

## Multicultural and Multigenerational Approaches to Healing Loss and Grief

Spring 2005

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### *Accommodation*

*If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for the class.*

“Thus think of all this fleeting world: a star at dawn, a bubble in a stream, a flash of lightning in a summer cloud, a flickering lamp, a phantom, and a dream.” The Diamond Sutra

### **I. Course Goals:**

This class is designed to help students understand variations of the loss and grief experience, and offers three perspectives in working with clients to help them heal.

- Students will review a wide variety of anthropological studies and cross-cultural literature to stimulate critical analysis about societal and culture-bound elements in current theories of grief work. Students will gain the ability to provide culturally sensitive grief assessments and interventions with clients suffering a variety of losses.
- Students will learn to apply developmental theory, attachment theory, constructionism, meaning-making and narrative therapy and other current theories to multigenerational grief work with adults, children, families, and elders. Use of group interventions for specific populations or types of loss will also be explored.
- Students will also examine policy issues and macro-level approaches for creating relevant social change regarding the delivery of services for loss and grief.
- Students will gain awareness of the ways their own experiences, beliefs, values, and responses to loss affect their practice, and will examine the ethical implications of working across cultures and the challenges of using a social justice model in clinical practice.

Initial sessions will be focused on essential concepts of the loss experience and grieving processes across cultures, an overview of bereavement research, and exploration of the students' own experience with grief, in order to provide a necessary foundation upon which more advanced clinical and contextual learning may proceed. Political, economic, and structural issues related to loss and grief a societal level will be addressed so that students can consider policy and advocacy approaches necessary for social justice. The course will introduce the student to assessment of grief resulting from various types of losses (death, divorce, HIV/AIDS, traumatic events, sudden incapacity, etc.), using multigenerational and multicultural perspectives. Finally, the course will expose the student to a range of approaches for helping clients work through their grief constructively and make new meanings out of loss.

## **II. Learning Objectives:** By the end of this course, students will be able to:

- 1) Describe the nature and manifestations of loss and grief, its universality and variations, and differentiate between loss, grief, bereavement, and mourning;
- 2) Identify a) the helper's personal loss and grief issues and style; b) his/her own emotional and cultural filters, and c) ways these can impair or enhance ethical and effective practice;
- 3) Define, compare, and apply at least three of six traditional and emerging theories related to loss, grief, and bereavement work with clients (Bowlby, Parkes, Worden, Klass, Neimeyer, Walter); and summarize relevant research and evidence-based methodologies informing clinical practice in grief work.
- 4) Discuss the cultural aspects and variations in the understanding and expression of grief and loss, including spiritual as well as secular approaches to healing. Students will explore several forms of grief ceremonies, rituals, and alternative healing methodologies, including use of humor and the creative arts, in addition to Western models of intervention;
- 5) Develop a beginning competence in a life span approach on working with grief with children, adolescents, adults, and older adults; and with a multicultural model for working with clients across difference, including race, ethnicity, gender, class, ability, sexual orientation, spiritual beliefs, and other distinguishing characteristics.
- 6) Differentiate acute grief as an initial response to loss from the grieving/mourning process that occurs over time as an adaptation to loss,
- 7) Identify the dynamics and tasks of the grieving process, and the distinctions between healthy nonproblematic grieving and complicated problematic mourning;
- 8) Analyze the issues, problems, and useful approaches involved in helping clients address and heal specific types of loss, including losses due to death, divorce or separation, HIV/AIDS, physical and mental disability, trauma, relocation, and cultural identity challenges.
- 9) Develop a beginning understanding of the differences, similarities, respective strengths, and limitations, and appropriate use of grief counseling, grief therapy, and self-help grief support groups, as well as tools such as assessment formats and rating scales.
- 10) Recognize societal and structural issues which influence clients' experience of loss and grief, and identify examples of advocacy-based macro-level interventions for social change.

## **III. Course Format:**

To achieve the above learning objectives, we will use a dialogue and seminar format in which there will be ample opportunity for student-directed learning, participation and leadership. We will meet 10 times in the quarter (plus an additional individual meeting) for

- a) critical analysis of required and recommended readings (examination of multiple perspectives, comparison and contrasting of theories, personal reflections, etc.);
- b) case consultations, role plays and other experiential exercises for processing and reflection on the integration of theory and practice;
- c) exploration of ethical considerations, decision-making, and social justice issues;
- d) brief lecture presentations by instructor, guest speaker, and/or student(s);
- e) personal exploration, discussion and exercises, to raise awareness of the student's own background, biases, choices, and style in relationship to clinical practice as well as self-care.
- f) review of community, professional, and web-based resources for enhancing grief work;
- g) field trips to related to culture and bereavement , and/or to observe professionals in action.

Students are encouraged to present their own ideas, thoughts, feelings, readings, and projects; to raise issues of significance and priority. The course is designed to raise student awareness of their own experience of grief and loss in relation to ethical social work practice with clients; therefore, students may relate personal experiences to enhance the classroom teaching and learning process. Students may also choose not to share personal experiences or emotions, and may instead focus exclusively on cognitive learning. . A dialogic approach requires that students demonstrate openness to and acceptance of others' points of view, suspension of judgement, active inquiry, and compassionate listening. Each class will begin and end with a meditative ritual to be determined and facilitated by the instructor and class.

#### IV. Course Readings:

##### Required Texts (available at UW Bookstore):

1. Worden, J. William (2002) Grief Counseling and Grief Therapy (3<sup>rd</sup> Edition). New York: Springer Publishing.
2. Colin Parkes, Pittu Laungani and Bill Young (1997). Death and Bereavement Across Cultures.(New York: Brunner-Routledge).

3. **Required Reader** of multicultural and multigenerational articles available at Professional Copy and Print, 4200 University Avenue.

**Recommended supplemental readings** will be made available on Electronic Reserves. Other handouts will be made available to the student over the course of the quarter.

##### Recommended Book :

Doka, Kenneth J. and Joyce D. Davidson, eds. (1998) Living with Grief: Who We Are, How We Grieve (NY: Brunner/Mazel, Hospice Foundation of America). Must be ordered from Hospice.

**V. Assignments and Grading:** Five assignments, two major and three minor, and classroom participation will be assigned points according to the following grid. Further information on assignments and requirements will be listed as appendices. Other assignments, such as exercises to be done in and outside of class, will not be graded, other than as participation.

Graded Assignments	Grade Points	Due Date
One page reflection and response papers on weekly readings and class content (speakers, exercises, suggestions, questions, etc.).	10	Weekly, end of class; and posted on discussion board the day before class
Self-Exploration paper, analyzing personal background in relation to class. Keeping a journal during this class is recommended.	20	May 3, Week 6
Brief case presentation and discussion facilitation, relating case to readings/theory	10	Signup for week 2-9

Poster presentation on a grief/loss resource organization, website, group, etc.	10	May 17, Week 8 or May 24, Week 9 (sign up)
Major paper or video on a topic of interest (issue, population, intervention, tool, etc.)	30	May 31, Last class; plan a 5-7 minute oral presentation
Discussion board and classroom participation; individual meeting with instructor; all expected to contribute to classroom learning community	20	Weekly (schedule meeting with instructor between 1 <sup>st</sup> and 5 <sup>th</sup> week of quarter)

**VI. Outline of Course Content:** Depending on needs and interests of the class, course content will include but not necessarily be limited to:

**March 29, 2005      Session 1: Introductions, Course Overview, Course Context**

- Review of interests, learning goals and expectations of class;
- Course rationale, intentions, possibilities; setting a context for healing
- Review of syllabus, assignments, grading;
- Challenges of overlaying a multicultural focus on Western models of griefwork;
- Hopes and concerns; norm-setting to address concerns
- Overview of definitions, texts, theories of loss and grief to begin course.
- Signups for poster sessions and case presentations/consultations;
- Introduction of weekly personal exercises and plan for speakers, reading review, cases
- Experiential exercise: your Loss Line

**Required Readings (should be done PRIOR to each session; will be discussed on listed day).**

**Texts:**

Worden, William (2002). Chap. 1, "Attachment, Loss, and the Experience of Grief," in Grief Counseling and Grief Therapy (NY:Springer), pp. 7-24.

Walter, Tony (2002). Chapter 9, "Secularization," in Parkes, Laungani, and Young, Death and Bereavement Across Cultures (NY: Brunner Routledge), pp. 166-187.

**Required Reader:**

Abramson, Marcia (1996) "Towards a More Holistic Understanding of Ethics in Social Work," Social Work in Health Care (23:2), pp. 1-13.

Martin, Terry and Kenneth Doka (2000). Chap. 8, "Culture as a Shaping Agent," Men Don't Cry... Women Do (Philadelphia: Brunner/Mazel), pp. 113-121.

Parkes, Colin (2001). Chap. 2, "The Broken Heart," Bereavement: Studies of Grief in Adult Life (Philadelphia: Taylor and Francis), pp. 14-30.

**Recommended Supplemental Readings:**

Rando, Theresa A. (1988). "What is Grief," Grieving: How to Go on Living When Someone You Love Dies (Lexington, MA: Lexington Books), pp. 11-24.

Saleebey, Dennis "Culture, Theory and Narrative: The Intersections of Meaning in Practice," Social Work (39:4), July 1994, pp. 351-359.

Zeller, Anne (1991), Chap. 2, "The Grieving Process in Non-Human Primates," in Counts, David and Dorothy Counts, Coping with the Final Tragedy: Cultural Variation in Dying and Grieving (Amityville, NY: Baywood Publishing Co.), pp.5-26..

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**April 5, 2005                      Session 2: Loss, the Origin of Grief: Research, Theory and Application; the Cultural Limitations of Western Research**

- Case presentation and discussion
- Review of readings and application to case
- Theoretical review and analysis (Freud, Bowlby, Parkes, Klass, Neimeyer, Walter)
- Review of traditional bereavement research and applications
- Grief vs. Grieving and mourning: distinctions and dimensions
- Differing impact of losses: determining factors, developmental and cultural variables
- Cultural contexts and philosophies about life, loss, grief, death; mezzo/macro implications
- Healing vs. treatment and cure; what facilitates healing?
- Speaker: Stan deMello: Grief and Mourning in India

**Required Readings for Discussion 1/15/03:**

**Texts:**

Parkes, Colin (2003). Chap. 13, "Conclusions II: Attachments and Losses in Cross-Cultural Perspective," in Parkes, Laungani, and Young's Death and Bereavement Across Cultures, op. cit, pp. 233-243.

**Required Reader:**

Parkes, Colin (2002). Chap. 2, "A Historical Overview of the Scientific Study of Bereavement," in Stroebe, Hansson, Stroebe, and Schut's Handbook of Bereavement Research (WA, D.C.: American Psychological Association), pp. 25-45.

Bradbury, Mary (2001). "Freud's Mourning and Melancholia", Mortality (6:2), pp. 212-219.

Hagman, George (2002). Chap. 1, "Beyond Decathexis: Toward a New Psychoanalytic Understanding and Treatment of Mourning," in Robert Neimeyer's Meaning Reconstruction and the Experience of Loss, (WA, D.C.: American Psychological Association), pp. 13-31.

Silverman, Phyllis and Dennis Klass (1996). Chap. 1, "What's the Problem?", in Klass, Dennis, Phyllis Silverman, and Steven Nickman, eds (1996). Continuing Bonds: New Understandings of Grief (Philadelphia: Taylor and Francis), pp.3-27.

Stroebe, Margaret S. (2002). "Paving the Way: from Early Attachment Theory to Contemporary Bereavement Research," Mortality (7:2), pp. 127-138.

### **Recommended Supplemental Reading**

Bowlby, John (1980). Chap. 2, "The Place of Loss and Mourning in Psychopathology" and Chap. 3, "Conceptual Framework," and Chap. 8, "Mourning in Other Cultures,": in Attachment and Loss Volume III Loss, Sadness and Depression (NY:Basic Books), pp 23-43., 126-136.

Silverman, Phyllis and Dennis Klass (1996). Chap. 2, "Broken Hearts or Broken Bonds," in Klass, Dennis, Phyllis Silverman, and Steven Nickman , eds (1996). Continuing Bonds: New Understandings of Grief (Philadelphia: Taylor and Francis), pp.3-43.

Parkes, Colin (1993), Chap. 6, "Bereavement as a Psychosocial Transition: Processes of Adaptation to Change", in Strobe, Strobe, and Hanson (eds). Bereavement Handbook: Theory, Research and Intervention, (Cambridge: Cambridge University Press) pp. 91-101.

Rando, Theresa (1993). Chap. 2, "A Perspective on Loss, Grief and Mourning," Treatment of Complicated Mourning (Champaign, Ill.: Research Press), pp. 19-64.

Walter, Tony, "A New Model of Grief: Bereavement and Biography," Mortality (1:1), 1996, pp. 7-25.

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### **April 12, 2005      Session 3: Assessment Variables**

- Case presentation and discussion/responses
- Review of readings and application to case
- Assessing grief and loss (tools, procedures, protocols; DSM-IV) (Rando)
- Healthy/normal grieving vs. complicated mourning;
- Disenfranchised grief (Doka)
- Multicultural and multigenerational factors in assessment: gender, age, race, culture
- Video: "Who We Are, How We Grieve", National Hospice Foundation
- In-class experiential exercise and review: Actors and Witnesses: Cultural Perceptions

### **Required Readings:**

#### **Texts**

Worden, William (2002). Chap. 2 "Understanding the Mourning Process", Grief Counseling and Grief Therapy, op. cit., pp. 25-49.

Rosenblatt, Paul (2003). Chap. 3, "Grief in Small Scale Societies", in Parkes. Laungani, and Young, Death and Bereavement Across Cultures, op. cit., pp. 28-51.

#### **Required Reader:**

Corr, Charles (1998). Chap. 12, "Developmental Perspectives on Grief and Mourning", in Doka and Davidson's Living With Grief: Who We Are, How We Grieve (NY:Brunner/Mazel). pp. 143-159.

Green, James (1999). Chap. 4. "Language and Cross-Cultural Social Work," Cultural Awareness in the Human Services (Boston: Allyn and Bacon), pp 117-156..

Neimeyer, Robert and Nancy J. Keesee Chap. 17, "Dimensions of Diversity in the Reconstruction of Meaning", in Doka and Davidson's Living With Grief: Who We Are, How We Grieve, op. cit. pp. 223-237.

Rando, Teresa (1993) Chap. 6, "Clinical Assessment of Grief and Mourning," and appendix "Grief and Mourning Status: Interview and Inventory", Treatment of Complicated Mourning, op. cit., pp. 243-266, 665-682.

Smith, Timothy B. (2004). "A Contextual Approach to Assessment," Practicing Multiculturalism: Affirming Diversity in Counseling and Psychology (NY: Pearson Education), pp. 97-119.

### **Recommended Supplemental Readings:**

Doka, Kenneth (1989). "Disenfranchised Grief," and "Death, Loss, and Disenfranchised Grief," in Doka's Disenfranchised Grief (Champaign, Ill.: Research Press), pp. 3-23.

Martin, Terry and Kenneth Doka (2000). "The Role of Gender," Men Don't Cry... Women Do: Transcending Gender Stereotypes of Grief, op. cit. pp. 99-111.

Rosenblatt, Paul (2002). Chap.13, "A Social Constructionist Perspective on Cultural Differences in Grief", in Strobe, Hansson, Strobe and Schut (eds). Handbook of Bereavement Research (WA, D.C: American Psychological Association), pp. 285-300.

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### **April 19, 2005      Session 4: General Healing Approaches: Grief Counseling for Uncomplicated Mourning - Adults**

- Case presentation and discussion/responses/role plays
- Review of readings and application to cases (Worden's Task Theory)
- The nature of uncomplicated grieving: manifestations, determinants, processes (Parkes)
- Spiritual and secular approaches; the individual and the collective; role of community
- Grief counseling: helping to facilitate uncomplicated grieving
- Organizing and facilitating self-help support groups;
- Guest speaker: Bereavement Support Group facilitator
- Multigenerational and multicultural approaches in healing
- Mezzo/macro implications for service delivery and advocacy

### **Required Reading:**

#### **Texts:**

Worden, William (2002). Chap.3, "Grief Counseling: Facilitating Uncomplicated Grief", Grief Counseling and Grief Therapy, op. cit., pp. 51-81.

### **Required Reader:**

Barrett, Ronald (1998). "Sociocultural Considerations for Working with Blacks Experiencing Loss and Grief," in Kenneth Doka's Living with Grief, op. cit., pp. 83-96.

Klass, Dennis (1996), Chap. 4, "Grief in an Eastern Culture: Japanese Ancestor Worship, in Klass, Silverman and Nickman's Continuing Bonds (Philadelphia: Taylor and Francis), pp. 59-72.

Moss, Miriam, Sidney Moss and Robert Hansson (2001), "Bereavement and Old Age," in Strobe, Hansson, Stroebe, and Schut's Handbook of Bereavement Research, op. cit., pp. 241-160.

Parkes, Colin (2001). "Helping the Bereaved I: General Principles," Bereavement: Studies of Grief in Adult Life (Philadelphia: Taylor and Francis), pp.161-179.

Hughes, Mary Lou (1995). Chaps. 4, 5, 8, Bereavement and Support: Healing in a Group Environment (WA, D.C.:Taylor and Francis) pp. 57-83, 127-178.

Walter, C.A. (2003). "Loss of a Partner: Current Issues," in The Loss of a Life Partner: Narratives of the Bereaved (NY:Columbia Press), pp: 13-36.

### **Recommended Supplemental Readings:**

Arnason, Arnar, "Biography, Bereavement, Story," Mortality (5:2), 2000, pp. 189-204.

International Workgroup on Death, Dying and Bereavement (1994). "Assumptions and Principles Regarding Bereavement" Statements on Death, Dying, and Bereavement (Ontario: King's College), pp. 53-63.

Lawrence, Lynn (1992), "Till Death Do Us Part": The Application of Object Relations Theory to Facilitate Mourning in a Young Widows' Group," Social Work in Health Care (16:3), pp. 67-81.

Weinberg, Nancy (1995). "Does Apologizing Help?: The Role of Self-Blame and Making Amends in Recovery from Bereavement," Health and Social Work (20:4), pp. 294-299.

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### **April 26, 2005      Session 5: General Healing Approaches: Children and Families**

- Case presentation and discussion/responses/role plays
- Review of readings and application to cases
- Working with families who have lost a child (Klass)
- Attachment & developmental issues in working with children and youth (Bowlby)
- Counseling and therapy for the bereaved child and adolescent
- Art and play therapy, drawing, sand-tray, puppetry; other cultural approaches
- Mezzo/macro resources and implications
- Guest speaker: Jackie Kite, Children's Hospital Journey Program

### **Required Reading:**

#### **Texts:**

Worden, William (2002), Chap. 7, "Grief and Family Systems," Grief Counseling and Grief Therapy, op. cit., pp. 149-173.



Young and Papadatou (2003). Chap. 10, "Childhood Death and Bereavement Across Cultures", in Parks, Lougani and Young, Death and Bereavement Across Cultures, op. cit., pp. 191-205.

### **Required Reader:**

Shapiro, Ester (1996). "Family Bereavement and Cultural Diversity: A Social Developmental Perspective," Family Process (35), 313-332.

Pine, Vanderlyn and Carolyn Brauer (1986). "Parental Grief: A Synthesis of Theory, Research and Intervention," in Therese Rando's Parental Loss of a Child (Champaign, Ill.: Research Press), pp. 59-96.

Tait, Donna Casey and Jo-Lynn Depta (2000). "Play Therapy Group for Bereaved Children," Helping Bereaved Children (NY: Guilford Press), pp. 169-185.

Webb, Nancy Boyd (2000). "Assessment of the Bereaved Child," Helping Bereaved Children: A Handbook for Practitioners, ibid, pp. 19-42.

Webb, Nancy Boyd (2000). "Counseling and Therapy for the Bereaved Child", Helping Bereaved Children, ibid, pp. 43-55.

### **Recommended supplemental readings:**

Buchsbaum, Betty (1996). "Remembering a Parent Who Has Died: A Developmental Perspective," in Klass, Dennis, Phyllis Silverman, and Steven Nickman, eds. Continuing Bonds: New Understandings of Grief (Philadelphia: Taylor and Francis), pp. 113-124.

Davies, R. (2004). "New Understandings of Parental Grief: Literature Review." J Adv Nurs. 46(5): 506-13 (link to online article on E Reserves)

Ellis, Richard (1989). "Young Children: Disenfranchised Grievors," in Kenneth Doka's Disenfranchised Grief, op cit., pp. 201-211.

LaGrand, Louis (1989). "Youth and the Disenfranchised Breakup," in Kenneth Doka's Disenfranchised Grief, op. cit., pp. 173-185.

Stephenson, John (1986). "Grief of Siblings," in Therese Rando (ed). Parental Loss of a Child (Champaign, Ill: Research Press), pp. 321-338.

Worden, William (1996), Chap1, "The Mourning Process for Children," and Chap. 9, "Intervention Models and Activities," Children and Grief: When a Parent Dies (NY: Guilford Press), pp. 9-34, 153-169.

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**May 3, 2004**

**Session 6: Working With Sudden and Traumatic Loss**

- Case presentation and discussion/responses
- Review of readings and application to case
- Working with victims of violence, public tragedies, critical incidents
- Multicultural tools and approaches to historical trauma and oppression
- Political and societal responses, advocacy, and approaches
- Guest speaker Fanny Correa, Virginia Mason Separation and Loss Institute
- ASSIGNMENT DUE: SELF EXPLORATION PAPER

**Handout:** Harvard Trauma Questionnaire

**Required Reader:**

Bendixsen, Robert, Gregory Bodin, and Kathy Jambois (2001), "The Bereaved Crisis Worker: Sociological Practice Perspective on Critical Incident Death, Grief and Loss", in Dale Lund's Men Coping with Grief (Amityville, NY: Baywood Publishing Co., Inc.), pp. 253-272.

Brom, Danny and Rolf Kleber (2000). "On Coping with Trauma and Coping with Grief: Similarities and Differences," Traumatic and Nontraumatic Loss and Bereavement: Clinical Theory and Practice (Madison, CT: Psychosocial Press), pp. 41-66.

Fast, Jonathan, "After Columbine: How People Mourn Sudden Death," Social Work (48:4), October 2003, pp. 484-491.

Lipton, Hal and Mirean Coleman (2000), "Bereavement Practice Guidelines for Health Care Professionals in the Emergency Department," International Journal of Emergency Mental Health (2:1), pp. 19-27.

Nicholson, Barbara and Diane M. Kay (Sept. 1999), "Group Treatment of Traumatized Cambodian Women: A Culture-Specific Approach," Social Work (44:5), pp. 470-479.

**Recommended supplemental Reading:**

Bushy, Angeline and John R. Bushy, "The Vietnam War: An Ongoing National Grief Response," in Lund's Men Coping with Grief (Amityville, NY: Baywood Publishing Co., Inc.), pp. 49-64.

"Fleming, Stephen and Sheri Belanger (2001). "Trauma, Grief and Surviving Childhood Sexual Abuse," in Neimeyer's Meaning Reconstruction and the Experience of Loss., op cit, pp. 311-329.

Levine, Joanne (2001). "Working with Victims of Persecution: Lessons from Holocaust Survivors", Social Work (46:4), 350-360.

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Marshall, R.D. and E.J. Suh (2003). "Contextualizing Trauma: Using Evidence-Based Treatments in a Multicultural Community after 9/11." Psychiatr Q. Winter 74(4)-401-20. (Link to online article).

Phelps, Teresa (2003), "Telling Stories in a Search for Justice: The Work of Truth Commissions," Conference Proceedings: Transforming Unjust Structures: Capabilities and Justice, von Hugel Institute, St. Edmund's College, Cambridge, June 26-27, 2003.

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### **May 10, 2005 Session 7: General Healing for Complicated Grief: Grief Therapy**

- Case presentation, discussion/responses
- Review of readings and critical analysis, case application
- Determinants of Grief (mode of death, relationship, gender, age, personal vulnerability).
- Complicated mourning: The nature of complicated grieving; characteristics and needs
- Grief therapy: Goals, procedures, methods, and treatment
- DSM-IV guidelines differentiating grief from depression from PTSD
- In-class experiential exercise and review: Draw Your Grief

#### **Required Readings:**

##### **Text:**

Worden, William (2002). Chap. 4, "Abnormal Grief Reactions: Complicated Mourning," and Chap. 5 "Grief Therapy: Resolving Complicated Mourning," in Grief Counseling and Grief Therapy, op cit., pp. 83-99 and 101-115.

##### **Required Reader:**

Parks, Colin(2001), Chaps. 9, 10, 11, "Determinants of Grief" in Bereavement: Studies of Grief in Adult Life, op. cit., pp. 117-160.

Rando, Therese (1993). "Chapter 4, "Complicated Outcomes of Loss: Symptoms and Syndromes," and Chapter 8, "Generic Issues in the Treatment of Complicated Mourning" in Treatment of Complicated Mourning, op. cit., pp. 149-183, 333-371.

#### **Recommended Supplemental Reading:**

Ritsher, J.B. and R. Neugebauer (2002) "Perinatal Bereavement Grief Scale: Distinguishing Grief from Depression following Miscarriage." Assessment. 9(1): 31-40 (link to online article)

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### **May 17, 2005 Session 8: Working with Immigrants & Refugees, Other Losses**

- Case consultation and review/response
- Review of readings and applications to case
- Adoption, displacement, aging, loss of physical or mental function, etc.
- Tools and approaches for special populations
- Links to recovery, wellness, rehabilitation, health
- Poster presentations on resources for griefwork, organizations, etc.
- Guest Speaker: Rafaelita Arviso, Harborview International Clinic

#### **Required Readings:**

**Text:**

Worden, William (2002), Chapter 6 “Grieving Special Types of Losses,” in Grief Counseling and Grief Therapy, op cit., pp. 119-147.

**Required Reader:**

Hinton, Ladson and Sue Levkoff (1999). “Constructing Alzheimer’s: Narratives of Lost Identities, Confusion and Loneliness in Old Age,” Culture Medicine and Psychiatry (23) pp. 453-475.

Huylewat, Phyllis (March 1996). “Resettlement: A Cultural and Psychological Crisis,” Social Work (41:2), pp. 129-135.

Hart, John E. “Gay Men: Grieving the Effects of Homophobia,” in Dale Lund’s Men Coping with Grief (Amityville, NY: Baywood Publishing Co., Inc.), pp. 253-272.  
pp. 65-84.

Luchterhand, Charlene and Nancy Murphy (1998), “Essential Ingredients in Assisting Adults with Mental Retardation Through the Grief Process,” Helping Adults with Mental Retardation Grief a Death Loss” (Philadelphia: Taylor and Francis), pp. 27-36.

MacGregor, Peggy (March 1994). “The Unrecognized Parental Response to Mental Illness in a Child, Social Work (39:2), pp. 160-166.”

Nickman, Steven (1996). “Retroactive Loss in Adopted Persons,” in Klass, Silverman, and Nickman’s Continuing Bonds (Philadelphia: Taylor and Francis), pp. 257-272

Nord, David (1997). Chap. 5, “Grieving Multiple Losses,” Multiple AIDS Related Loss (WA, D.C.: Taylor and Francis), pp, 83-102.

**Recommended Supplemental Readings:**

Ashton, Joyce and Dennis Aston, Chaps. 1 and 5, Loss and Grief Recovery: Help Caring for Children with Disabilities, Chronic or Terminal Illness (Amityville, NY: Baywood Publishing Co., Inc.), pp. 3-10, 69-90.

Fauri, David and Dani Grimes, (March 1994), “Bereavement Services for Families and Peers of Deceased Residents of Psychiatric Institutions,” Social Work (39:2), pp. 185-190.

Long, Kathleen Ann(1992), “The Experience of Repeated and Traumatic Loss Among Crow Indian Children Response Patterns and Intervention Strategies,” in Platt, Larry and Richard Persico’s Grief in Cross Cultural Perspective: A Casebook (NY: Garland Publishing), pp.271-291.

Ortiz, Ana, Janie Simmons and Ladson Hinton (1999). "Locations of Remorse and Homelands of Resilience: Notes on Grief and Sense of Loss of Place of Latino and Irish-American Caregivers of Demented Elders," Culture, Medicine and Psychiatry (23), pp. 477-500.

Walker, Rebecca, Elizabeth Pomeroy, John McNeil, and Cynthia Franklin (Feb. 1996), "Anticipatory Grief and AIDS: Strategies for Intervening with Caregivers," Health and Social Work (21:1), pp. 49-57.

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**May 24, 2005            Session 9:    Alternative Approaches to Healing Loss**

- Case presentation and discussion
- Review of readings and application of theory to case (Neimeyer, Walter)
- Non-western healing approaches: ritual, metaphor, story, ceremony, personal mythology,
- Work with elders: narrative therapy, life review, memory books, planning
- Spiritual approaches in dealing with loss and grief; the HOPE assessment tool
- Poster session and review of resources; discussion re applicability to cases
- Class exercise: Write a Eulogy; Ceremony of Remembrance: BRING A SYMBOL

**Required Readings:**

**Texts:**

Chaps. 4, 5, 6, 8, 12 in Parks, Lougani and Young, Death and Bereavement Across Cultures, op. cit., pp. 52-130, 147-166, 218-232.

**Required Reader:**

Gamino, Easterling, and Sewell (2003), "The Role of Spiritual Experience in Adapting to Bereavement," in Cox, Bendiksen, and Stevenson's Making Sense of Death: Spiritual, Pastoral and Personal Aspects of Death, Dying and Bereavement (Amityville, N.Y.: Baywood Publishing Co.), pp. 13-27.

Hodge, David (July 2001). "Spiritual Assessment: A Review of Major Qualitative Methods and a new Framework for Assessing Spirituality" Social Work (46:3), pp.203-214.

Gunaratnam, Yasmin (1997), "Culture is not Enough: A Critique of Multi-Culturalism in Palliative Care," Death, Gender and Ethnicity (London: Routledge), pp. 166-186.

**Recommended Supplemental Readings:**

Garcia de, Wiegand, Celia and Phil Weigand (1991) "Death and Mourning among the Huicholes of Western Mexico," in Counts, David and Dorothy Counts, Coping with the Final Tragedy: Cultural Variation in Dying and Grieving (Amityville, NY: Baywood Publishing Co.), pp. 53-68.

Gersie, Alida (1991). Chap. 16, "Bereavement Counseling Through Storytelling," Storymaking in Bereavement (London: Jessica Kingsley Publishing), pp. 228-243.

Goss, R.E. and D. Klass (1997). "Tibetan Buddhism and the Resolution of Grief: The Bardothodol for the dying and the grieving." Death Studies. July-Aug 21(4): 377-05. (Link to online)

Harvey, John, Heather Carlson, Tamara Huff, and Melinda Green (2002). Chap. "Embracing their Memory: The Construction of Accounts of Loss and Hope," in Neimeyer's Meaning Reconstruction and the Experience of Loss (WA, D.C.: American Psychological Association), pp. 231-243.

McGrath, Barbara (2003). "A View from the Other Side: The Place of Spirits in the Tongan Social Field," Culture Medicine and Psychiatry (27), pp. 29-48.

Simeone, William (1991). Chap. 10, "The Northern Athabaskan Potlatch: The Objectification of Grief," in Counts, David and Dorothy Counts, Coping with the Final Tragedy: Cultural Variation in Dying and Grieving, op. cit., pp. 157-167.

Wellenkamp, Jane C. (1991). Chap 8., "Fallen Leaves: Death and Grieving in Toraja," in Counts, David and Dorothy Counts, Coping with the Final Tragedy: Cultural Variation in Dying and Grieving, op. cit., pp. 113-

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**May 31, 2005                      Session 10: The Counselor's Own Loss and Ethical Considerations**

- Humor as cathartic process in grief counseling
- Self-care, self-awareness, future learning
- Ethical considerations in grief counseling; boundaries, limits
- Review of classroom learning and accomplishments, suggestions for future
- Presentations and discussions of final papers (10 minutes about your learning)
- Course evaluation and celebration: Closing the Circle (BRING A POEM OR STORY)

**Required Readings:**

**Text:**

Worden, William (2002). Chap. 8, "The Counselor's Own Grief," in Grief Counseling and Grief Therapy, op. cit., pp. 173-180.

Laungani and Young, Chap. 12, "Conclusions I: Implications for Practice and Policy," in Parkes, Loungani and Young's Death and Bereavement Across Cultures, op. cit., pp. 218-232.

**Required Reader:**

Cook, Alicia, "The Dynamics of Ethical Decision Making in Bereavement Research," in Stroebe, Hansson, Stroebe, and Schut's Handbook of Bereavement Research, op. cit., pp. 119-139.

Davidson, Kay, Zelda Foster (1995), "Social Work with Dying and Bereaved Clients: Helping the Workers," Social Work in Health Care (21:4), pp. 1-15.

Katz, Renee and Bonnie Genevay (Nov. 2002). "Our Patients, Our Families, Ourselves," The Impact of the Professional's Emotional Responses on End of Life Care," American Behavioral Scientist (46-3), pp. 327-339.

Klein, Allen (1989). Chaps. 1&2, The Healing Power of Humor (Los Angeles: Jeremy P. Tarcher, Inc.), pp. 4-38.

Smith, Douglas (1998). Chap. 21, "The Wounded Healer, A Transcultural Perspective," in Doka's Living with Grief: Who We Are, How We Grieve, op. cit., pp.277-284.

Witkin, Stanley (March 1999). "Taking Humor Seriously," Social Work (44:7) pp. 101-104.

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And all that Memory loves the most  
Was once our only Hope to be,  
And all that Hope adored and lost  
Has melted into memory.

-George Gordon, Lord Byron

Hold to the reins of Love and don't be afraid.  
Hold to the real behind the false and don't be afraid.  
You must know  
That the Beloved you seek is none other than you.  
Hold to this truth and don't be afraid.

- Rumi

For all that has been: thanks.  
To all that shall be: yes.

- Dag Hammerskold