Welcome! Thank you for choosing this elective course. Grief is a universal human experience in response to death-related and non-death related losses. Grief is a also a normal, adaptive response to psychological, physical, social and spiritual losses. Thus, much of our social work practice often involves interacting, witnessing and supporting individuals, families and communities who may be experiencing diverse losses ranging from death and historical trauma to loss of relationships, dreams and safety, just to name a few. We will explore aspects of the grieving process and specific counseling practices that facilitate the unfolding process and are applicable and modifiable to diverse client populations.

I invite you to come to this course intending it will be meaningful for you in a variety of contexts, both professionally and personally. Together, we will strive to create a class community that provides space that is both safe space to be open and vulnerable, to feel included and to “not know” and make mistakes as well as forward space that anticipates self-exploration, stretching and perhaps discomfort. We will encourage and commit to personal growth and learning, while assuming the best in one another. I look forward to what we will experience and learn together as we engage our mind, body and spirit in this meaningful topic.

This syllabus serves as our guiding contact for the term. You are responsible for reading it no later than the second week of class to ensure you understand the plan for our time together. I welcome and encourage your questions and feedback.
COVID-19

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures put in place for our protection. Applicable public health safety guidelines may evolve over the semester and up-to-date information may be found at [https://ssw.umich.edu/about/covid-19](https://ssw.umich.edu/about/covid-19)

The health of each individual is connected to the health of others. We are all in this together. We commit to caring for one another and for the members of the communities in which we live, work, and learn. We are all invited to actively demonstrate a compassionate spirit by intentionally and consistently following health guidelines and requirements.

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. U-M will implement additional health and safety measures for the 2022 winter term following recommendations from the Campus Health Response Committee. An additional winter term health and safety measure is: **COVID-19 boosters shot will be required** for all Ann Arbor faculty, staff and students and Michigan Medicine under the U-M vaccination policy by Feb. 4 or as soon as you are eligible thereafter.

Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. You are encouraged to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

**Health-Related Class Absences**
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities and to complete competency make-up assignments. Please notify me by email about your absence as soon as practical, so that we can work together to develop an accommodation plan. Please note that documentation (a doctor’s note) for medical excuses is not required.
Learning is in service to our clients.

We commit to take responsibility to talk to each other, rather than about each other.

“Show up. Be Seen. Answer the Call.” - Brené Brown

I have decided to stick with love. Hate is too great a burden to bear.”
- Martin Luther King, Jr.

SYLLABUS TABLE OF CONTENTS
My syllabus is indeed long, but please don’t let that scare you. I believe in providing detailed information to help you succeed in reaching your learning goals. I also value providing many invitations for learning in these pages. My syllabus is intentional and I hope it will be a helpful resource for you to guide you through our time together.

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1. Course Statement

a. Course description
This course is designed to deepen and expand our concept of grief regarding a variety of losses and human grief responses. Theoretical underpinnings of loss and grief counseling and contexts in which counseling may occur will be explored. Developing specific grief assessment and intervention skills applicable to a range of clients across the lifespan and different types of loss will be the focus of the course. The course will also deepen our awareness of our own grief-related beliefs and experiences that impact our work with clients. This course builds on SW617 and focuses on clinical assessment and therapeutic interventions.

CSWE Course Competencies
Educational Policy and Accreditation Standards (EPAS) 2015
This course will address and support competency development in the following CSWE identified core competency areas:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 4: Engage In Research-informed Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations & Communities
Competency 7: Assess Individuals, Families, Groups, Organizations & Communities

b. Course objectives and competencies
Students will be able to:
- Apply a strengths-based framework for grief and loss
- Assess social context and societal responses which impact grief
- Analyze the variety of grief expression related to various cultural and diversity mediators of grief
- Demonstrate effective grief assessment processes and techniques including grief contextual factors such as culture, mental health, DSM and bio psychosocial spiritual assessments
- Apply appropriate grief interventions across the life span and with diverse individuals, populations and losses (e.g., LGBTQIA+, pregnancy loss, immigration, suicide survivors, etc.)
- Evaluate grief counseling implications for the clinician and strategies to use support resilience
- Evaluate ethical considerations involved in grief counseling

c. Course design
This course is a three hour in-person course which will conducted synchronously (in real time) at the School of Social Work with in-person attendance expected.
This course uses a relationship-based engaged approach to learning in which we learn from and with each other. A variety of collaborative learning methods will be used to promote skill development including interactive lectures with active student participation, readings, in-class application exercises, role plays, practice clinical scenarios, videos and written assignments. Understanding core class concepts and the ability to apply these concepts will be emphasized.

d. Intensive focus on PODS
This course integrates PODS content and skills with an emphasis on the identification of theories, practice and/or policies related to diverse experiences, expressions and beliefs and practices regarding grief. The course seeks to identify, address and confronting social structures, beliefs and practices as well as conceptualizations of grief that may disenfranchise grievers.

Students are invited and expected to be partners in actively contribute from their experiences, field placement practice and knowledge of readings, etc. in service to our goal to continually develop a vision of social justice. We strive to learn together 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 in the context of loss and grief counseling in social work practice.

e. Relationship to social work ethics and values
The social work program is one of professional preparation. 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.

In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and values congruent with the profession. As professionals, you are expected to maintain confidentiality of personal information shared by the instructor and class members. 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.

It is expected that we conduct ourselves in a manner consistent with the NASW Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with each other.

“Social workers should treat colleagues with respect…” “Social workers should avoid unwarranted negative criticism of colleagues in verbal, written and electronic communications with clients or with other professionals.”

Sources of guiding ethical and value-based principles include:
2. My Teaching Philosophy

2.1 Learning is in service to our clients.

2.2. Relationship focused partnership
You are invited to enter into a mutual learning commitment as active partners. Many times learning experiences can be approached from expectations of what one will get from them. This approach focuses on the professor giving information and the student getting information. Relationship-based learning focuses instead on mutually “giving, getting and growing together” as we learn with and from each other. This will be the intentional learning philosophy used as the foundation for this course.

2.3 Intentionality
Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It involves intentionally choosing: what you want to achieve in this class, why these goals are important to you and how you engage and invest to reach these goals.

2.4 Incremental skill building and learning
The course assignments are designed to focus on building and demonstrating core competencies with a variety of SMALLER assignments rather than focusing on a few larger assignments. Much of our skill building will be done through in-class engagement, activities and practice. My commitment is to provide organized, meaningful course material and intentionally designed opportunities for learning.

2.5 How we communicate with each other
It can often be easier to talk about people than talking directly with them. Talking with people often requires taking the risk to be honest, courageous and humble. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill. Please provide feedback on your learning needs, how the class is going for you and suggestions for improvement throughout the class. The opportunity to respond to feedback is much more beneficial for both professors and class members if it is ongoing and not just provided at the end of the course. You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.
We take responsibility to talk WITH each other rather than ABOUT each other.

Guiding Principles and Commitments for Learning are provided in a Canvas document. These principles illuminate our commitments to each other in this class and you are responsible for reading and demonstrating these behaviors in this class.

3. EXPECTATIONS OF STUDENTS

3.1 Demonstrate School of Social Work Technical Standards

These technical standards acknowledge that given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, that defined abilities and attributes are essential for the profession and apply in the classroom, file placements, our school, university and community. I encourage you to review these standards which provide expectations regarding communication, intellectual and cognitive skills and emotional and behavioral readiness.

3.2 Personal accountability in learning

Personal Accountability shifts the focus from being solely about what one is taught, to self-determination and about what one consciously chooses to learn.

Students are invited to be active and engaged partners in the learning process by coming to class prepared, engaged, willing and able to contribute to meaningful discussion and learning. Your learning is not just about academic learning but also involves learning and improving life skills and professional use-of-self. Students are invited to take personal responsibility and be committed to their own learning experience by being active and response-able members of each class session.

3.3 Professional 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 forward space we commit to provide 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 own beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization,
disenfranchisement and dismissal of others we are trying to prevent and advocate not happen to others or ourselves.

3.4 Academic conduct and honesty
UM Students are held to the highest standards of academic and professional conduct. Any act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means 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, and will result in a failing grade for the relevant assignment(s) and is grounds for expulsion.

3.5 Attendance and presence

a. Presence
Presence is a professional skill. Being present is more than just “showing up.” It involves attention and intention. Presence is perhaps one of the most important interventions we offer to our clients, and thus we will practice the art of presence throughout this class.

Showing up for class is a core part of this one credit course but it is not enough. Presence is about how you show up, who you demonstrate you are in the class and what attitude and intention you bring. This is so relevant to the actual process of grief counseling in which presence and relationship is key.

Presence is crucial to our ultimate goal of service to our clients. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. Thus, “being here” with predictability, reliability and consistency is an important core competency for this class.

b. Digital citizenship: Use of phones, computers and electronic devices
The concept of “digital citizenship” is a complex topic that has become increasingly important and will continue to evolve as we explore the impact of technology on individuals and communities.

In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use. Research regarding portable technology (laptop computers, phones, etc.) confirms that these devices can be a supportive learning tool when used with a clear goal (i.e. note taking, interactive exercises) while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices).

To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, taking notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way. Using electronic devices to assist in note taking and specifically-directed class
activities is encouraged for those who find this beneficial. If you must monitor email and text messages, you are respectfully asked to do so whenever possible during breaks.

Honoring that presence is a professional use-of-self skill, 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 individually demonstrated levels of engagement, attendance and class participation.

c. 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, invited and expected.

In service to our clients, we must learn to use our voices on their behalf. Class participation provides the opportunity to develop speaking, advocacy, discussion, facilitation, and persuasion skills, as well as the ability to listen effectively. These are essential skills for social workers who will need to speak in a variety of settings from large groups to individuals in service to clients. Thus, verbal participation in class is an opportunity to practice and develop skills in speaking in the whole class as well as in small groups, even when it can be sometimes challenging and/or uncomfortable.

Participation is not simply about frequency, but also about the level and quality of preparedness and thoughtful and integrative analysis and application of concepts. Students are expected to be prepared each week to initiate and to be invited to contribute knowledgeable sharing of their understanding, ideas, reactions and applications from readings and integration across progressive weeks of class.

Ways to contribute to our class learning include your valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism and relevant observations. Students are expected to have read assigned readings in order to actively participate in pair/share and small group activities/breakout groups with preparation and intention. Each student’s learning is dependent upon each others’ engagement.

In addition to responding to questions and discussions in class, there are a number of ways to prepare to speak in class:

- Prepare a response to share in weekly check-ins and check-outs
- Prepare a comment about the assigned readings
- Bring an example, experience, observation of how course material applies to real life situations
- Prepare and raise a course question you have been pondering to the whole class
- Actively participate in in-class skill-building activities
- Prepare a response to share in weekly check-out

We will utilize a variety of strategies to encourage safe, forward spaces, engagement and mutual accountability for all voices to be heard in this class.
d. Attendance and absence policy

This course meets only 5 times and as such weekly attendance is particularly important to meeting learning objectives. Missing one class means missing 20% of the course. A significant part of learning in this course is interactive and experiential with discussion and in-class activities which cannot be fully replicated or replaced by make-up work. Therefore, both your learning and the learning of your colleagues rely on your attendance. This class focuses on learning and demonstrating competencies in service to our clients. Therefore, grades are based on points earned through demonstrated levels of attendance, engagement, participation and demonstrated competencies.

Life happens and each individual may have absences from personal choices made regarding prioritization of competing demands, as well those due to uncontrollable events and circumstances. Students have requested that their educational experience provide preparation for professional practice environments. Thus, our attendance policy seeks to prepare students for practice by demonstrating professional behavior when absent.

e. Absences

In this class, absences ARE NOT determined as “excused” or “unexcused” but rather as a reality that may occur. Students are asked to demonstrate professional behavior, applicable to academic and practice environments, by providing the instructor with advanced notification for known planned absences when possible, and notification when reasonably able to do so, after an unanticipated absence. As relevant preparation for professional practice, students are responsible for class readings, assignments and in-class competence learning that occurred in their absence and for initiating make-up assignments as described below.

f. More than 1 absences

More than one absence represents a significant percentage of the course which cannot be sufficiently addressed with established competency make-up assignments. This level of absence will require further discussion with the instructor to explore options for demonstration of course-related knowledge and objectives. It is the student’s responsibility for initiating discussion to address absences. If no communication and plan has been initiated by the student and agreed upon by the last day of class, grades will be given based on current completed work and our absentee policy. This level of absence may result in an incomplete grade, a course grade deduction and/or non-passing grade.

g. Competency demonstration make-up assignments for all absences

An opportunity is given for students to take initiative for class content missed for one absence by completing a competency make-up assignment. Remember, learning competencies is ultimately in service to clients.

Standard Competency Make-Up Assignment instructions for one absence is provided in Canvas and must be completed ideally before the next class session due to the brevity of the course and the iterative nature of the content. Make-up assignments
are submitted via Canvas to Competency Make-up Assignment area and will be assessed as Pass-Fail.

**Competency Deduction for Absences without Student Initiated Make-Up**
NOT initiating and submitting Competency Make-up Assignments for an absence within the required make-up timeframe will result in a 5-point competency deduction for the class missed.

**h. Partial absences**
Promptness in attendance is valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another. We will begin and resume class promptly after designated break(s).

Partial absences can also negatively impact learning and demonstration of class engagement and participation. **A partial absence may include any of the following:** lack of engaged presence due to use of electronic devices for non-class related activities during class, late arrival after class start time, late return from break after class has resumed and/or early departure before class ends.

### 4. READINGS AND CLASS MATERIALS

**4.1 Course readings**
Readings serve as the foundation for class discussions, activities and assignments. To fully engage in the course and become a more competent and skilled practitioner, it is expected that students will complete all weekly required readings prior to each class session.

**Grades of A will require completion of all assigned readings.** The quality and preparedness of responses illustrating completion of the readings will be used as a part earned grades for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B). **Superior ratings in Professional Use-of-Self will require completion of all assigned readings.**

**Required readings**
There is no required textbook for this course. Readings will be from a range of articles posted in Canvas and have been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. The amount of assigned reading will varying from week to week, but overall, is consistent with graduate level workload expectations.

You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest. **Useful grief and loss-focused journals and websites are listed in Canvas Modules.** Additional reference materials specific to class topics will be discussed throughout the term and relevant handouts will be provided each class session in Canvas for reading.
Self-selected readings
Some assignments may provide opportunities for you to self-select diverse peer-reviewed articles in your areas of interest and incorporate evidence-based research and practice into class discussion and assignments.

5.0 ASSIGNMENT DESCRIPTIONS AND RUBRICS

Students are responsible for reading the assignment instructions and grading rubrics and to self-monitor due dates. You are encouraged to timely initiate asking questions regarding assignments and grading to assist in your completion and submission.

Assignments are designed to use a variety of learning demonstration methods including written papers, classroom activities and discussions to allow opportunities to address strengths and learning 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.

5.1 Assignment expectations

Writing and communication skills are essential to effective professional practice. As professionals, we will be continually assessed and have outcomes impacted by our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves.

Graduate level writing and communication skills are encouraged in this course including grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing AssistanceCareer Services (734) 763-6259; ssw-cso@umich.edu).

APA format is a definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Referencing internet sources: http://www.apastyle.org/elecref.html

5.2 Submission of written assignments

Assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting assignments to help you meet assignment criteria. All assignments are to be typed and submitted via Canvas by 11:59 p.m. on the night before our scheduled class.
Please note that WORD documents are preferred and that Canvas does not interface well with .pages files.

5.3 Late completion of assignments

Meeting deadlines, planning ahead and timeliness in completing tasks are all important in demonstrating competencies and preparing for professional practice. Therefore, late assignments can be accepted with deduction after the due date/time. Late deductions will be one point each day/partial day after the due date/time.

6. GRADING

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with, and on behalf of them.

Grades are the outcome of student efforts and demonstration of competency. They are "earned" based on demonstration of competencies rather than "given" or based on effort alone. 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.

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend additional time outside of the classroom to complete readings and assignments at a level of mastery. A one credit course is equal to approximately 45 hours of total work. Time constraints are validated as a part of life. We acknowledge that while not every assignment may be completed at the exceptional mastery level of an A grade, that meaningful learning can still occur.

6.1 Self-Assessment

a. Purpose of Self-Assessment
Self-assessment is feedback from oneself to oneself and is critical for our goal of life-long learning and professional growth. In our professional life, we will not receive academic "grades" however, we will be seeking and expected to continually be learning and developing our skills and demonstration of competencies. We will always be reflecting on our work with the goal of learning more and improving our services to clients.

In addition, developing self-assessment skills can move students beyond solely looking at a desired grade to a greater focus on how one’s academic work reflects what they are learning and competencies they are able to demonstrate with applicability of these skills to professional practice and life-long learning.

This course will integrate student self-assessment into the completion of class assignments with the goal of developing an important skill of looking objectively at one’s completed assignments, making changes and improving its quality. I will provide
information on assignment purpose, format, criteria for completion and descriptions which define quality of completion. You will be asked to critically review your own work with an eye for improvement and attest to your level of completion.

I will provide feedback and often pose questions and comments to encourage reflection, different perspectives, etc. to consider to help you with continuous meaningful learning and increase self-assessment skills. Please let me know if you have questions and reactions to my comments and wish to discuss them. I am always happy to meet with you.

**Final Grades** will be based on individual demonstration of course competencies including the quality of the work, demonstration of completion of assigned readings, ability to apply concepts, professional use-of-self and class participation as defined in course documents using a **100 point system**.

**Final letter grades are defined as follows:**

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<tr>
<td><strong>A grades</strong></td>
<td>A (95-100), and A- (90-94)</td>
</tr>
<tr>
<td><strong>B grades</strong></td>
<td>B+ (87-89), B (84-86), B- (80-83)</td>
</tr>
<tr>
<td><strong>C grades</strong></td>
<td>C+ (77-79), C (74-76) and C- (70-73).</td>
</tr>
<tr>
<td><strong>D grades</strong></td>
<td>Below 70  Carries no credit</td>
</tr>
<tr>
<td><strong>E grades</strong></td>
<td>No credit</td>
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**6.1 Grades of incomplete**

Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons (beyond multiple deadlines) prevent completion of work.

Students are responsible for initiating advanced contact before the last day of class with the instructor to request consideration of an incomplete grade and to establish a specific plan for completion. If more than one-third of required course assignments are incomplete and/or a student has more than 1 absence (full or partial combined) in this course, an incomplete grade may be considered in unusual situations, but is **not** guaranteed.

If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific 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.
6.2 Assignment revisions for additional competency credit
I am open to discussing the option of accepting student revision of a completed assignment that was submitted on time by the original due date. Students are responsible for initiating a request to revise and resubmit and assignment to best demonstrate their learning and competency demonstration.

6.3 Assignment Overview and Schedule
Class assignments are intentionally designed to be incremental, building and demonstrating core competencies with a variety of smaller assignments that are often experiential and application focused rather than a few large written assignments. **Please read assignment descriptions at the beginning of the course and have ample time ask questions and discuss any concerns.**

Assignments and Engagement
Detailed assignment descriptions and self-evaluation rubrics are provided in Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>* Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-work Reading</td>
<td>Jan. 19</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>Engagement in In-Class activities and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrating focus in breakout groups</td>
<td>Weekly</td>
<td>40</td>
</tr>
<tr>
<td>Grief Role Play Case Scenario</td>
<td>Jan. 27 11:59 p.m.</td>
<td>10</td>
</tr>
<tr>
<td>Article of Choice</td>
<td>Feb. 10 11:59 p.m.</td>
<td>20</td>
</tr>
<tr>
<td>Final Application Reflection</td>
<td>Feb. 24 11:59 p.m.</td>
<td>20</td>
</tr>
<tr>
<td>*Professional Use of Self</td>
<td>Feb. 24 11:59 p.m.</td>
<td>10</td>
</tr>
</tbody>
</table>

*Expectations are defined in a separate Canvas Professional Use of Self folder with Use of Self grading rubric. Please read these at the beginning of the semester so you are clear about what is expected and how you are being evaluated. Canvas submissions are due no later than **11:59 p.m. the night before relevant in-class meeting.**
7.0 CLASS RECORDING and DISTRIBUTION of COURSE MATERIALS

7.1 Audio and video recording
Audio and video recordings of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. Students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Watching recorded classes can be a part of absence make-up and does not equate with synchronous attendance and class participation and engagement.

7.2 Class PowerPoints
Class PowerPoints may not be shared with others, reproduced, sold, published or distributed to others in any format, in whole or in part, without written consent of the instructor.

8.0 ADDITIONAL POLICIES, INFORMATION AND RESOURCES

Accommodations for students with disabilities:
If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. For more information, contact: Services for Students with Disabilities Phone: (734) 763-3000; Email: ssdoffice@umich.edu

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism
Learning is in service to our clients.

Weekly Class Schedule, Assignments and Due Dates
Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion to meet learning objectives and students will be notified of changes.

**All required readings** are in shown in **purple** and are in Canvas. Additional optional readings are also provided in Canvas.

Jan. 20

| #1 | Conceptualizing Grief |
|    | Social Context; Mediators |
|    | Strengths Based Framework |
|    | Ethical Considerations |

**Required Readings**


Jan. 27

| #2 | Grief Scenario Due |
|    | Grief Assessment |
|    | Primary versus Secondary Loss |
|    | Grief versus Depression |
|    | Narrative and Meaning Making Approaches |
|    | Assessment Tools and Techniques |

**Required Readings**


**WATCH**: Loss video (See Canvas)

Feb. 3

| #3 | Grief Interventions |
|    | Life Span Approaches |
|    | Addressing Specific Grief Feeling States and Reactions |

**Required Reading**: (Everyone reads this article) + **COLOR GROUPS**

**JIGSAW Article**

Selman, L. E., Chao, D., Sowden, R., Marshall, S., Chamberlain, C., & Koffman, J. (2020). Bereavement support on the frontline of COVID-

COLOR GROUPS Assigned Article by group


**Feb. 10**

**GRIEF DIVERSITY ARTICLE OF CHOICE PAPER DUE**

#4 Assessment and Intervention Principles with Specific Grievers Diversity Considerations Complicated Grief

**Required Reading**

Article of Choice regarding grief and loss in an area of your interest. See posted list in Canvas to give you some ideas.

**Feb. 17**

**Grief Counseling Implications for the Practitioner**

#5 Ethical Considerations Closing Ritual

**Required Reading**

Feb. 24

POST-CLASS
FINAL APPLICATION REFLECTION PAPER DUE
COMPLETED USE-OF- SELF FORM DUE