapter 13).

Distribution of Papers to Students
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. This means that papers cannot be left where anyone else can have open access. Papers should be returned by the instructor directly to or mailed to the student. During the semester, papers will be returned directly to students. Papers submitted at the end of the term may be returned by mail to the student, if the student supplies a self-addressed, self-stamped envelope to the instructor no later than the last day of class for return by U.S. Mail.

COURSE REQUIREMENTS

Attendance, Participation and Engagement
As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole. Classroom interactions cannot be replicated nor the benefit received exclusively from reading class materials. Therefore, attendance, participation and engagement are expectations and requirements (See Student Guide). Class grades will be negatively impacted by absences and/or lack of participation and engagement.

- School of Social Work Class Attendance Policy 5.03: It is expected that students attend classes and instructors are encouraged to monitor attendance and to notify the Associate Dean for Educational Programs if a student has two unexcused absences in a row.
- Each absence from class will result in a two point deduction per missed class.
- Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another and our guest speakers. We
will begin and resume class promptly after designated break(s). A partial absence is defined as any one of the following: (1) late arrival after class start time, (2) late return from break after class has resumed or (3) early departure before class ends. Each partial absence will result in a one point deduction.

- 2 or more absences for any reason will require additional assignment completion to ensure mastery of class content missed.
- **3 or more absences for any reason will result in non-credit for the class.**

**Class Participation**
Beyond physical presence through attendance, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected.

Students should **be prepared each week to both be called on and to initiate knowledgeable sharing** of their understanding, ideas, reactions and applications from readings in weekly class discussions and integration across progressive weeks. The quality and preparedness of responses illustrating completion of the readings will be used as a part of the assignment of grading for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B).

**Use of Phones, Computers and Other Electronic Devices**
The focus of class time is understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing notes, practicing active listening, or otherwise deepening your knowledge of the material in some way.

- Checking email, texting, searching the net for non-class related activities, reading non-class materials, etc. equate to talking/interrupting while someone else is talking and are not acceptable during class.
- Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will impact attendance and class participation grades with associated automatic deductions.

**Assignments**
Assignments are designed to use a variety of evaluation methods including written papers, classroom activities and discussions and in-class quizzes to allow opportunities to address strengths and preferences of diverse individual students. The goal of the course assignments is to promote integration and meaning of the material and competency in services provided to clients. You are empowered to self-direct your learning and assignments with some opportunities to choose areas of interest.

- **You are responsible for reading the syllabus and assignment instructions.**  
  Class information is posted on C-Tools.

Paper copies of written assignments are to be submitted at the beginning of the class on the date due with **all pages stapled together including relevant additional materials as assigned.** If you are unable to submit written assignments, please make other arrangements to get a paper copy of your paper to class or to my SSW mailbox #90 by the assignment due date and time. **Emailed assignments will not be accepted.**
**Late Completion of Assignments**

Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of our professional lives. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling (i.e. hospitalization, death in the family). Commonly occurring life experiences (i.e. multiple demands/busy schedule, traveling, computer problems) are NOT considered grounds for exceptions for late assignments.

**Assignment Descriptions and Rubrics**

Written assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values (see Ctools). Please review these prior to completing and submitting your assignments to help you meet assignment criteria.

**Writing Skills**

Written skills are essential to effective social work practice and as professionals we will be continually assessed and judged on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills will be expected in this course including appropriate grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The SSW Career Center offers writing assistance services for MSW students including proofreading, spelling edits and addressing basic argument flow issues. To make an appointment, contact ssw-cso@umich.edu. Writing labs are available through the Sweetland Writing Clinic in Angel Hall: http://www.lsa.umich.edu/sweetland/

**APA format** is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the APA Style manual in various UM libraries or the following sites:

- http://guides.lib.umich.edu/content.php?pid=39340
- http://owl.english.purdue.edu/owl/resource/560/01/

Key components of APA format to be used in written papers include:
- Title page with running head
- Double spaced 12 font with 1 inch margins
- Number pages except for title page in upper right corner
- Indent 5 spaces for first line of every paragraph
- Sources must be cited in the text of the paper (i.e. DeSpelder and Strickland (2015) state….)
- Reference page with all sources at the conclusion of the paper
- All direct quotes must be referenced with source and page number

**REQUIRED READING**

Readings are considered a foundation of the course and you will be expected to know the content of the readings and to incorporate this knowledge into your assignments. It is expected that assigned readings posted for each week will be completed prior to each class to enhance discussion and interaction. Grades of A will require completion of all assigned readings. SCANNING the readings does not meet the definition of completion of the readings.
Two Required Course Texts
*This text provides a broad overview and many additional reading references. It is important to have this revised edition which includes relevant updated material and references. If you choose to use a different edition, please be aware that assigned page numbers will vary and you will be responsible for making these adjustments by investigating updates and assigned page differences between editions.*


Diversity Texts (not required)
For those interested in exploring diversity texts, you may want to consider:


Additional Readings:
The amount of required text reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest.

Additional relevant handouts will also be distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term. Please refer to Internet list, relevant journal list and the grief and loss resource catalogs provided for additional reference materials.

GRADING
Grades are the outcome of student efforts and demonstration of competency. *They are “earned” not “given.”* While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them. Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 2-3 hours outside of the class room to complete readings and assignments at a level of mastery (i.e. 6-9 hours for a 3 credit course).

Final Grades will be based on individual personal performance and demonstration of course competencies and expectations including the quality of the work, demonstration of reading and ability to apply concepts. There is an opportunity to earn more than 100 points through bonus quiz
questions. The total accumulation of points earned reflect competencies demonstrated in the context of one’s normal life challenges regarding time, obligations, multiple demands and the choices each student makes. When considering an individual assignment grade, i.e. 9 out of 10 points earned, think of the score as points earned rather than a percentage. For example, a 9 out of 10 is not a 90% overall course grade. It is 9 out of 10 points earned by demonstrating course competencies and one point unearned out of the total 100+ points possible.

Students who feel that after feedback they would like to redo a written assignment for re-submission and consideration of additional earned points may do so within one week after it has been returned. The original paper and the revised paper with changes clearly highlighted should be submitted.

Final letter grades are defined by the School of Social Work as follows:

**A grades**  
Earned for *exceptional individual performance and superior mastery* of the material. The use of A+ (100), A (95-99), and A-(90-94) should distinguish the degree of superiority.

**B grades**  
Earned for students who demonstrate *mastery of the material*. B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades**  
*Mastery of the material is limited*. C- is the lowest grade which carries credit. C+ (77-79), C (74-76) and C- (70-73).

**D grades**  
Indicate deficiency and carry no credit. (below 70)

**E grades**  
Indicate failure and carry no credit.

**I grades**  
Incomplete grades can be given in *rare situations* in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a definite plan and date for completion pre-approved by the instructor.

- If more than one-third of the required course work is incomplete and/or 3 or more classes are missed, an incomplete grade will not be given & credit for the course is not possible.
- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

**WRITTEN ASSIGNMENTS**

1. **Written application & discussion assignments**  
   4 journals /20 points total  
   (1 point deduction for late completion)

**RTAN Assignments: Read/Think/Analyze/Notice**  
These written assignments are designed to help integrate course readings and class discussions. Students should be prepared to be called on to share ideas and reactions from RTANS in weekly class discussions. Please see separate document for specific RTAN assignment topics and questions.
2. **In-Class Application Assignments** 12 points total
These in-class assignments focus on your ability to apply the readings and lectures and will be completed in class. You must be present to receive credit.

3. **Insight Interview** 20 points (4 points deduction for late completion)
This assignment gives you the clinical opportunity to interview someone about a loss in his/her life while applying and integrating your understanding of course concepts along with your personal insights and awareness into a 5-7 page paper. Specifics of this assignment are detailed in a separate document on CTools.

4. **Self-Selected Diversity Readings Related to Grief and Loss** 12 points total
This is an opportunity to select 3 peer reviewed professional journal articles related to diversity and PODS issues regarding grief and loss in an area of your interest. You will be expected to summarize the major points of each article, integrate how the article applies to concepts from this course and the take-away messages you can apply to work with clients in a 2 page double spaced, typed paper for each article. **Please turn in a print copy of each article** along with each of your three written summaries.

   **The first article is due on week #2 of class.** You may turn in each of the remaining two assignments on a date of your choice throughout the semester. For optimal learning and integration, please consider spreading this assignment over the semester rather than waiting until the end of the term. You are invited and **expected to illustrate what you learned** from these articles by initiating integration of them into classroom discussion.

5. **Three In-Class Competency Quizzes** Total of 26 points
This is your opportunity to demonstrate reading and understanding of course concepts and your ability to apply them. The quizzes will cover concepts from the readings and class discussions and will be cumulative. They will focus on designated core course competencies. Please see separate Quiz Core Competency document for details. **YOU MUST BE PRESENT ON QUIZ DATES TO TAKE AND RECEIVE CREDIT FOR THE QUIZZES.**

6. **Class Participation, Class Attendance, Engagement & Professional Use Self** 10 points
Class attendance, participation and professional use of self are core behaviors that are highly valued in this class and are a part of the learning experience which has relevant application to future professional practice. As social workers and other helping professionals, it is important to be able to speak out to advocate for clients and to address issues as a silent worker can have limited impact.

   Class participation involves sharing and discussing class concepts and their application to our work. Participation is not simply talking and sharing your opinions. **Each week come prepared to discuss** what you have read, concepts from the class that apply to your field placement, what is happening in the news/TV that applies to death, loss and grief, etc. **The quality of participation is important and effectively comes from reading the assigned texts, analyzing theories and concepts and then noticing how to apply them to working with clients and organizations. Expectations are further defined in a separate Profession Use- of-Self document and a Class Participation Self-Evaluation Rubric document on CTools.**
**Course Outline and Assigned Readings**

**May 12**

**Preparation, Reflection and Awareness**

NO IN-CLASS MEETING

We will NOT be meeting as a class this week. Instead, please spend the allotted 4 hour class time completing the following assignments focused on preparation, reflection and raising individual awareness. Specifics about these assignments are on C-Tools. We will meet for our first in-class session next week, May 19.

**Week #1 Class Time Assignments**

- Thoroughly Read Course Syllabus (see CTools)
- Complete *Course Syllabus Understanding Form* due next week (see C-Tools document)
- Complete Required Readings for week 1 AND week 2 prior to May 19
- RTAN #1 due next week (see CTools RTAN Journal Assignment)
- Diversity Article #1 due next week (See Syllabus description)

**Required Readings:**

DeSpelder and Strickland: Chapter 1


http://search.proquest.com.proxy.lib.umich.edu/docview/863249357/fulltext/142A4F4F9181BE29A50/3?accountid=14667#

**May 19**

**WRITTEN RTAN 1 DUE**

**DIVERSITY JOURNAL ARTICLE #1 DUE**

**COURSE SYLLABUS UNDERSTANDING FORM DUE**

**NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)**

Our Attitudes About Death and Dying

The Dying Process; Living with Dying: Life Threatening Illness

Care of the Dying; Health Care Systems

**Required Readings:**

DeSpelder & Strickland: Chapter 5 and Chapter 7

Worden: Chapter 1

**May 26**

**NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)**

Grief Models and Theories: The Experience of Grief and Mourning:

Process and Tasks of Mourning

Variables Influencing Grief

**Required Readings:**

DeSpelder and Strickland: Chapter 9 (341-354)

Worden: Introduction (1-11) Chapters 2 & 3; Appendix (283-284)
COMPETENCY QUIZ 1
#4 NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)

Complicated Grief Reactions
Theories of Complicated Mourning
Definitions, Symptoms, and Syndromes

Required Readings:
DeSpelder & Strickland: Chapter 9 (355-376)
Worden: Chapters 5 & 6

WRITTEN RTAN 2 DUE
#5 NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)

Death and Grief in Adulthood
Life Stage Issues

Required Readings:
DeSpelder & Strickland: Chapter 11

NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)
#6

Death and Grief in Childhood and Adolescence
Socialization and Understanding of Death
Developmental Issues

Required Readings:
DeSpelder and Strickland: Chapter 2 and Chapter 10

COMPETENCY QUIZ #2
#7 NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)

Grieving Special Types of Losses
Traumatic Death: Violence, Disasters, War, PTSD
Suicide: Risks Assessment and Impact on Grief
Pregnancy Loss

Required Readings:
DeSpelder & Strickland: Chapter 12 and Chapter 13
Worden: Chapter 7
Irish: Chapter 8

INSIGHT INTERVIEW PAPER DUE
#8 NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)

Clinical Intervention with Grievers; Issues in Assessment and Treatment
Counseling Principles in Facilitating Grief
Companioning Clients
Diversity Perspectives and Cultural Variations in Experience, Expression and Understanding of Grief
Required Readings:
DeSpelder & Strickland: Chapter 3 and Chapter 9 (376-383)
Worden: Chapters 4 and 8

July 7
WRITTEN RTAN 3 DUE
#9
NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)
Ethics and Legal Issues
Medical Ethics and Technology
Rights and the Dying

Required Readings:
DeSpelder & Strickland: Chapter 4 and Chapter 6

July 14
WRITTEN RTAN 4 DUE
#10
NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)
Coping Mechanisms for Survivors
Rituals and Funerals; Honoring the Dead
Spirituality and Finding Meaning

Required Readings:
DeSpelder and Strickland: Chapters 8 and 14

July 21
FINAL COMPETENCY QUIZ 3
#11
NON-WRITTEN IN-CLASS DISCUSSION QUESTIONS (CTools)
Class Participation Self-Grading Rubric Due (see CTools)
Personal and Professional Issues Related to Death, Loss, and Grief
Caring for Self; Compassion Fatigue and Resilience

Required Readings:
DeSpelder & Strickland: Chapter 15
Worden: Chapter 9