



PSY 807 – Loss, Grief, and Mourning: Lifespan and Social Justice Approaches

Course overview

I hope that together we can foster a sense of community in this classroom and consider it to be a place where we all will be treated with respect. I welcome adults of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and nonvisible differences. I hope when we gather together we have a wide variety of opinions and experiences; all members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, feel free to speak with me...and I encourage you to speak with each other, as well. This syllabus is explicitly designed to meet accessibility/Universal Design for Learning guidelines. Please let me know if the design is not operating correctly.

Course unit value: 3

For each semester, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in-class time) and a minimum of two (2) hours of out-of-class student work (homework).

What learning methods are used?

This course will include collaborative conversations, student-led article analysis, small- and large-group exercises, direct faculty didactic instruction, and out-of-class student reading and writing.

Course instructor contact information

Name: David Jull-Patterson, PhD, FT
Pronouns: he/him/his
Room: Faculty offices at Stonelake
Phone: 916.378.3517 (not very good)
Email: david.jull-patterson@cnsu.edu (definitely best; I will usually respond to you within 24 hours, weekends excepted)
I truly enjoy meeting with students outside of class

1:1 conversation hours: Monday-Thursday, 15:00-16:00, and by appointment. Free free to stop by my office at other times—if I'm available I'm happy to talk with you. Or you can just say hello! You can make an appointment here: <https://jull-pattersonappointments.youcanbook.me>
Classroom and meeting times

Room: 277
Time: Tuesdays, 09:00 - 12:00pm
Spring semester — January - June 2020

Course description and rationale

From graduation to romantic break-ups to retirement to death, loss is a fundamental human experience. Losses, and the subsequent processes of grief and mourning, are the foci of this course. Over the semester we weave together three strands of inquiry during the term: responses in the personal, clinical, and social realms. Taking a lifespan approach, varieties of loss that are developmentally expected as well as unanticipated occupy the majority of our study. Particular attention to death and its personal and societal implications for clinical practice includes interventions to facilitate mourning and adjustment to loss on the individual, family and community levels. Social justice approaches to loss are addressed. This course is designed to help you learn how to competently respond to patients who have, are, or will be experiencing loss...which is everybody!

Prerequisite courses

Foundations of Behavior series (PSY 601, 602, 606, & 607), Best Practices series (PSY 710, 711, & 712), Standards and Ethics (PSY 608), and two years of practicum.

Course materials and schedule

Required textbooks and materials

Required:

- Harris, D. L., & Bordere, T. C. (2016). (Eds.). *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion*. Routledge.
- Harris, D. L., & Winokuer, H. R. (2016). *Principles and practice of grief counseling* (2nd ed.). Springer.
- McCoyd, J. L. M., & Walter, C. A. (2015). *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed.). Springer.
- Wiesel, E. (2017). *Night* (M. Wiesel, Trans.). Hill & Wang. (Original work published 1956)
- Selected articles on Canvas (learning management system)

Recommended:

- Gawande, A. (2014). *Being mortal: Medicine and what matters in the end*. Metropolitan Books.
- Neimeyer, R. A. (Ed.) (2016). *Techniques of grief therapy: Assessment and intervention*. Routledge.

Schedule

Week 1 – Introduction

Assignments and points available: in-class discussion (2 points)

Bordere, T. C. (2016). Social justice conceptualizations in grief and loss. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 9-20). Routledge. **Discussion leader: Dr. Jull-Patterson**

McCoyd, J. L. M., & Walter, C. A. (2016). Introduction. In *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed., pp. 1-26). Springer. **Discussion leader: Dr. Jull-Patterson**

Thrift, E., & Sugarman, J. (2019). What is social justice? Implications for psychology. *Journal of Theoretical and Philosophical Psychology*, 39(1), 1-17. <https://dx.doi.org/10.1037/teo000097> **Discussion leader: Dr. Jull-Patterson**

Collaborative conversation: *Self care: What am I doing to keep myself healthy (sleep, diet, exercise, relaxation, relationships, activism, etc.)? In what ways, if any, has this changed since I started graduate school?*

Week 2 – Perinatal

Assignments and points available: in-class discussion (2 points); discussion leads (40 points)

Bordere, T. C. (2016). Social justice conceptualizations in grief and loss. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 9-20). Routledge. **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). The social context of loss. In *Principles and practice of grief counseling* (2nd ed.) (pp. 43-56). Springer. **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Perinatal attachment and loss. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 27-58). Springer. **Discussion leader:**

Collaborative conversation: *Mourning: How do I mourn? What are the social conditions that facilitate my mourning? Which ones hinder it? How do I respond to the mourning of others? Facilitator:*

The syllabus is subject to change

This schedule is the general structure and content of the course. Please remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet your needs or mine, or other requirements.

We may spend more time on some topics as needed, and conversely, may move more quickly over other topics. I **will not** change assignment due dates to be earlier than what is listed in the syllabus.



Week 3 – Infancy, toddlerhood, and preschool

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper - Part II: Assessing bereavement (35 points)

Harris, D. L. (2016). Looking broadly at grief and loss: A critical stance. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 21-30). Routledge. **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Infancy, toddlerhood, and preschool. In *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed., pp. 59-82). Springer. **Discussion leader:**

Small, N., Fermor, K., Mir, G., et al. (2016). Inequality, exclusion, and infant mortality: Listening to bereaved mothers. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 50-64). Routledge. **Discussion leader:**

Collaborative conversation: *Role in my own family: Being a child, a parent, a partner, a relative; how do I react when one of my loved ones is suffering? How do I manage my role in my family given my training in psychology?* **Facilitator:**

Week 4 – Elementary school

Assignments and points available: in-class discussion (2 points); discussion leads (40 points)

Benatar, S. R. (2016). Living, suffering, and dying in a globalized world. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 33-39). Routledge. **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). The practice of presence. In *Principles and practice of grief counseling* (2nd ed.) (pp. 57-70). Springer. **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Elementary school-aged children. In *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed., pp. 83-110). Springer. **Discussion leader:**

Collaborative conversation: *Dependency: Prospect of losing my own independence and mobility; accepting dependency in others. What have I learned about dependency from my upbringing?* **Facilitator:**

Week 5 – Tweens and teens

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); personal loss history (35 points)

MacDonald, G., & Leary, M. R. (2005). Why does social exclusion hurt? The relationship between social and physical pain. *Psychological Bulletin*, 131(2), 202-23. <https://dx.doi.org/10.1037/0033-2909.131.2.202>

Discussion leader:

McCoyd, J. L. M., & Walter, C. A. (2016). Tweens and teens. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 111-142). Springer. **Discussion leader:**

Thompson, N. (2016). Compassion in a materialist world. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 40-49). Routledge.

Discussion leader:

Collaborative conversation: *Culture*: How does my own culture influence my views about the many facets that are involved with loss? How does my acculturation as a psychologist affect me? **Facilitator:**

Week 6 – Emerging adults

Assignments and points available: in-class discussion (2 points); discussion leads (40 points)

Granek, L. (2014). Mourning sickness: The politicizations of grief. *Review of General Psychology*, 18(2): 61-68. <https://dx.doi.org/10.1037/gpr0000001> **Discussion leader:**

Chaplin T. M. (2015). Gender and emotion expression: A developmental contextual perspective. *Emotion Review*, 7(1), 14–21. <https://dx.doi.org/10.1177/1754073914544408> **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Emerging adults. In *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed., pp. 143-170). Springer. **Discussion leader:**

Collaborative conversation: *Losses so far*: How has loss shaped my life? What are the major losses I've experienced? How do I see my own growth related to loss? What are some of the typical ways I respond to loss? **Facilitator:**

Week 7 – Young adulthood

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper - Part IV: Attending to the body (35 points); Send a draft of your *Night* paper to me and two pre-selected classmates for our review.

Harris, D. L. & Winokuer, H.R., (2016). Living losses: Nonfinite loss, ambiguous loss, and chronic sorrow. In *Principles and practice of grief counseling* (2nd ed.) (pp. 107-124). Springer. **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). Working with bereaved individuals. In *Principles and practice of grief counseling* (2nd ed.) (pp. 91-106). Springer. **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Young adulthood. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 171-202). **Discussion leader:**

Collaborative conversation: *Losses to come*: How have I anticipated the losses for which I'm (possibly) excited, like graduating from school, stopping being single, or changing my life when I have children? **Facilitator:**

Week 8 – Catch up and collaboration

Assignments and points available: in-class discussion (2 points); Neimeyer response paper – Your choice #1 (35 points); Collaborate in class with peer reviewers to finalize your *Night* paper.

Collaborative conversation: *Personal bereavement*: Am I in bereavement? When someone I loved died, what were my needs? What do I think my needs would be if someone I loved died? What do I define as comfort? Who and what would I need around me to feel comforted? **Facilitator:**

Week 9 – Middle adulthood

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); *Night* paper (35 points)

McCoyd, J. L. M., & Walter, C. A. (2016). Middle adulthood. In *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed., pp. 203-234). Springer. **Discussion leader:**

Morse, R. S., Hoch, T. T., & Freeman, T. (2016). Grief and developmental disabilities: Considerations for disenfranchised populations. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 154-164). Routledge. **Discussion leader:**

Rosenblatt, P. C. (2016). Cultural competence and humility. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 67-74). Routledge. **Discussion leader:**

Collaborative conversation: *Religious and spiritual beliefs and needs*: My own beliefs and spirituality; how do I nurture my spiritual self? How do I feel when patients bring up their own beliefs; when they ask me to participate in some way (such as praying or a time for silence and mindful breathing)? How do I ensure that I do not impose my beliefs on patients? **Facilitator:**

Week 10 – Retirement

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper – Your choice #1 (35 points)

Bordere, T. C. (2016). "Not gonna be laid out to dry": Cultural mistrust in end of life care and strategies for trust-building. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 202-212). Routledge. **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). Working with emotions—Yours and theirs. In *Principles and practice of grief counseling* (2nd ed.) (pp. 125-142). Springer. **Discussion leader**

McCoyd, J. L. M., & Walter, C. A. (2016). Retirement and reinvention. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 100-108). Springer. **Discussion leader**

Collaborative conversation: *Loss at the end of life*: What are some of the beliefs I have about retirement and loss? What examples have I seen in my own life about responding to the losses of retirement? **Facilitator:**

Week 11 – Old age

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper - Part VII: Re-storying Narratives of Loss (35 points)

Curtin, N., & Garrison, M. (2018). "She was more than a friend": Clinical intervention strategies for effectively addressing disenfranchised grief issues for same-sex couples. *Journal of Gay & Lesbian Social Services*, 30(3), 261-281. <https://dx.doi.org/10.1080/10538720.2018.1463885> **Discussion leader:**

Ho, A. H. Y., & Tan, G. X. L. (2016). Protecting dignity at the end of life: An agenda for human rights in an aging world. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 40-49). Routledge. **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Older adults. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 259-288). Springer. **Discussion leader:**

Collaborative conversation: *Views of aging: What do I think are the worst parts of growing old? The best parts? In what ways have I responded to elders in my family life?* **Facilitator:**

Week 12 – Grief on the social level

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper - Part X: Mobilizing Systems (35 points)

Metzler, D. (Co-producer and director) & Nakamoto, A. (Co-producer). (2007). *Furusato - The lost village of Terminal Island* [video]. CustomFlix. *This film will be viewed in class.*

Kekinusqs-Sayers, J. F. (2016). Is social justice elusive for the First Nations peoples' loss and grief? In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 85-99). Routledge. **Discussion leader:**

Moran, M. (2019). The problem of the past: How historic wrongs became legal problems. *University of Toronto Law Journal*. Advance online publication. <https://doi.org/10.3138/utlj.2018-0063> **Discussion leader:**

Vollhardt, J. R. (2013). After the genocide: Psychological perspectives on victim, bystander, and perpetrator groups. *Journal of Social Issues*, 69(1), 1–15. <https://dx.doi.org/10.1111/josi.12000> **Discussion leader:**

Collaborative conversation: *Loss lived large: How do I respond to loss on a social level, and how does temporality affect me? How do I choose which losses to respond to and which to let pass? How do these choices affect my sense of compassion and moral distress?* **Facilitator:**

Week 13 – Ritual

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper - Part XII: Recruiting Ritual (35 points)

Harris, D. L. & Winokuer, H.R., (2016). The clinician's toolbox: Therapeutic modalities and techniques in the context of grief. In *Principles and practice of grief counseling* (2nd ed.) (pp. 169-196). Springer.

Discussion leader:

Imber-Black, E., & Roberts, J. (1998). How rituals work for us: The five purposes of rituals. In *Rituals for our times: Celebrating, healing, and changing our lives and our relationships* (pp. 25-56). Jason Aronson, Inc. **Discussion leader:**

Torres, C., & García-Hernández, A. M. (2016). From violation to voice, from pain to protest: Healing and transforming unjust loss through the use of rituals and memorials. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 202-212). Routledge. **Discussion leader:**

Zambrao, S. C., Chur-Hansen, A., & Crawford, G. B (2018). Beyond right or wrong: Attitudes and practices of physicians, nurses, psychologists, and social workers regarding attendance at patient funerals. *Journal of Palliative Care*, 22(4), 400-407. <https://doi.org/10.1089/jpm.2018.0234>

Collaborative conversation: *Rituals: What rituals do I currently have in place in my life? What are the ways in which I've seen rituals used to disempower or disenfranchise individuals, families, or groups? What kinds of rituals have been helpful, and how?* **Facilitator:**

Week 14 – Self care

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Personal/social aspects paper (35 points)

Bettney, L. (2017). Reflecting on self-care practices during clinical psychology training and beyond. *Reflective Practice: International and Multidisciplinary Perspectives*, 18(3), 369-380. <https://doi.org/10.1080/14623943.2017.1294532>

Harris, D. L. (2016). Care for the caregiver: A multilayered exploration. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 251-264). Routledge. **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). Caregiver issues for grief counselors. In *Principles and practice of grief counseling* (2nd ed.) (pp. 213-232). Springer. **Discussion leader:**

Collaborative conversation: *Follow-up: What are my next steps in implementing my self care plan from earlier in the semester?* **Facilitator:**

Week 15 – Ethics

Assignments and points available: in-class discussion (2 points); discussion leads (40 points); Neimeyer response paper - Part XII: Recruiting Ritual (35 points)

Association for Death Education and Counseling (2010). *Code of ethics*. Accessed at https://www.adec.org/page/Code_of_Ethics?&hhsearchterms=%22code+and+ethics%22#Introduction **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). Ethical issues in grief counseling practice. In *Principles and practice of grief counseling* (2nd ed.) (pp. 197-212). Springer. **Discussion leader:**

Jull-Patterson, D. (2016). Psychology's ethics and the End of Life Option Act. *California Psychologist*, 49(4), 35. http://c.ymcdn.com/sites/www.cpapsych.org/resource/resmgr/cp/2016/Fall_Free_Article.pdf

Moss, E. L., & Dobson, K. S. (2006). Psychology, spirituality, and end-of-life care: An ethical integration? *Canadian Psychology-psychologie Canadienne*, 47(4), 284-299. <https://dx.doi.org/10.1037/co2006019> **Discussion leader:**

Collaborative conversation: *Living a meaningful life: Do my present activities contribute towards a sense of fulfillment and meaning? What are my goals in life? What is really important to me? If I knew that I were to die shortly and looked back on my life, would I have a sense of having lived well? If not, what can I change?* **Facilitator:**

Finals Week – The end

Assignments and points available: in-class discussion (2 points); discussion leads (40 points)

Harris, D. L. (2016). Iatrogenic harm and objectification in the context of care delivery. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 125-137). Routledge. **Discussion leader:**

Harris, D. L. & Winokuer, H.R., (2016). Current issues and trends for grief counselors. In *Principles and practice of grief counseling* (2nd ed.) (pp. 233-248). Springer. **Discussion leader:**

McCoyd, J. L. M., & Walter, C. A. (2016). Conclusions. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 289-300). **Discussion leader:**

Vachon, M. L. S., & Harris, D. L. (2016). The liberating capacity of compassion. In D. L. Harris & T. C. Bordere (Eds.), *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion* (pp. 265-281). Routledge. **Discussion leader:**

Collaborative conversation: *Endings: How do I handle endings in a professional setting? In the spirit of critical reflection, what are the most important aspects I have learned about myself through this series of collaborative conversations? What are the areas for my further professional growth? What do I most appreciate about my classmates as together we co-created this learning community?* **Facilitator: Dr. Jull-Patterson**

Course learning objectives

Discipline-specific knowledge and profession-wide competencies (See APA, 2018 for more about accreditation standards).

Discipline-specific knowledge

Category 3: Advanced integrative knowledge in scientific psychology

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, **social**, or **developmental** aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Profession-wide competencies

Competency 3: Individual and cultural diversity

Doctoral students are expected to:

1. Have an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. Possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
3. Demonstrate the requisite knowledge base, articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 5: Communication and interpersonal skills

Doctoral students are expected to:

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Course goals

By the end of this course, you will be able to:

1. Identify varieties of losses throughout the life span, including illness, divorce, and family maturation;
2. Identify losses at particular risk for contributing to complicated grief or mourning, including ambiguous loss, suicide, murder, and trauma;
3. Explain how responses to loss across the life span reflect and affect developmental stages;
4. Consider how cultural context, spiritual beliefs, social justice, and other types of information can affect your assessment and intervention for individuals, families, or communities.
5. Identify how you might assist patients in recognizing and responding to aspects of social injustice that may underlie their experience of loss and subsequent grief and mourning;
6. Delineate your awareness of your personal attitudes and beliefs about loss, grief, and mourning.

Course learning modalities

Student-led article analysis, faculty facilitation, lecture, small group discussion, and student out-of-class reading and writing.

Outcome measures

Here are how these outcomes map onto profession-wide competency goals, as well as the outcomes measures for these goals and the minimum level of achievement needed.

Course learning objective	Discipline-specific knowledge (DSK)/Profession-wide competency (PWC)	Weeks	Outcome measure	Minimum level of achievement
Identify varieties of losses throughout the life span, including illness, divorce, and family maturation	DSK 3 PWC 3-2, 3-3	1-10	Participation; article discussion lead; personal loss history; <i>Night</i> paper	Contribute one in-class comment; 80% or better on article discussion lead; 80% or better on personal loss history; 80% or better on <i>Night</i> paper
Identify losses at particular risk for contributing to complicated grief or mourning, including suicide, murder, and trauma	DSK 3 PWC 3-2, 3-3	1-10	Participation; article discussion lead; personal loss history; <i>Night</i> paper	Contribute one in-class comment; 80% or better on article discussion lead; 80% or better on personal loss history; 80% or better on <i>Night</i> paper
Explain how responses to loss across the life span reflect and affect developmental stages	DSK 3 PWC 3-2, 3-3	11-16	Participation; article discussion lead; personal loss history; <i>Night</i> paper	Contribute one in-class comment; 80% or better on article discussion lead; 80% or better on personal loss history; 80% or better on <i>Night</i> paper
Consider how cultural context, spiritual beliefs, social justice, and other demographically-based information affect assessments and interventions for individuals, families, or communities.	DSK 3 PWC 3-2, 3-3	11-16	Participation; article discussion lead; Neimeyer reaction papers; Personal/social aspects of loss paper	Contribute one in-class comment; 80% or better on article discussion lead; 80% or better on Neimeyer reaction papers; 80% or better on personal/social aspects of loss paper
Assist patients in recognizing and responding to aspects of social injustice that may underlie their experience of loss and subsequent grief and mourning	DSK 3 PWC 3-2, 3-3	All	Participation; article discussion lead; <i>Night</i> paper	Contribute one in-class comment; 80% or better on article discussion lead; 80% or better on <i>Night</i> paper

Course learning objective	Discipline-specific knowledge (DSK)/Professional-wide competency (PWC)	Weeks	Outcome measure	Minimum level of achievement
Delineate your awareness of your personal attitudes and beliefs about loss, grief, and mourning	DSK 3, 5 PWC 3-3, 5-1, 5-2, 5-3	All	Participation; article discussion lead; personal loss history; Personal/social aspects of loss paper	Contribute one in-class comment; 80% or better on article discussion lead; 80% or better on personal loss history; 80% or better on personal/social aspects of loss paper

Evaluation, grading, and assignments

Someone who is attending to how well he [sic] is doing has his self-concept on the line. His image of himself as smart or competent is endangered by the risk of failing to meet a certain standard of performance. The attempt to protect that image usually comes at the expense of a desire to try one's best, which can seem risky. If you don't try, you don't fail..... The more he is focused on how well he's doing, the less he is absorbed in the task itself. That absorption facilitates learning, so anything that undermines it is educationally disruptive (Kohn, 2018, p. 156).

I would really like you to focus on learning and utilizing new information—grades in classes are secondary to learning. However, the university expects me to assign grades, so here's how I will do it:

Assignment	Weighted percentage of grade
Participation (weekly)	15%
Discussion leader (various dates)	25%
Personal loss history (due Week 5)	15%
Neimeyer reaction papers (due Weeks 3, 8, 9, 10, 11, & 15)	15%
<i>Night</i> response paper (due Week 7)	10%
Personal and social aspects of loss (due Week 14)	20%
TOTAL	100%

This grading scheme provides the opportunity for you to demonstrate mastery of course content in a variety of modalities including formal and informal oral and written assignments as well as interaction with your peers in large and small group discussions. Students who attend class and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. I will have your papers graded and returned to you within two weeks. Please don't hesitate to contact me if I haven't returned your assignment by that time. Also, please be aware: I do not accept late assignments. (See exceptions on page 26 under *Excused Absences* regarding serious illness).

Important grading information: The written assignments are all graded on a 35-point scoring rubric; the weighted percentage of your grade assigned to each assignment varies (see table above).

Assignments

Participation in class and discussions (2 points per class; weighted percentage of grade: 15%)

Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment during my office hours prior to the class meeting so that you can be prepared to participate in class discussions. *The purpose of this assignment is for you to identify the developmental and social justice aspects of loss as they affect individuals, families, and communities, and to develop your oral communication skills.*

Class participation rubric

Criterion	Excellent	Good	Needs improvement
Provides constructive feedback to peers or deepens the discussion	2 Asks a question or makes an observation that provides constructive feedback or deepens the discussion.	1 May ask a question or make an observation, but without contributing constructive feedback or deepening the discussion.	0 No verbal participation.

Article discussion leader (2 articles @ 40 points each; weighted percentage of grade: 25%)

At the first class we will be assigning discussion leaders for the articles. Each person will serve as the discussion leader for three articles during semester. As discussion leader, you are responsible for synthesizing your knowledge and demonstrating your grasp of the material covered in the article and through the semester up to that point. The discussion leader is responsible for (1) quickly summarizing the main points of that reading, (2) leading the discussion of that paper, (3) make sure we cover the major issues in the paper, and (4) provide their perspective on that paper. Discussion leaders are not to extensively summarize each paper, because all class members will have done the reading before the class session.

After the discussion, the leader will provide self-reflection on the process of leading the discussion, then classmates will provide formative feedback focused on what the leader might think about changing next time and what aspect to repeat in the next discussion leadership opportunity. I will also provide formative feedback in class. Feel free to think creatively about how to facilitate the discussion. You have 30 minutes for this discussion and 10 minutes for feedback. *The purpose of this assignment is for you to address all learning goals of the course, and to develop your critical thinking and oral communication skills.*

Article discussion rubric

Note to the presenters' colleagues: This rating system will help you think about the presentation you are hearing. Please remember that the rating alone provides little useful information; please jot down comments in the section below to contribute to the verbal class feedback.

Criterion	Excellent	Good	Needs improvement
Presenter knowledgeable about subject	3	2	1
Quality of background and introduction	3	2	1
Presented and/or elicited key ideas and findings clearly	3	2	1
Linked content to larger theories and concepts from this course and other courses	5	3	1
Demonstrates comprehension, analysis, and synthesis of article information and course themes	5	3	1
Engaged classmates in the discussion	3	2	1
Clearly articulated conclusions	3	2	1
Clarity of speaking style	3	2	1
Rapport with the class	3	2	1
Timing and pace of discussion	3	2	1
Provided effective ways of engaging with the information	3	2	1
Organization of discussion	3	2	1

Personal loss history (40 points; weighted percentage of grade: 15%)

A 7-9-page compilation of a loss history (Harris & Winokuer, 2016) gives you an opportunity to document your own experience. It gives you a means to examine how loss, both through death and through other experiences, may affect your interactions with patients who are themselves experiencing loss and its aftermath. Ask yourself questions A-L below. Think about the ways that these losses and your responses to them might affect your interactions with bereaved patients, or patients who are struggling with loss issues. Please pay special attention to your own developmental stages, cultural background, spiritual beliefs, experiences with social (in)justice, and other demographically based information and how these affect your perception, and how those perceptions could influence your loss-related assessment or interventions for individuals, families, and communities. *The purpose of this assignment is for you to consider how your own experiences of loss may affect your understanding of and interactions with others, and develop your critical reflection skills.*

- A. Complete a loss timeline of the losses that you have had in your life (death and non-death related).
- B. What are the most significant losses that you have experienced? How are these losses more significant to you?
- C. How did you react to these losses? In what ways do you tend to have similar reactions to loss experiences, if any?
- D. How did your developmental stage affect your experience of loss?
- E. How did people around you react to these losses and to you during these times?
- F. What have you learned about death, grief, and life from your experiences?

- G. How did issues of social justice show up in your timeline (if at all)? How does this presence or lack thereof affect your beliefs about others in similar situations?
- H. What are your religious, spiritual, or meaning-making beliefs about death?
- I. How was your mourning affected by your social context?
- J. What are your cultural beliefs and assumptions about the expressions of grief and mourning, especially in regard to feelings and social obligations?
- K. Based upon your own experiences, what do you believe people typically need to mourn as they attempt to cope with grief and loss?
- L. As you continue in this field, and given what you know about your reactions to past losses, what aspects of your own self care are most important to you, in order that you may practice effectively and joyfully?

Personal loss history assignment rubric
(There are no "in-between" point possibilities)

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Overall quality	5 Ideas well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.	4 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. Organization of main points and ideas generally flows well.	3 Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer's critical thinking. Some information provided to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	1 Poor organization or presentation of ideas interferes with ability of reader to understand overall paper. Information not supplied to support purpose of the paper. Paper is disjointed, without flow or clear conclusion.
Content	5 Paper written in a clear and concise manner with strong discussion of ideas. Content directly addresses the purpose of paper. Organization, transitions, and conclusion are clear and appropriate.	4 Contains generally clear and concise information Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.	3 Information somewhat diffuse and loosely arranged Content marginally relevant, does not evidence depth or complexity Organization, transitions, and conclusion generally lacking clarity and/or appropriateness	1 Information haphazardly arranged Content not relevant Organization, transitions, and conclusion not clear or appropriate

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Grammar and mechanics	5 Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors. Consistently uses correct word choices. Maintains writing in the first-person voice.	4 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. Usually uses correct word choices. Generally stays in first-person voice.	3 Attempted use of APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally uses correct word choices. Sometimes uses first-person voice.	1 Did not use APA writing style; there are 6 or more punctuation or capitalization errors. Consistently uses incorrect word choices Rarely uses first-person voice.
Clear incorporation of cultural, developmental, and social justice aspects, as appropriate	10 Excellent incorporation of cultural, developmental, and social justice aspects of your loss experiences.	8 Good incorporation of cultural, developmental, and social justice aspects of your loss experiences.	6 Some incorporation of cultural, developmental, and social justice aspects of your loss experiences.	2 Minimal or missing incorporation of cultural, developmental, and social justice aspects of your loss experiences.
Provides critical self-reflection	15 Excellent use of critical self-reflection, showing thoughtful ability to view multiple aspects of a situation.	12 Good use of critical self-reflection, showing a general ability to view multiple aspects of a situation.	9 Moderate use of critical self-reflection, showing some ability to view multiple aspects of a situation.	3 Poor or missing critical self-reflection, in either personal choices or in interviews with others; doesn't show thoughtful ability to view multiple aspects of a situation.

Neimeyer reactions (35 points; weighted percentage of grade: 15%)

For brief reaction papers for the Neimeyer text (optional to buy; a reserve copy is in the library), please choose a chapter in the part assigned (you get to choose two parts without duplicating other assigned parts) and write a brief (2-3 pages) response, addressing the strengths and weaknesses of the information, how likely it would be for you to utilize the information and why, and how well it could address losses throughout the lifespan, whether through death or through other types of loss. *The purpose of this assignment is to consider how cultural context, spiritual beliefs, social justice, and other types of information affect the assessment and intervention for individuals, families, or communities, and to develop your writing and critical thinking skills.*

Techniques of Grief Therapy: Assessment and Intervention	Due date (by start of class)
Part II: Assessing Bereavement	Week 3
Part IV: Attending to the Body	Week 7
Your choice #1	Week 10
Part VII: Re-storying Narratives of Loss	Week 11
Part X: Mobilizing Systems	Week 12
Part XII: Recruiting Ritual	Week 13
Your choice #2	Week 15

Neimeyer reaction assignment rubric
(There are no "in-between" point possibilities)

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Overall quality	5 Ideas well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.	4 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. Organization of main points and ideas generally flows well.	3 Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer's critical thinking. Some information provided to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	1 Poor organization or presentation of ideas interferes with ability of reader to understand overall paper. Information not supplied to support purpose of the paper. Paper is disjointed, without flow or clear conclusion.
Content	5 Paper written in a clear and concise manner with strong discussion of ideas. Content directly addresses the purpose of paper. Organization, transitions, and conclusion are clear and appropriate.	4 Contains generally clear and concise information Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.	3 Information somewhat diffuse and loosely arranged Content marginally relevant, does not evidence depth or complexity Organization, transitions, and conclusion generally lacking clarity and/or appropriateness	1 Information haphazardly arranged Content not relevant Organization, transitions, and conclusion not clear or appropriate

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Grammar and mechanics	5 Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors. Consistently uses correct word choices. Maintains writing in the first-person voice.	4 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. Usually uses correct word choices. Generally stays in first-person voice.	3 Attempted use of APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally uses correct word choices. Sometimes uses first-person voice.	1 Did not use APA writing style; there are 6 or more punctuation or capitalization errors. Consistently uses incorrect word choices Rarely uses first-person voice.
Addresses how developmental and demographically-based information affects the evaluation of the technique	10 Clearly addresses how information is affected by developmental and culturally-based information.	8 Generally addresses how information is affected by developmental and culturally-based information.	6 Somewhat addresses how information is affected by developmental and culturally-based information.	2 Doesn't address how information is affected by developmental and culturally-based information.
Clear evaluation of strengths, weaknesses, and potential use in practice	10 Cogent, thoughtful evaluation of the technique or information in the chapter.	8 Generally succinct thoughtful evaluation of the technique or information in the chapter.	6 Somewhat meandering with some thoughtfulness in the evaluation of the technique or information in the chapter.	2 Minimum or missing evaluation of the technique or information in the chapter.

Night reaction paper (40 points; weighted percentage of grade: 10%)

After reading *Night*, write a 5-6-page paper identifying the losses Eliezer experiences. How is his writing this autobiographical novel an expression of his mourning (For example, "...Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes..." [p. 34])? How do the concepts of social justice come into play in this book? How might Eliezer's developmental stage affect his experience? In what ways would you respond to Eliezer if you were his therapist? Plan to review a draft of your paper with me during 1:1 conversation hours before you turn it in. *The purpose of this assignment is to help you integrate developmental and social justice aspects of a specific situation with your theoretical and clinical knowledge, offering an opportunity for a greater level of critical reflection and understanding, as well as developing your written communication skills.*

Night assignment rubric
(There are no “in-between” point possibilities)

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Overall quality	<p style="text-align: center;">10</p> <p>Ideas well organized and logically presented.</p> <p>All information is included to support the purpose of the paper.</p> <p>The flow is smooth and leads me to clear conclusions.</p>	<p style="text-align: center;">8</p> <p>Ideas generally organized or logically presented.</p> <p>Most information provided to support the purpose of the paper.</p> <p>Organization of main points and ideas generally flows well.</p>	<p style="text-align: center;">6</p> <p>Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer's critical thinking.</p> <p>Some information provided to support the purpose of the paper.</p> <p>I have to extrapolate information in order to understand the flow of the paper.</p>	<p style="text-align: center;">2</p> <p>Poor organization or presentation of ideas interferes with ability of reader to understand overall paper.</p> <p>Information not supplied to support purpose of the paper.</p> <p>Paper is disjointed, without flow or clear conclusion.</p>
Content	<p style="text-align: center;">5</p> <p>Paper written in a clear and concise manner with strong discussion of ideas.</p> <p>Content directly addresses the purpose of paper.</p> <p>Organization, transitions, and conclusion are clear and appropriate.</p>	<p style="text-align: center;">4</p> <p>Contains generally clear and concise information</p> <p>Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity</p> <p>Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.</p>	<p style="text-align: center;">3</p> <p>Information somewhat diffuse and loosely arranged</p> <p>Content marginally relevant, does not evidence depth or complexity</p> <p>Organization, transitions, and conclusion generally lacking clarity and/or appropriateness</p>	<p style="text-align: center;">1</p> <p>Information haphazardly arranged</p> <p>Content not relevant</p> <p>Organization, transitions, and conclusion not clear or appropriate</p>
Grammar and mechanics	<p style="text-align: center;">5</p> <p>Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors.</p> <p>Consistently uses correct word choices.</p> <p>Maintains writing in the first-person voice.</p>	<p style="text-align: center;">4</p> <p>Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors.</p> <p>Usually uses correct word choices.</p> <p>Generally stays in first-person voice.</p>	<p style="text-align: center;">3</p> <p>Attempted use of APA writing style; there are 4-5 punctuation or capitalization errors.</p> <p>Occasionally uses correct word choices.</p> <p>Sometimes uses first-person voice.</p>	<p style="text-align: center;">1</p> <p>Did not use APA writing style; there are 6 or more punctuation or capitalization errors.</p> <p>Consistently uses incorrect word choices</p> <p>Rarely uses first-person voice.</p>

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Identifies Eliezer's death and non-death losses	10 Eliezer's death and non-death losses are specifically identified.	8 Eliezer's death and non-death losses are generally identified.	6 Eliezer's death and non-death losses are somewhat identified.	2 Eliezer's death and non-death losses are barely identified, or not at all.
Extrapolates from this and previous courses to hypothesize therapeutic responses	10 Excellent use of course material to hypothesize therapeutic responses.	8 Generally good use of course material to hypothesize therapeutic responses.	6 Fair use of course material to hypothesize therapeutic responses.	2 Poor use of course material to hypothesize therapeutic responses.

Personal and social aspects of loss paper (40 points; weighted percentage of grade: 20%)

Choose one of the following five options for a personal/social paper. You may submit this as early as Week 9, but no later than the beginning of class on Week 12. If you have a different idea of what you'd like to do for one of these sections, please feel free to talk with me about it; I'm very open to a project you generate that addresses the pedagogical rationale of the assignment. Remember to include developmental, cultural, and social justice considerations as appropriate. Plan to review a draft of your paper with me during 1:1 conversation hours before you turn it in. *The purpose of this assignment is to help you integrate the didactic information with your own personal and social experience, offering an opportunity for a greater level of critical reflection and further development of your written communication skills.*

- A. Complete your own advance directive and durable medical power of attorney. Include a short (5-6 pages) reflection paper outlining your cognitive, affective, physical, spiritual, behavioral, and/or social responses to completing these legal documents. Part of this paper will include a critical reflection on the interactions between you and the people who will serve as your health care proxy and your health care provider with whom you discuss the advance directive.
- B. Create your own funeral, memorial service, celebration of life, or other end of life ritual, as well as a rationale for the choices you made, including the person(s) who will be leading the event and their response when you asked them to take on this role. As a time frame to focus your work, the ritual would be held on 16 June 2020 (the last day of our course). The place and cause of your death for this assignment are up to you.
- C. Put together your own eulogy (minimum 500 words). You may decide the time, place, and cause of your death. This may be submitted in written, audio, or video format (electronic formats only). Please let me know where the eulogy would be published, spoken, and/or played, and why you chose that venue. Include a short (5-6 pages) reflection paper that describes the eulogist(s), why you chose the person(s), how the person(s) responded when you asked for her/his/their willingness to take on this role, and your reflection on that response. You may not deliver your own eulogy.
- D. Write a reflection paper (5-6 pages) about how your work affects your relationships with loved ones: meaningful relationships, communication and expressing feelings; time dedicated to family and friends; issues of forgiveness and gratitude; how you would like to be remembered after your death; and what you are doing to contribute towards this remembrance (Jünger & Payne, 2011). Share this reflection paper with two other people who experience the impact of how your work affects your relationship, and include their responses—and your critical reflection on those responses—as a 3-4 page addendum to your reflection paper.

E. Write a reflection paper (5-6 pages) concerning a loss *you* experienced that has a component of social justice as a salient feature. Examples of this: the closing of a under-resourced school based in low test scores; going to a funeral where the cause of death was hidden or lied about; the foreclosure of a house and the subsequent move to a new home; the death of someone close to you who could not access the needed medical care; the loss of a job or school admission based (stated or not) on your particular demographics. Be sure to describe *what dimension* of social justice was involved (if you are not clear about this concept, review the Diaz article from Week 1), the impact at the time of loss, and how that loss affects you now. Be sure to focus on a loss that *you* experienced; this is not a research paper about the impact of a loss on people unknown to you, or a loss with which you do not have first-hand experience.

For any of these five options, the focus is more on the *reasoning* and *impact* of your choices, not on the choices themselves. You are describing the choices so I can understand how your thinking was reflected in those choices. You are **not** graded on the choices themselves, only in your critical self-reflection describing the choices and your description and analysis of your engagement with the others who are involved in your choices.

Personal and social aspects of loss assignment rubric
(There are no “in-between” point possibilities)

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Overall quality	10 Ideas well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.	8 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. Organization of main points and ideas generally flows well.	6 Ideas generally somewhat organized or logically presented; interferes with ability of reader to follow the writer's critical thinking. Some information provided to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	2 Poor organization or presentation of ideas interferes with ability of reader to understand overall paper. Information not supplied to support purpose of the paper. Paper is disjointed, without flow or clear conclusion.
Content	5 Paper written in a clear and concise manner with strong discussion of ideas. Content directly addresses the purpose of paper. Organization, transitions, and conclusion are clear and appropriate.	4 Contains generally clear and concise information Content mostly relevant to purpose of paper, but slightly lacking in depth or complexity Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.	3 Information somewhat diffuse and loosely arranged Content marginally relevant, does not evidence depth or complexity Organization, transitions, and conclusion generally lacking clarity and/or appropriateness	1 Information haphazardly arranged Content not relevant Organization, transitions, and conclusion not clear or appropriate

Criterion	Excellent	Good	Needs improvement	Unsatisfactory
Grammar and mechanics	5 Consistent and appropriate APA writing style, there are no grammatical errors, there are no spelling errors. Consistently uses correct word choices. Maintains writing in the first-person voice.	4 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. Usually uses correct word choices. Generally stays in first-person voice.	3 Attempted use of APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally uses correct word choices. Sometimes uses first-person voice.	1 Did not use APA writing style; there are 6 or more punctuation or capitalization errors. Consistently uses incorrect word choices Rarely uses first-person voice.
Integrates didactics with your own personal and social experience	10 Excellent integration of didactic, personal, and social experience.	8 Generally integrates didactic, personal, and social experience.	6 Fair integration of didactic, personal, and social experience.	2 Minimal or absent integration of didactic, personal, and social experience.
Provides critical self-reflection	10 Excellent use of critical self-reflection, both in personal choices as well as in interviews with others.	8 Good use of critical self-reflection, both in personal choices as well as in interviews with others.	6 Moderate use of critical self-reflection, both in personal choices as well as in interviews with others.	2 Poor or missing critical self-reflection, in either personal choices or in interviews with others.

Collaborative conversations

The last 35 minutes of each class are devoted to (almost always) student-moderated *collaborative conversations*. These are designed to nurture your ability to critically self-reflect, an attribute that is linked to increased competence for health care providers. Specifically, reflective learning can improve professionalism and clinical reasoning, and reflective practice can contribute to continuous practice improvement and better management of complex health systems and patients (Aronson, 2011). As Jünger and Payne (2011) assert, “Psychologists... need to be able to have close, empathic and meaningful relationships with team members and with patients and families (who can be adults or children), while at the same time maintaining their internal congruence” (p. 246).

Collaborative conversations are intended to teach you about the variety of views that people hold about loss, grief, and mourning, give you a chance for critical self-reflection, assist you in developing an ongoing self-care focus, and actively elicit and engage your contributions to our learning community.

These interactions are neither graded nor assessed; they provide you the opportunity to give consideration to what you are learning and to put it in a larger context of your own life and your role as a psychologist and as a member of this learning community. These are conversations, not therapy, and they are designed to increase your efficacy in our profession. The topic for each week is listed in the syllabus. Each one of you have the opportunity to facilitate conversations during the course of the semester.

Course specific information

Perhaps nothing is more profoundly human and universal than the experience or awareness of loss - our own losses and those around us. Sometimes our attention is riveted on the death of an individual figure (Toni Morrison, Hal Prince, John Paul Stevens). Sometimes we are collectively shocked, horrified, and galvanized by the sheer magnitude of loss caused by events such as earthquakes in Japan and Ecuador, the mass shooting in Orlando, and the genocide in Syria. Perhaps nothing is more unique and personal—and yet informed by our community, our culture, and our sense of history—than the ways in which we experience, process, and mourn these losses. And finally, the paradoxical and remarkable impact of attention to loss can be focused to enrich our lives, to challenge us to live differently, and to act in new ways...to enhance our creativity, social commitment, compassion, thoughtfulness, and joy.

Loss is a universal human experience, yet psychologists may have a tendency to only acknowledge losses due to death as worthy of therapeutic attention. This course starts with a broader premise: all of life is about loss and therefore it is imperative for clinicians to be skilled at identifying less recognizable losses as well as more common ones; psychologists must be adept at helping people incorporate the meaning of that loss into their lives. This course allows you to focus on questions of loss, grief, and mourning, which means, by definition, we'll be examining attachment, relationship, and social contexts. The semester's work emphasizes these topics as they relate to individuals, families, and communities, with a particular emphasis on social justice and human development. This examination is considered with an awareness of history and of various cultures, with the central stress being on the present and on U.S. cultures.

We will consider too how such topics are complexified by issues of race, class, gender, and other cultural values. The readings are designed to weave together three types of themes: personal, clinical, and social. Although the focus on various topics at different points in the semester allows us to consider many areas, there is much interweaving of the materials of this course. Thus topics such as aging or grief are not just treated separately in a strictly linear approach, but are woven together in an "intellectual tapestry." (Wass, 1987). As various texts "talk to" and "talk back to" other texts, so I encourage you to engage thoughtfully, critically, and imaginatively with the texts, and with each other, during the semester. I especially hope you bring the materials to bear on your own experiences, and to bring those experiences to bear on the course materials. You will explore your own reactions to loss and grief, how you mourn, and how these reactions impact your responses to others. The course emphasizes knowledge and skill development with sensitivity to cultural and religious diversity and to inter-generational connections. This course will prepare you to attend to grieving persons across the life span, including dying and grieving children, adolescents, and adults experiencing transition, and those with multiple losses. You will also increase your awareness of and sensitivity to loss on community and generational levels, and the social justice aspects of these losses.

IMPORTANT NOTE: I will communicate with the class through *Canvas*. Communications may include changes or cancellations in class, office hours, meeting rooms or times, and/or assignments. Please go into your personal profile in *Canvas* and confirm that the email address listed is the email you will be reading on a daily basis. The class topics and reading assignments are subject to change with a week's notice. These changes will be announced in class, posted on *Canvas*, and confirmed by email.

CNU policies

Academic dishonesty

In accord with University Policy, academic dishonesty, including cheating, plagiarism, misrepresentation, second-hand papers retrieved via internet or other sources, or other dishonest practices will result in an “F” for the course and the student will be referred to the Assistant Dean of Student Affairs and Admissions.

Behavioral expectations

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

Technology proficiency required

Web-based course management (*Canvas*)
Presentation program (e.g., Keynote, Power Point, Prezi)
Word processing program

Copyright notice

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others, I will ask for your written permission. Copyright violations may result in academic and/or civil penalties under State and Federal law <www.copyright.gov/title17>.

Grading

The courses leading to the PsyD are designed to provide students with preparation for practice at the entry level of the profession. All classes integrate empirical evidence into the practice of psychology, focus on the latest scientific research, and foster respect and understanding for cultural and individual differences.

The College of Psychology uses the following rubric when determining which letter grades are awarded on assignments and in courses. This table applies to all academic and didactic courses in the PsyD program. Practicums are graded as Pass/Fail.

Percentage Score in Course	Letter Grade in Course	Grade Points
90.00-100%	A	4.0
80.00-89.99%	B	3.0
70.00-79.99%	C	2.0
60.00-69.99%	D	1.0
0.00-59.99%	F	0.0

Y - This designation on the transcript is a preliminary, non-permanent notation indicating that the student has not reached the minimal level of achievement expected by the professor with regard to discipline-

specific knowledge or profession-wide competencies. Remediation is necessary, but this level of performance does not require repeating the course. Students have until they begin their internship to successfully meet the minimum levels of achievement necessary to remove the Y from their transcript.

I - An incomplete on the transcript is a preliminary, non-permanent notation indicating that work in the course was satisfactory but not completed by the time grades were due. The course with the incomplete grade must be completed successfully in the time frame as defined by the student's Academic Advisor.

W - With the written permission of the instructor, it is possible to withdraw from a course until the last day of class in each semester. There is no penalty for withdrawal, however, there is no refund for tuition for courses from which a student has withdrawn for any reason. The course will appear on the student's transcript with the grade of W which stands for Withdrawal. Unless on approved leave of absence, the student must retake the class within one academic year. Students may only receive one W for any given course.

To remain in good standing in the College of Psychology a student must have a minimum cumulative grade point average (GPA) of 3.0. At different points during the program they must also pass their first year readiness for practicum screening, receive satisfactory evaluations from their practicum sites and Academic Advisor, reach minimum level of achievement in all areas assessed for discipline-specific knowledge and profession-wide competencies, pass the Integrative Case Presentation and Oral Examination, finish internship successfully, and have completed dissertation paperwork and submittals within appropriate timeframes. Students must also act in a manner that is consistent with the professional standards established by the American Psychological Association.

Academic alert

If a student's cumulative score in a course drops below 80%, they will be placed on Academic Alert. The professor for the course will fill out an Academic Alert form and send it to the student's Academic Advisor. The professor will then meet with the student so that a plan for academic support can be created. Depending on the reason and quantity of Academic Alerts for a given student, the Academic Advisor may also send the form to the Office of Academics and/or the Office of Student Affairs and Admissions. Either office may then request an additional meeting with the student.

Academic probation

A student will be placed on academic probation if they have a total score in a course of between 69%-0%. This indicates a lack of understanding of the fundamental concepts of the course material necessary for progression. Unless on an approved leave of absence, students must retake any class in which they have earned such a score in the following academic year. The grade initially received in the course will not be included in the cumulative GPA calculation. The grades received in retaken classes will be used in determining their cumulative GPA and marked on the transcript with an asterisk to indicate that the current grade reflects a change from initial performance. Each course may be repeated only once.

A student will be placed on academic probation if they have an aggregate score of between 79%-70% in a course. This will result in a Y on the transcript and indicates that the student has not reached the minimal level of achievement expected by the professor with regard to discipline specific knowledge or profession-wide competencies. Remediation is necessary, but this level of performance does not require repeating the course. The student must take a subsequent exam prepared by the course instructor and receive a score of 80% or above. This indicates that they have gained subsequent knowledge or competency showing minimum level of achievement. The Y is then removed from their transcript and replaced by a B with an asterisk. This grade will be used in determining their cumulative GPA and the asterisk indicates that the current grade reflects a change from initial performance. The student has until the start of internship to remove all Ys from their transcript.

Academic probation formally begins when written notification is given to the student by their Academic Advisor through the Probation Plan form. The Academic Advisor has 1 week after semester grades are finalized to produce a Probation Plan for the student. A copy of the form is also submitted to the Office of Academics. Once students have fulfilled the conditions of the Probation Plan, they will be removed from probation.

A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

Attendance

The curriculum for the doctorate degree in psychology provides a broad, generalist education by imparting knowledge that is sequential, cumulative, graded in complexity, and provides a basis for further professional growth. This requires that students attend all classes and complete all practicum and internship requirements.

Regular class attendance is important and expected of all students. Unless stated otherwise in course syllabi, students are generally allowed two absences per semester for each course. If a student knows they will need to miss a class, the student should contact the professor in advance. Students are permitted to make up missed work for excused absences (see the section on excused absences below). They may make up missed work for unexcused absences at the discretion of the course instructor.

Students are considered tardy if they arrive to class more than 15 minutes late. Tardiness counts as one hour of missed class and is added to the running tally of total missed class time for each course. Additional specific tardiness policies and consequences are at the discretion of the individual professor of each class). Students who are habitually tardy to class may also receive a conduct warning or conduct probation from the Assistant Dean of Student Affairs and Admissions.

A student cannot miss more than 30% of any given course. Attendance is included as part of the overall course grade and if a student misses more than 30%, the student will not receive a passing grade.

Excused absences

The College of Psychology recognizes that circumstances may cause a student to miss an occasional class. The student must make up the work missed if the absence is excused. A student may request an excused absence for the following circumstances:

- medical (self or immediate family)
- military duty
- immigration or naturalization
- emergency
- jury duty or legal/court mandated appearance
- bereavement (immediate family)
- professional conference (requires verification of academic standing)
- involvement in traffic accident documented by a law enforcement report

Except where provided by state or federal law, absences in excess of ten consecutive academic days in a semester require the student to request a leave of absence from the Psy.D. program. Students are encouraged to contact the Office of Academic Affairs for further information.

A student seeking an excused absence should complete the Excused Absence Request Form and seek the course instructor's signature for each missed class within three business days upon return to campus. The course instructor will determine if the absence is excused or unexcused according to the above policy and the completed form should be submitted to the Office of Academic Affairs.

Accommodations

If you need disability-related accommodations in this course, please contact your instructors privately, and ideally before the first class. Please note that accommodations are never provided retroactively. Thus, to ensure effective implementation, all accommodations must be requested in a timely manner (at least within the first two weeks of the semester). You will need to contact the Office of Student Affairs and Admissions and bring each professor a letter from that office indicating the accommodations required for your support.



HIPAA regulations and privacy

Any personal information shared with the class/instructor is private, within the limits defined by the Code of Ethics and state guidelines.

The Health Insurance Portability and Accountability Act (HIPAA) requires that any protected health information (PHI) that may identify a patient must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work.

Use of the library

Throughout the course you will find many useful resources in the CNU library. Please be aware that library hours are Monday-Thursday 7:30am-8:30pm and Friday 7:30am-4:30. Along with the physical resources, students can view the library holdings and access various databases through any internet connected computer at the following address: medicine.cnsu.edu/facilities/library-learning-center. Please use your CNU login and password to access these services. If you have any questions, please address them to the Director of Library and Learning Resources, Scott Minor, at (916) 686-8363 or SMinor@cnsu.edu.

Development of competence

In our program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to interact with any client placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise, Bieschke, Forrest, Cohen-Filipic, Hathaway, & Douce, 2015).

What will I be doing in this course?

Class participation

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of my ability to assess your competence. Through your participation you contribute to others' learning and advance your own understanding. It is one way in which you demonstrate your mastery of class material, course objectives, and your ability to engage in problem solving and professional learning behaviors.

I am committed to contributing to your success in this course. If you identify a problem that is negatively affecting your course performance, contact me immediately so that we can develop an appropriate action plan to help you succeed. Please do not wait until the end of the semester or just before an assignment is due to reach out to me. I encourage you to talk with me in person to schedule a meeting.

The class is designed using group discussion to help facilitate class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned articles—they are the didactic basis of the course. Through reading and discussions of articles you will acquire the scientific and theoretical knowledge base to meet course learning outcomes. Assessment of participation in class discussion is based on:

- Preparation – you read the article, brought a copy to class, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' presentations;
- Quality of contribution – you understand the readings, synthesize ideas, explore and question meanings, and apply concepts.

Written assignments

Please use APA format for your written work.

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions, as well as the knowledge you've gained through other courses. Mastery of basic skills of grammar and composition are assumed at this level of education. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work — give your own perceptions or ideas. Be sure you include concepts from readings and class discussions as appropriate. Please don't recap what is in the article or chapter - I already read it, and that is why I chose to assign it.

In the past, my students have been puzzled as to why they got a grade on an assignment that was lower than they expected. If I have asked for certain aspects to be addressed in your writing, you skip an aspect at your own risk! Your grade will be lower if an aspect I've asked you to respond to is not addressed. In unusual situations, I will ask you to rewrite the assignment, incorporating my feedback to the previous draft.

Here's the biggest single suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, sentence and paragraph structure, etc.):

Tell me about your thinking. I'm interested not only in the issues upon which you've chosen to focus, but *why* you've chosen them, and *what* you think about them, and *how* they have an impact on your development as a psychologist.

Missed assignments will result in a lower grade or failure of the class, depending on the work missed. At my discretion, missing more than one major assignment can result in failing this class. If, however, you are seriously ill and provide a doctor's note, the assignment may be submitted. Let me know as soon as possible if you find yourself in this situation.

If writing is difficult for you, please inform me and we will work together as needed to help you meet this requirement.

Verbal assignments

Your ability to cogently lead an article discussion will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and departmental educational activities, the verbal fluency you display when speaking in a professional capacity reflects on your own ability as well as gives an indication, particularly in interprofessional settings, of how psychology, as a profession, expects its

practitioners conduct themselves. There are resources (Jacobs & Hyman, 2010) available to help you make your article discussion lead effective; we'll also talk about techniques and suggestions in class.

If you are unable to present your article discussion lead on the day you scheduled, it is your responsibility to switch presentation time with a classmate as soon as possible and send me an email to let me know about the exchange. If you miss your presentation without arranging for a classmate to discuss the article in your place, I will regard your presentation as a missed assignment and give you no points.

If speaking in class is difficult for you, please let me know; we will work together as needed to help you meet this requirement.

Feedback and assessment

A helpful definition of feedback is "...specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance" (van de Ridder et al., 2008, p. 189). Feedback is always being given and received, consciously or unconsciously, skillfully or carelessly. Perhaps most importantly, the process of giving and receiving feedback is an expression of commitment to the learning relationship.

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this course, is a formative, ongoing conversation between all of us, transparent in nature, and educates the rest of the group as well as the recipient. Earlier, you saw that you will provide self-reflection as well as hear oral feedback on your article discussion leadership. This type of feedback is designed to help everyone improve and learn from one another.

Assessments come in the form of scores for work submitted that takes into account the feedback you've received and then a summative process encompassing scores received throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to make sure the feedback you receive from me (as well as that of your classmates) is reflected in your assessment.

How to succeed in this course

Succeeding is different from not failing; meeting the fundamental requirements as I've outlined them will keep you from failing. My experience teaching this course is that the students who are truly successful are the ones who are willing to take risks and to challenge themselves and each other. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions, the likelihood is that at the end of the semester, you will look back and say to yourself, "I will use what I learned in this course during my work. It was worth the money and time (45 hours in class, ≈ 135 hours outside of class) I invested by taking it." If there is something I can do to support your success, please don't hesitate to let me know.

My expectations and hopes for the semester

My expectations for myself in this course are to be engaged, curious, respectful, thoughtful, challenging, and fully committed to your learning over the semester. Feedback and assessments will be timely, fair, and designed to support your professional growth as a psychologist. I will do all I can to foster a classroom environment that is conducive to your learning. I also expect to be very interpersonally active with you and to utilize humor in a way that is appropriate and assists your understanding of the concepts we are discussing.

My expectations for you are that you will be in class on time, have done the reading assigned for the week and have copies in hand at the time we meet, and be ready to engage with your classmates and me about what you are learning and how your own experience shapes your understanding. I also expect that you will communicate with me directly and as soon as possible if you find yourself struggling with any

aspect of the course, so that together we can identify problem-solving options to maximize your successful completion.

Throughout our class meetings we'll spend considerable time laying a foundation conducive to respectful yet challenging discussions through which we all can grow. I hope we will grapple with complicated, emotional, and thought-provoking topics as a community, and to understand that learning and teaching come from shared experiences and critical self-reflection. We enter into this exploration together, and together we are responsible for its success.

Loss, grief, and mourning are subjects that can engender intense discussions, because they often touch on aspects of our own moral values as well as cultural views, institutional policies, and professionalism. These areas of difference are the edges where our learning occurs, and if we can disagree without being disagreeable, the opportunity to understand another person's perceptions and opinions—and perhaps even changing our own—becomes a rich and vibrant invitation to expand our own views of the world.

I started teaching on the medical wards more than thirty years ago when I was in graduate school, and then moved into formal classroom facilitation at the beginning of my post-doctoral fellowship. I still find it to be my major source of professional satisfaction. For me, one of the delights of teaching is that I have the privilege of collaborating with students who are dedicated to making a difference in the world. I look forward to working with you this semester; **please** schedule appointment hours when you need or want to do so. Welcome!

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