

**Portland State University  
Graduate School of Education**

*“Preparing professionals to meet our diverse communities’ lifelong educational needs.”*

***Diversity & Inclusiveness***

- to work in diverse settings
- to promote inclusive and therapeutic environments

***Research-Based Practices & Professional Standards***

- to critically analyze and implement research-based practices
- to demonstrate appropriate professional values, knowledge, and skills

***Impact on Learning and Development / Personal and Professional Growth***

- to ensure students and clients succeed
- to influence policy and provide leadership for organizations

***Evidence-Informed Decision Making***

- to use evidence to solve problems of practice and enhance therapeutic decisions

**COUNSELING 546: GRIEF AND LOSS**

**Instructor:** Izetta Smith

**Term:** Spring 2011

**Contact:** 503-231-0529

**E-mail:** [ellengo@comcast.net](mailto:ellengo@comcast.net)

**Time:** Monday 6:40 – 8:20 p.m.

**DEPARTMENT POLICY STATEMENT**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high

expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/resources/ethics.htm>

Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

## **Clinical Approaches to Grief and Bereavement**

### **Course Description:**

This course focuses on developing knowledge and skills related to counseling individuals and families having experienced loss through death. Students will receive theoretical information about grief and grief counseling. Students will address issues related to dying, the neurobiology of the brain in relation to traumatic death, complicated grief and counseling strategies for working with these issues.

Students will identify personal experiences with grief in order to better understand the significance of self-knowledge for the practitioner. The use of role-play, sand tray, guest speakers and interactive sessions will be included.

### **Course Objectives:**

- To promote students' understanding of basic techniques of grief and bereavement counseling
- To promote students' ability to compare and contrast the underlying values and concerns in this area of counseling

- To promote students' sense of professional identity as a counselor and awareness of ethical considerations
- To promote students' awareness of the impact of culture and diversity on the counseling process
- To assist students' in developing resources and colleague relationships that will assist them in this counseling area.

### **Required Text:**

Worden, W. (2008) *Grief Counseling and Grief Therapy: A handbook for the mental health practitioner (4<sup>th</sup> edition)*.

Smith, Izetta. (2000) *A Tiny Boat at Sea: How to help children when a parent has been diagnosed with cancer*. Griefwatch, Portland, OR.

Instructor developed reading packet.

### **Course Requirements and Evaluation Criteria:**

1. Attendance and Participation: students are expected to attend all classes and to participate as actively as possible. As noted, tardiness as well as lack of attendance and/or participation will adversely affect grades. Students can miss up to one class without penalty. After the 1<sup>st</sup>. missed class, the overall point total will be deducted 5 points for every missed class. Students are expected to contact instructors prior to missing class.
2. Student will choose a book about one aspect of death, grief or mourning. The instructor must approve the book choice. Student will provide a 3 to 4 page review of the book for instructor and a 5-minute oral report for the class. Evaluation will be based on how well the student presents the topic in class and in the book review paper.
3. A personal timeline of grief in the student's life will be created in class. The student will develop a document based on the grief time-line in which the student will elaborate on certain events marked on the time-line. The writing must include observations about how the mediators of mourning influenced these historic events in the student's life. The student must also show awareness about how their experience with grief may influence their counseling of grieving families.

## Grades:

A=94-100%, A-=90-93%, B+=87-89%, B=84-86%, B-=80-83%

## Resource List:

**Death Without Denial Grief Without Apology**, Roberts, Barbara K  
**Compassion in Dying: *Stories of Dignity and Choice***, Coombs Lee, Barbara.

**The Last Dance: *Encountering Death and Dying***, DeSpelder and Strickland  
**Grave Matters**, Harris, Mark, Scribner, 2007

**Disenfranchised Grief**, Doka, Kenneth.

**Swallowed by the Snake: *The Gift of the Masculine Side of Healing***. Golden, Thomas R

**A Man You Know of Grieving**. Golden, Thomas R., and Miller, James E.

**Men Don't Cry—Women Do: *Transcending Gender stereotypes of Grief***. Martin, Terry L., and Doka, Kenneth J

**Fatherloss: *How Sons of All Ages Come to Terms with the Deaths of Their Dads***, Chethik, Neil.

**A Grief Observed**, Lewis, C.S.

**Remembering Lives: *Conversations with the Dying and the Bereaved***, Hedtke, Lorraine, Winslade, John.

**When Nothing Matters Anymore: *A Survival Guide for Depressed Teens***, Cobain, Bev.

**Dying to Be Free: *A Healing Guide for Families After a Suicide***, Cobain, Bev.

**Tear Soup: *A Recipe for Healing After Loss***, Schwiebert, Pat, DeKlyne.

**Who Dies? *An Investigation of Conscious Living and Dying***, Levine, Stephen and Ondrea.

**The Wheel of Life: *A Memoir of Living and Dying***, Kubler-Ross, Elisabeth.

**Tuesdays With Morrie: *An Old Man, a Young Man and Life's Greatest Lesson***, Albom, Mitch

**The Soul of Grief: *Love, Death and Transformation***, Romanshyn, Robert.

**Still Here With Me: *Young People Who Have Lost a Parent***, Sjoqvist, Suzanne.

**Practicing Conscious Living and Dying**, Hemingway, Annamaria.

**A Man's Feeling's Finding Closure After a Divorce**, Eads, Michael.

**Death and Afterlife**, Innes, Brian.

[www.compassionbooks.com](http://www.compassionbooks.com)

[www.centeringcorp.com](http://www.centeringcorp.com)

[www.griefwatch.com](http://www.griefwatch.com)

## Course Outline and Assignment Schedule

- Wk 1 Introduction; course overview and expectations. Theoretical Basis for grief counseling theory. Personal grief time-line experiential.  
Assignment: Smith, *A Tiny Boat at Sea*- write a short factual account of time-line events.
- Wk 2 Children and grief  
Assignment: Worden, Chapter 1& 2.
- Wk 3 Anticipatory grief  
Assignment: Van der Kolk article in student packet; write about the emotional impact of time-line events.
- Wk 4 Traumatic grief and crisis intervention  
Assignment: Worden, Chapter 3; cultural diversity articles.
- Wk 5 Diversity issues.  
Assignment: Worden Chapters 4&5; disenfranchised grief article.
- Wk 6 Complicated grief issues  
Assignment: Worden, Chapter 6; write about time-line events using the mediators of mourning.
- Wk 7 Counseling technique- Family Feelings Check-in  
Assignment: Worden, Chapter 7 and 8.
- Wk 8 Sand Tray as a tool in grief counseling  
Assignment: Worden, Chapter 9; write final draft of time-line paper.
- Wk 9 Parental grief (child death/peri-natal loss)  
Assignment: Worden, Chapter 10.
- Wk 10 No class-Memorial Day  
Assignment: Finish long-term paper on assigned reading.
- Wk 11 Oral book reports. Course evaluations.