



S.W. 617

Instructor: Sallie Foley

DEATH, LOSS AND GRIEF

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Fall 2016 Office Hours:**

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Foley Hours—Weds 8-9 and 12-1
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Class Meets:

Wednesdays 9:10 a.m.-12-Noon

"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 SSWB in Room 2759. 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 *When Breath Becomes Air*, by Paul Kalinithi, 2015. Random House
4. Critique II on self-help book about death/loss
5. Midterm quiz—open book
6. Final quiz—open book (not cumulative)
7. Annotated bib on death/grief/loss/trauma topic (see assignments below)

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.

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Nongraded Assignments:

Due: 9-14-16 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: 9-21-16 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: 9-21-16

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: 9-28-16** 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: 10-5-16** 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: 10-12-16** 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: 10-19-16 Read Paul Kalinithi's When Breath Becomes Air, 2015. Random House.

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 Kalinithi is just a surgeon-y type 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: 10-26-16. Review for test on 10-19-16.

Quiz will cover material to this point from DeSpelder, Edition 2010!, Worden 2nd edition, and class lectures. Quiz is open book, open note.

**Due: 11-9-16
(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: Atul Gwande’s *Being Mortal*, Irving Yalom’s *Staring at the Sun*, or Deborah Prothow-Stith’s *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: 11-23-16. Not cumulative. Will cover DeSpelder--2010, Worden—2nd edition, and class lectures. Open book, open note.

Due 11-30-16 An annotated bibliography (submit to ctools assignments page):

An annotated bibliography on a topic of death, loss, grief, or trauma.

Please research using online academic journal articles. Read 10 research articles on the topic you have chosen. Summarize each article with a one paragraph summary that will critically assess the article and help your colleagues educate themselves on the topic you've chosen.

Plan to post the annotated bibliographies at ctools website. Instructions for posting will be given in class.

From Wikipedia, here is the format for annotation of a bibliography

“An **annotated bibliography** is a bibliography that gives a summary of the research that has been done. It is still an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a brief summary or annotation. The annotation usually contains a brief summary of content and a short analysis or evaluation...summarize and critique. The purpose of annotations is to provide the reader with a summary and an evaluation of the source. In order to write a successful annotation, each summary must be concise. An annotation should display the source's central idea(s) and give the reader a general idea of what the source is about. An annotation should include the complete bibliographic information for the source. It should also include some or all of the following:

- An explanation [brief] about the authority and/or qualifications of the author.
- Scope or main purpose of the work.
- Any detectable bias.
- Intended audience and level of reading
- A summary comment

Ideally, an annotation should be between 100 to 200 words.”

The purpose of this annotated bibliography for this class is both to inform and evaluate. It is called a combination annotated bibliography. Each annotation is no more than 200 words, brief summary or description of the topic, how the source is useful and how it is not, assessing the strengths and weaknesses of the article, and brief conclusion. Sentences are used in what is called ‘telegraphic method’ –brief, clear, concise, professional language without embellishment or slang. If information is part of the title, then it can be omitted from your annotation. As Wikipedia states:

“A **complete** sentences writing style utilizes coherent sentences that are grammatically correct. Subjects and conjunctions are not eliminated even though the tone may be terse. Long and complex sentences are to be generally avoided. Writing an annotated bibliography is an excellent way to begin any research project. While it may seem easier to simply copy down bibliographical information, adding annotations will force the researcher to read each source carefully. An annotation requires the source to be critically analyzed, not simply read over.

Formulating a thesis: Any form of research paper or essay will require some form of argument. This is called a thesis. A developed thesis needs to be debatable, interesting and current. Writing an annotated bibliography will give the researcher a clear understanding about what is being said about his/her topic. After reading and critically analyzing sources, the researcher will be able to determine what issues there are and what people are arguing about. From there, the researcher will be able to develop his/her own point of view.”

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/assignments 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): 20%

Critique I: 15%

Critique II: 15 %

Midterm quiz: 15%

Final quiz: 15%

Annotated Bibliography: 20%

- 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—the 8th edition. Plenty of these are used on Amazon.

3. Kalinithi, Paul, 2015. *When Breath Becomes Air*. Random House.

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

- Gawande, Atul. 2014. *Being Mortal*.
- Pausch, Randy & Zaslav, 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 2016

1. **9-7-16**
 - A. Death in our Culture - Past and Present.
 - B. A Theoretical Overview: Death, Dying, and Bereavement

- 2.. **9-14-16**
Assignment Due
 - A. Palliative Care and Medical Ethics
 - B. Integrating Theory into Clinical Practice: Individuals, Groups and Communities

3. **9-21-16**
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.

4. **9-28-16**
Assignment Due

Children and Death

5. **10-5-16**
Assignment Due
 - A. Complicated Grief and Special Types of Losses & Grief
 - B. Living with Life Threatening Illness

6. **10-12-16**
Assignment due

Complicated and disenfranchised grief, cont.

7. **10-19-16** Aging and Loss, Chronic Pain
Critique 1 due
8. **10-26-16** A. Overview of Trauma
Quiz 1 B. Homicide and violence
9. **11-2-16** A. Suicide, depression, assessment
B. Maladaptive Grief: When Death or Loss is
Unresolved: A "P.T.S.D." Model for Treatment.
10. **11-9-16** The Cultural and Intergenerational Problem of Living
Critique 2 due with Violence and Genocide.
11. **11-16-16** Communal Response to Death, Trauma, and Loss
12. **11-23-16** Counseling the Dying and Bereaved: Impact on the
Quiz 2 Mental Health Professional
13. **11-30-16** Annotated Bib due The human capacity for coping and resilience.
14. 12-7-16 Final Notes on Living with Death, Loss, and Grief

Lectures and Reading Assignments:

1. **9-7-16** 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, 4, 6,7; Worden: 1, 2, 3
2. **9-14-16** A. Palliative Care and Medical Ethics
B. Integrating Theory into Clinical Practice: Therapeutic Responses
- Assignment Due**
- Readings Assigned:** Despelder: Chapter 5
Worden: Chapters 4
3. **9-21-16** 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

4. 9-28-16 Children and Death

Assignment Due

Readings Assigned:

Worden: Chapter 6, 8
DeSpelder: Chapter 10

5. 10-5-16 A. Complicated Grief and Special Types of Losses & Grief
B. Living with Life-Threatening Illness.

Assignment due

6. 10-12-16 Complicated and disenfranchised grief, cont.

Assignment due

7. 10-19-16 Aging and Loss, Chronic Pain

Critique 1 due

Readings Assigned:

DeSpelder: 11
Worden: Chapter 5, 7

8. 10-26-16 A. Overview of Trauma

Quiz 1 B. Homicide and violence

Readings Assigned: DeSpelder: 12, 13

9. 11-2-16 A. Suicide, depression, assessment
B. Maladaptive Grief: When Death or Loss is Unresolved: A “PTSD”
Model for Treatment

10. 11-9-16 The Cultural and Intergenerational Problem of Living with Violence
and Genocide

Readings Assigned: DeSpelder: 14, 15

11. 11-16-16 Communal Response to Death, Trauma, and Loss

Readings Assigned: Worden, Chapters 9, 10

12. 11-23-16 Counseling the Dying and the Bereaved: Impact on the Mental

Quiz 2 Health Professional

13.11-30-16 The human capacity for coping and resilience

Annotated Bib Due

14. 12-7-16 Final Notes on Living with Death, Loss, and Grief:

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