



**Counselor Education Department
Clinical Mental Health Counseling Program
CM 691 Grief Counseling
3 Credit Hours
Summer 2021**

Course Introduction

Instructor:	Michael M. Kocet, Ph.D., LMHC, NCC, ACS
Course Section #	CM 691-A
Course Meeting Day/Time	Monday, May 10th 5-7:50pm, Monday June 14 & Tuesday June 15 9:00am-4:30pm, Wednesday, June 16 1pm-4:30pm, Thursday June 17 & Friday 18 9:00am-4:30pm
Office and Hours:	By virtual appointment
Phone:	312-467-2158
E-mail:	mkocet@thechicagoschool.edu

Official Course Description

Introduction to the theory and application of grief models as they apply to individuals and families, including techniques and strategies to assist clients and students dealing with issues related to grief and loss in a variety of settings. The course will stress the importance of the professional counselor self-awareness and counselor impact on the therapeutic process, as well as the role of ritual, spirituality, and multicultural perspectives on grief. At the core of the course will be a respect for the client's cultural contextual, a recognition of the importance of culture and other critical intervening factors on the counseling and grief process, and the maintenance of high ethical standards. (3 credit hours)

Institutional Learning Outcome Addressed

Institutional Learning Outcomes

Scholarship

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

Professional Practice

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

Learning Outcomes:	Course Learning Outcome:
Institutional Learning Outcomes: Professional Practice	CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and

<p><i>Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.</i></p> <p>Program Learning Outcomes: Counseling, Prevention, and Intervention: <i>demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.</i></p>	<p>environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).</p> <p>CLO #2: Knowledgeable of ethical and legal issues related to grief work, as well as applying ethical decision-making and self-care strategies when working with grieving clients (CACREP 2.F.i, CACREP 2.F.l).</p> <p>CLO #3: Understand the various types of loss and grief, both traditional and non-traditional, such as disenfranchised loss, ambiguous loss.</p> <p>CLO #4: Be familiar with basic counseling techniques, homework assignments, strategies that can best be used with grieving clients of all ages (CACREP 2.F.5.j).</p> <p>CLO #5: Knowledge and application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss (CACREP 2.F.5.m).</p> <p>CLO #6: Have an understanding of the importance of spirituality, religion, and ritual related to the client’s worldview in the grieving process.(CACREP 2.F.2.g).</p> <p>CLO #7: Have an understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p> <p>CLO #8: Be familiar with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process (CACREP 2.F.2.d).</p> <p>CLO #9: Articulate how clients express grief using social media and online tools.</p> <p>CLO #10: Have a working knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.</p>
--	--

Program Learning Outcomes

Upon successful completion of this program students will be able to:

1. **Diversity and Advocacy:** demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.
2. **Foundations:** show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
3. **Counseling, Prevention, and Intervention:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
4. **Assessment:** demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.
5. **Diagnosis:** demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
6. **Research and Evaluation:** competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

Required Texts and Articles

Required Texts

Title (APA Format)	ISBN	Publisher's Price
1. Harris, D., & Winokuer, H. (2021). <i>Principles and Practice of Grief Counseling, 3rd edition</i> . New York, NY: Springer Publishing Company, LLC.	978-0826173324	E-Book \$57.00 Print \$62.65
2. Hooyman, N., & Kramer, B. (2006). <i>Living Through Loss: Interventions Across the Lifespan</i> . New York Chichester, West Sussex: Columbia University Press.	978-0-231-12247-4	E-Book \$17.27 Print \$28.90
3. James, J., & Friedman, R. (2009). <i>The Grief Recovery Handbook (20th Anniversary Expanded Edition)</i> . New York, NY: HarperCollins Publishers.	0-06-0952733	E-Book \$8.99 Print \$12.98
4. Winston, L. (2004). <i>Good Grief: A Novel</i> . New York, NY: Time Warner Book Group.	0-446-69484-3	E-Book \$9.99 Print \$9.46
5. Hutchinson, S. (2018). <i>The five stages of Andrew Brawley (a novel)</i> . NY: Simon Pulse.	978-1481403115	Print \$10.64
6. Other readings as assigned (On Canvas)		

Course Rubric

Learning Objectives Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).	No ability to apply grief theories to grief work	Basic ability to apply grief theories to grief work	Intermediate ability to apply grief theories to grief work	Advanced ability to apply grief theories to grief work
CLO #2: Knowledgeable of ethical and legal issues related to grief work, as well as applying ethical decision-making and self-care strategies when working with grieving clients (CACREP 2.F.i, CACREP 2.F.l).	No knowledge of ethical and legal issues in grief work, no ability to engage in self-care of ethical decision making related to grief counseling	Basic knowledge of ethical and legal issues in grief work, no ability to engage in self-care of ethical decision making related to grief counseling	Intermediate knowledge of ethical and legal issues in grief work, no ability to engage in self-care of ethical decision making related to grief counseling	Advanced knowledge of ethical and legal issues in grief work, no ability to engage in self-care of ethical decision making related to grief counseling
CLO #3: Understand the various types of loss and grief, both traditional and non-traditional, such as disenfranchised loss, ambiguous loss.	No understanding of traditional and non-traditional losses	Basic understanding of traditional and non-traditional losses	Intermediate understanding of traditional and non-traditional losses	Advanced understanding of traditional and non-traditional losses
CLO #4: Be familiar with basic counseling techniques, homework assignments, strategies that can best be used with grieving clients of all ages (CACREP 2.F.5.j).	No use of techniques, homework assignments, strategies used with grieving clients	Basic use of techniques, homework assignments, strategies used with grieving clients	Intermediate use of techniques, homework assignments, strategies used with grieving clients	Advanced use of techniques, homework assignments, strategies used with grieving clients

<p>CLO #5: Knowledge and application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss (CACREP 2.F.5.m).</p>	<p>No application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss</p>	<p>Basic application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss</p>	<p>Intermediate application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss</p>	<p>Advanced application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss</p>
<p>CLO #6: Have an understanding of the importance of spirituality, religion, and ritual related to the client's worldview in the grieving process (CACREP 2.F.2.g).</p>	<p>No understanding of the importance of spirituality, religion, and ritual related to the client's worldview in the grieving process</p>	<p>Basic understanding of the importance of spirituality, religion, and ritual related to the client's worldview in the grieving process</p>	<p>Intermediate understanding of the importance of spirituality, religion, and ritual related to the client's worldview in the grieving process</p>	<p>Advanced understanding of the importance of spirituality, religion, and ritual related to the client's worldview in the grieving process</p>
<p>CLO #7: Have an understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p>	<p>Lacks understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p>	<p>Basic understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p>	<p>Intermediate understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p>	<p>Advanced understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p>
<p>CLO #8: Be familiar with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process (CACREP 2.F.2.d).</p>	<p>Lacks familiarity with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process</p>	<p>Basic familiarity with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process</p>	<p>Intermediate familiarity with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process</p>	<p>Advanced familiarity with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process</p>
<p>CLO #9: Articulate how clients express grief using social media and online tools.</p>	<p>No knowledge of how clients express grief using social media and online tools.</p>	<p>Basic knowledge of how clients express grief using social media and online tools.</p>	<p>Intermediate knowledge of how clients express grief using social media and online tools.</p>	<p>Advanced knowledge of how clients express grief using social media and online tools.</p>
<p>CLO #10: Have a working knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.</p>	<p>No knowledge of current resources and information (including technology, social media, etc.) related to working with grieving clients</p>	<p>Basic knowledge of current resources and information (including technology, social media, etc.) related to working with grieving clients</p>	<p>Intermediate knowledge of current resources and information (including technology, social media, etc.) related to working with grieving clients</p>	<p>Advanced knowledge of current resources and information (including technology, social media, etc.) related to working with grieving clients</p>

Class Schedule, Assignments, and Grading

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
<p>Class 1 Monday 5/10/21 5:00-7:50</p>	<p>Introduction to Grief Counseling; Review syllabus; Course Expectations</p> <p>Introduction; What is Grief Counseling?</p>	<p>CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).</p>	<p>Complete the Master Loss Checklist handout (Beattie, 2006)</p>	<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>
<p>Class 2 Monday 6/14/2021 9:00-4:30</p>	<p>Models, Theories, and Tasks of Grieving</p>	<p>CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).</p>	<p>Harris & Winokuer Ch 1, 2, 3, 5</p> <p>Neimeyer, Burke, Mackay, & Van Dyke Stringer (2010) article</p>	<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>
<p>Class 3 Tuesday 6/15/2021 9:00-4:30</p>	<p>Multicultural Considerations in Grief Counseling</p> <p>Ethical Issues in Grief Counseling; Tele-behavioral grief mental health; Self-Care/Burnout Prevention for Grief Counselors</p>	<p>CLO #2: Knowledgeable of ethical and legal issues related to grief work, as well as applying ethical decision-making and self-care strategies when working with grieving clients (CACREP 2.F.i, CACREP 2.F.l).</p>	<p>ACA (2014) and ADEC Codes of Ethics</p> <p>Harris & Winokuer Ch 4, 6, 7, 12</p>	<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>
<p>Class 4 Wednesday 6/16/2021 1:00-4:30</p>	<p>Types of Losses; Normal vs. Abnormal Grieving; Disenfranchised losses; Ambiguous losses; Complicated grief; Crisis and trauma; COVID19 and grief.</p>	<p>CLO #3: Understand the various types of loss and grief, both traditional and non-traditional, such as disenfranchised loss, ambiguous loss.</p> <p>CLO #5: Knowledge and application of crisis intervention, trauma-informed care, and community-based strategies that address grief and loss (CACREP 2.F.5.m).</p>	<p>Hooyman & Kramer Ch 1, 2, 3</p> <p>Harris & Winokuer Ch 5, 8, 9</p> <p>Crunk, Burke, & Robinson (2017) article</p> <p>Shear & Bloom (2017) article</p> <p>Peer Review of Grief Projects Due (Discussion)</p> <p>Loss/History Graphs and Papers Due at 12pm noon CST.</p>	<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
<p>Class 5 Thursday 6/17/2021 9:00-4:30</p>	<p>Grief Across the Lifespan: Children & Grief, Adolescent Grief Pet Loss</p>	<p>CLO #6: Have an understanding of the importance of spirituality, religion, and ritual related to the client's worldview in the grieving process (CACREP 2.F.2.g).</p> <p>CLO #8: Be familiar with how race, ethnicity, spirituality/religion, socioeconomic status, age, sexual orientation, gender identity, ability/disability, and other multicultural factors impact the grieving process (CACREP 2.F.2.d).</p>		<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>
<p>Class 6 Friday 6/18/2021 9:00-4:30</p>	<p>Grief Interventions; Online grief support and interventions; Expressive Therapies in Grief Counseling</p> <p>Funeral Homes & Grief</p> <p>The Role of Ritual in Grief Counseling</p>	<p>CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).</p> <p>CLO #4: Be familiar with basic counseling techniques, homework assignments, strategies that can best be used with grieving clients of all ages (CACREP 2.F.5.j).</p> <p>CLO #7: Have an understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.</p> <p>CLO #10: Have a working knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.</p>	<p>Harris & Winokuer Ch 10, 11, 14</p> <p>Hooyman & Kramer Ch 4, 6, 8, 10, 12</p> <p>Have novel read (Good Grief by Lolly Wilson or The Five Stages of Andrew Brawley by Hutchinson).</p> <p>End of class Ritual (please bring a song/poem/contribution to the virtual closing ritual)</p>	<p>95% of students will achieve a grade of B or higher on their overall assignments and class participation (at course rubric levels 3 and 4).</p>
<p>Monday 6/21/2021</p>			<p>E-Reflection due to instructor by 12pm CST via email: mkocet@thechicagoschool.edu (No</p>	

Week	Topic	Course Learning Outcomes	Readings and Assignments	Assessment Method / Tool
			word documents, just an email)	
Friday 6/25/2021			Grief Intervention Project Due by 12pm Noon CST (via Canvas)	

Course Assignments

Please note that all writing assignments/papers for this class must include: An APA style cover page, APA page #'s, running head, header, reference page, and citations throughout the paper. Students are encouraged to consult the APA Manual and outside resources for assistance in APA style. Points will be deducted if APA format is not followed. Students are expected to create strong introductions and conclusions in their papers and to demonstrate critical thinking in all assignments. *All assignments and activities must be submitted on the due date for full credit.

Loss History and Relationship Graphs (150 points).

For this assignment, you are to read the Grief Recovery Handbook by James and Friedman (2009). You are to read the book in its entirety prior to completing the rest of the assignment.

Parts 1 and 2 – Loss History and Relationship Graph

There are two components to this first assignment: a) complete the Loss History Graph (see James & Friedman, 2009, Chapter 9) and (b) create a Relationship Graph (see James & Friedman, 2009, Chapter 11). You will need to complete your own Personal Loss History Graph and Relationship Graph according to the directives found in the chapters. The Loss History Graph and the Relationship Graph should be done separately. This assignment is similar to creating a family or cultural genogram. In order for this assignment to be considered graduate level, you must do more than just draw a line on a piece of paper and add some names, dates, etc. You are required to put more critical thought and attention to this assignment. You are to be creative, using technology, pictures, photographs, etc. Your grade will reflect the creativity and effort put into the assignment.

One example of available technology is Inspiration. The Inspiration program enables users to scan and download personal photographs to use in your assignments. The program is a user-friendly program. You may get more information and support about the Inspiration program on the web at www.inspiration.com. Please keep in mind that the free sample of the Inspiration software is a 30-day copy which means you must complete your work within that timeframe or else the computer software will not be effective. The computer program can assist you in creating both the Loss History Graph and the Relationship Graph. You are not required to use the Inspiration software. You may create your graphs in whatever format works best for you as long as the format represents a graduate level of thought and reflection.

Other ideas include creating a playlist of songs related to periods/experiences of loss, incorporating actual family photos into the project, or creating an artistic representation. The medium is up to you. The choice and format of the project is up to you. You are welcome to vet ideas by your instructor, and you may use different mediums for each graph.

Part 3 – Reflection Paper

In addition to the graphs, you are to write 6 - 8-page reflection (APA format & cover page) on the experience of creating your Loss History and Relationship Graphs. Be sure to cite course readings (APA style) to support

your statements in your reflection paper, including a reference page. You are to address the following in your paper:

Start with a general introduction of your paper regarding the use of a Loss History & Relationship Graph in grief counseling. What are the purposes and benefits of such a tool? Next, describe your Loss History and Relationship Graphs. How are they designed? Explain the use of pictures, photos, symbols, graphics, choice of colors, etc.

Structure of Loss History & Relationship Graph Paper

1. APA Cover page
2. Introduction to purpose/use/benefit of loss history/relationship graph with grief counseling clients.
3. Description of your loss history/relationship graph and your chosen design/format.
4. Reflection Questions (see below).
5. Your thoughts/feelings about completing the Loss History & Relationship Graph.
6. Conclusion

Respond to the following Reflection Questions:

1. How has grief and loss impacted your life?
2. What are the themes and patterns you discovered as a result of doing this assignment?
3. What did you learn about grief and loss from your family-of-origin?
4. What was meaningful and/or challenging about completing this assignment?
5. What did you learn about yourself through this assignment?
6. What was most meaningful for you in completing this project?
7. Specifically discuss how would you use the Loss History/Relationship Graph tools with clients experiencing grief or loss?
8. How might you modify or change the graphs in any way to meet client needs? Be specific about the types of clients whose use of the tool might require modification and provide evidence to support your rationale for the modifications.
9. What are some ethical considerations to consider when assigning these graph tools to clients? Remember to ground your ethical considerations with specific standards from the ACA Code of Ethics (2014) or the Association for Death Education and Counseling (ADEC, 2004) Code of Ethics.
https://www.adec.org/Main/Discover_ADEC/Code_of_Ethics/ADEC_Main/Discover-ADEC/Code_of_Ethics.aspx?hkey=6ef825fd-775c-4ae8-9090-8ed3ca2c5cd1
10. In your closing, summarize the experience and mention anything else you feel was important for you as you completed this assignment.

Participation and Attendance (100 points)

All students must attend class regularly and actively participate in class discussion. The class format requires all students be prepared to apply the readings via a number of in-class vignettes and role-plays. To receive a maximum credit, students may not miss more than half a class; 1 or more missed classes lead to an automatic drop in 1 letter grade. Active participation is a key to the learning process. Students will be challenged and encouraged to examine issues from a variety of perspectives. Students will only get out of the class what is put into it. This class is designed to develop your critical thinking skills. This class will take a collaborative approach to learning – you will be exposed to diverse perspectives from your peers, the instructor, and the course readings. Class participation is key! Even if students attend all classes but choose not to contribute to in-class discussions, class participation points will be deducted. Students must demonstrate active discussion and engagement in class discussions, role-plays, and exercises. Class participation points are based on

engagement with colleagues and instructor throughout the course and demonstrate graduate level analysis of course content. Please keep in mind that absences/tardiness can affect the class participation grade.

Due to the virtual format of this intensive class (Zoom), the following are expectations for students:

- Attend all virtual synchronous class meetings on time, including returning from break.
- When not speaking, please mute yourself.
- When feasible, please limit human traffic during class (non-human furry companions are welcome).
- If you need to take care of an urgent matter, please mute and take yourself off camera and then return as soon as you are able.
- Please respect peers and instructors by not engaging in personal social media/email/shopping/other personal matters during class.
- No consumption of alcoholic beverages or drugs during class; please be fully present.
- Snacks and non-alcoholic beverages are okay during class, but maintain respect for others.
- Please sit upright during class, no lounging or lying in bed; remember this is class and students should engage online in a similar manner to on ground classes.
- If you are having difficulty maintaining focus, please inform the instructor. We are here to support your academic success.
- Be flexible during this virtual format. We will break up modules and lessons with small/large group discussions and log off to watch documentaries and engage in other assignments off Zoom and regroup for post assignment discussions.

Book Discussion Groups

As part of class participation, students will have the option of selecting one of two novels for the grief class. You are to have read one of the class novels: (***Good Grief*** by Lolly Wilson or ***The Five Stages of Andrew Brawley*** by Hutchinson). Write no more than a two-page (double-spaced) reflection/reaction to the book and bring to class on 6/20/19 (please include an APA cover page):

1. Provide a brief overview of the book (1 paragraph).
2. Imagine that you are a mental health counselor assigned to provide grief counseling to the main character of the novel you read. What are the presenting issues of the client? What potential DSM diagnosis would you provide, given the clinical issues of the “client”? What would your counseling goals and treatment plan be? What interventions/homework/exercises would you have your client complete as part of her/his work with you? (3-4 paragraphs)
3. What was it like reading a novel for grief class? What impact did the novel have on you? (1 paragraph)

Students will be divided into two discussion groups for each novel to discuss their reactions to the story and how they might work with the main character of each novel if they were presenting for grief counseling work.

E-Reflection (50 points)

You will be given an opportunity at the end of the course to reflect on course readings, discussions, and assignments. This is your ability to further comment on class discussions, as well as deepen analysis of issues important to you– including your thoughts and feelings and how you grew or were challenged by the course. The E-reflection assignment will be due no later than 12:00pm CST June 21, 2021 and can be sent to mkocet@thechicagoschool.edu. E-reflections will only be accepted electronically (in a simple email – NO WORD DOCUMENT please). Your e-reflection should demonstrate appropriate level of thought and reflection. A satisfactory E-Reflection should consist of a minimum of 6-7 paragraphs and should be more than just a few sentences. Your e-reflection should focus on the integration of course materials, class discussions, new learning, and your personal reflections. You need to cite the course texts/readings, discussions, notes, etc. and incorporate them into your e-reflection, citing specific references and information as needed to support your

writing (APA style citations). An additional component to this e-reflection for you to address is how you will use what you have learned about grief counseling with your students/clients/supervisees.

Also, what specifically did you learn the most from this course? Was there something that you would like to see discussed/addressed in the future? If you could change something about the course, what would that be?

Grief Intervention Project (200 points)

For the final course assignment, you will work 1:1 with the instructor to create a project that meets your professional goals and needs as a counselor-in-training in the topic of grief counseling. You have the creativity and flexibility to create a project that is unique to you, your interests, and learning needs.

For this project, you will select a population or a focused topic related to grief and loss (i.e. children or adolescents, older adults, professionals who recently lost their jobs, etc.) Your proposal may involve creating a support group, conducting a staff training, conducting an educational workshop, etc. The sky is the limit! Be creative and choose a project that will be useful to your work with future clients. The following are guidelines to help you create a project/proposal.

Part 1: Proposal

You will submit a brief outline of your proposed project identifying the following (maximum of 2 pages):

- Problem to be addressed and prevalence (what is the main idea of your project/proposal)
- Target population (children, adolescents, adults)
- Three formalized goals of your proposed interventions (use numbers or bullet points to clearly delineate your goals.
- Annotations of at least 6 relevant scholarly sources (2 books, 3 journal articles, 1 website)
- Structure of proposed intervention (duration, services, and format)

Examples of possible projects include a proposal for a grief group in schools or an agency setting, writing a journal article submission on grief issues to a professional counseling journal, a videotaped interview/reflection paper with a clinician/practitioner working with grief and loss issues, a grief board game, a grief social media app, or other creative activity/tool in working with clients experiencing grief and loss issues.

Part 2: Individual Consultation

You will meet with your instructor 1:1 for a roughly 10-minute consultation meeting to discuss your grief intervention project/proposal. Your instructor will provide detailed feedback and will provide suggestions and feedback to help you fine tune your project and identify the strengths and potential gaps in the project/proposal. Consultation meetings are on a first come, first served basis.

Part 3: Peer Review

You will bring an outline of your Grief Intervention Project/Proposal to virtual class for peer review (a 3-4 paragraph summary). This peer review process will take place on Wednesday June, 16, 2021.

Part 4: Final Submission

The final version of your project/proposal will be submitted no later than Friday, June 25, 2021 at 12pm CST. For the project/proposal, you will need to fulfill the components of the Grief Intervention Proposal Final

Submission template. Be sure to incorporate any feedback you have received from your instructor and peers in the proposal development process.

Program Proposal Format (i.e. grief counseling group).

If you are choosing to focus on a program proposal, areas to be covered in the Grief Intervention Proposal Final Submission template include

- Overview of Population and Area of Interest
- Problem to be addressed
- Target population
- Main issues facing the population
- Prevalence of the issues
- Background of Area of Interest and Significance
- A brief review of the literature from the field that addresses the unique needs of this population (minimum of 8-10 resources, including at least 5 journal articles, 2 books, and 1 internet resource, not including course texts)
- Rationale for why the program is needed
- Who will benefit and how? Think of the immediate impact on the directly served clients and those beyond the immediate clients.
- Description of Proposal
- A minimum of three goals your proposed interventions
- Include an in-depth description of the structure of proposed intervention (duration, services, and format)
- From where will you solicit participants/referrals?
- How will you advertise the program? Include a sample of advertising in appendix.
- Describe any training necessary for any additional staff
- Include an example of a program session, using a clear description. The description should be detailed enough that someone else could deliver the session without needing to ask you any questions.
- Identify roadblocks and considerations
- What are some possible complications/roadblocks you may experience?
- What are ethical considerations?
- What cultural considerations must be taken?
- What are potential limitations of the program and provide suggestions on how to overcome these?
- Identify at least 5 community resources that could be used within the proposal (no more than three may be solely online).
- Post program counseling and follow-up (if needed)
- How will you assess the effectiveness of the program (formally and informally, such as a survey)?
- Referrals for participants for additional services (at least 5 resources for continued support)
- Summary of what you hope to achieve and the usefulness of the program.
- Other critical issues you discover.
- Items to include in the appendix of proposal:
- Budget/financial and personnel resources needed for this project - be specific, include salary information, office supplies, costs for printing/publicity/marketing, etc. You must include actual copies of a proposed budgets. Budgets should be itemized and detailed and completed in separate table-format.
- Sample Forms, handouts, fliers, literature, brochures to publicize your program

Your final submission should be between 10 - 12 pages in length without appendices. Your paper must be in APA style (6th ed.) and include a cover page, and page #s. Imagine you will be presenting your proposal to a potential funder so be clear, concise, and professional in your language. Also, your proposal should include a strong introduction and conclusion. Your proposal will be assessed based on creativity, ability to articulate why the program is needed, as well as addressing the guidelines listed above.

Creative Project Format

However, if you are doing a creative project, such as a grief board game or a grief app, a formal graduate level paper must accompany the project (4-5 pages), explaining the rationale for selecting a creative project, the goals of the creative project, and how the project will be used to better help/support clients/students experiencing grief and loss. The page length of a supporting paper for a creative project will be determined in

consultation with the instructor; however, all the components of the template must still be fulfilled. Proposal format of written paper:

1. Introduction to Project
2. Rationale for Project (Why is this project needed?)
3. Goals/Objectives of Project (numbered or bulleted goals for clarity)
4. Brief Literature Review
5. Description of Scope of Project
6. Marketing of Project (if applicable)
7. Possible challenges/roadblocks to project
8. Conclusion
9. References

Final Course Grade Breakdown

A	94 – 100%	4.00	Superior
A-	90 – 93%	3.67	Excellent
B+	88 – 89%	3.33	Very Satisfactory
B	83 – 87%	3.00	Satisfactory
B-	80 – 82%	2.67	Marginally Satisfactory
C	70 – 79%	2.00	Below Expectations
F	69 and below		

Additional Readings

Altmaier, E. (2011). Best practices in counseling grief and loss: Finding benefit from trauma. *Journal of Mental Health Counseling, 33*, 33-45.

Andrews, C. & Marotta, S. (2005). Spirituality and coping among grieving children: A preliminary study. *Counseling and Values, 50*, 38-50.

Archer, J., & Rhodes, V. (1995). A longitudinal study of job loss in relation to the grief process. *Journal of Community & Applied Social Psychology, 5*, 183-188.

Baines, B. (2006) *Ethical wills (2nd ed.)*. Cambridge, MA: Perseus.

Balk, D. (2011). *Helping the bereaved college student*. NY: Springer.

Beattie, M. (2006). *The grief club: The secret to getting through all kinds of change*. Center City, MN: Hazeldon.

Boss, P. (2006). *Loss, trauma, and resilience: Therapeutic work with ambiguous loss*. NY: W.W.Norton.

Clements, P. & Focht-New, G. (2004). Grief in the shadows: Exploring loss and bereavement in people with developmental disabilities. *Issues in Mental Health Nursing, 25*, 799-808.

Cochran, S. (2006). Struggling for sadness: A relational approach to healing men’s grief. In M. Englar-Carlson, & M. Stevens (Eds.). *In the room with men: A casebook of therapeutic change*. Washington D.C.: American Psychological Association.

- Davis, C., Wohl, M., & Verberg, N. (2007). Profiles of posttraumatic growth following an unjust loss. *Death Studies, 31*, 693-712.
- Feldman, D. (2006). Can suicide be ethical? A utilitarian perspective on the appropriateness of choosing to die. *Death Studies, 30*, 529-538.
- Freeman, S. & Ward, S. (1998). Death and bereavement: What counselors should know. *Journal of Mental Health Counseling, 20* (3), 216-227.
- Giddens, S. (2000). *Coping with grieving and loss*. New York: Rosen Publishing Group.
- Harrison, L. & Harrington, R. (2001). Adolescents' bereavement experiences. Prevalence, association with depressive symptoms, and use of services. *Journal of Adolescence, 24*, 159-169.
- Hedayat, K. (2006). When the spirit leaves: Childhood death, grieving, and bereavement in Islam. *Journal of Palliative Medicine, 9*, 1282-1291.
- Hood, A. (2008). *Comfort: A journey through grief*. NY: W.W. Norton.
- Jordan, J. & Neimeyer, R. (2003). Does grief counseling work? *Death Studies, 27*, 765-786.
- Kanel, K. (2003). *A guide to crisis intervention. (2nd ed.)*. Pacific Grove, CA: Brooks/Cole.
- Kaufman, K. & Kaufman, N. (2006). And then the dog died. *Death Studies, 30*, 61-76.
- Klass, D. (2006). Continuing conversation about continuing bonds. *Death Studies, 30*, 843-858.
- Kubler-Ross, E. & Kessler, D. (2007). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. NY: Scribner.
- Kubler-Ross, E. (1969). *On death and dying*. NY: Touchstone.
- Leming, M. & Dickinson, G. (2007). *Understanding dying, death, and bereavement (6th ed.)*. Belmont, CA: Thomson Wadsworth.
- Mc. Niel, A. & Gabbay, P. (2018). *Understanding and supporting bereaved children*. NY: Springer.
- Neimeier, J., Kennedy, R., McKinley, W., & Cifu, D. (2004). The loss inventory: Preliminary reliability and validity data for a new measure of emotional and cognitive responses to disability. *Disability and Rehabilitation, 26*, 614-623.
- Neimeyer, R. (2011). *Grief and bereavement in contemporary society: Bridging research and practice*. NY: Routledge.
- Neimeyer, R. (1999). Narrative strategies in grief therapy. *Journal of Constructivist Psychology, 12*, 65-85.
- Ober, A., Granello, D., & Wheaton, J. (2012). Grief counseling: An investigation of counselors' training, experience, and competencies. *Journal of Counseling and Development, 90*, 150-159.
- Ostaseski, F. (2017). *The five invitations: Discovering what death can teach us about living fully*. NY: Flatiron Books.
- Parkes, C. (2002). Grief: Lessons from the past, visions, for the future. *Death Studies, 26*, 367-385.
- Pausch, R. (2007). The last lecture. Retrieved from https://www.youtube.com/watch?v=ji5_MqicxSo
- Rando, T. (1988). *How to go on living when someone you love dies*. New York: Bantam Books.
- Schut, H., Stroebe, M., Boelen, P., & Zijerveld, A. (2006). Continuing relationships with the deceased: disentangling bonds and grief. *Death Studies, 30*, 757-766.
- Servaty-Seib, H. & Pistole, M. C. (2006). Adolescent grief: Relationship category and emotional closeness. *Omega, 54*, 147-167.

- Servaty-Seib, H. (2004). Connections between counseling theories and current theories of grief and mourning. *Journal of Mental Health Counseling*, 26, 124-145.
- Sharkin, B. & Bahrck, A. (1990). Pet loss: Implications for counselors. *Journal of Counseling and Development*, 68, 306-308.
- Silverman, P. (2000). *Never too young to know: Death in children's lives*. New York: Oxford University Press.
- Sofka, C., Cupit, I., & Gilbert, K. (2012). *Dying, death, and grief in an online universe: For counselors and educators*. NY: Springer.
- Stewart, J. (2005). Women's satisfaction with life following marital separation: Coping resources and adjustment of lone-parent women. *Journal of Divorce & Remarriage*, 43, 89-107.
- Toray, T. (2004). The human-animal bond and loss: Providing support for grieving clients. *Journal of Mental Health Counseling*, 26, 244-259.
- Trozzi, M., & Massimini, K. (1999). *Talking with children about loss: words, strategies, and wisdom to help children cope with death, divorce, and other difficult times*. New York, NY: The Berkley Publishing Group.
- Walsh, F. & McGoldrick, M. (2004). *Living beyond loss: Death in the family* (2nd ed.). NY: W.W. Norton.
- Walter, C. (2003). *The loss of a life partner: Narratives of the bereaved*. NY: Columbia University Press.
- Wheeler, I. (2001). Parental bereavement: The crisis of meaning. *Death Studies*, 25, 51-66.
- Winokuer, H. & Harris, D. (2012). *Principles and practice of grief counseling*. NY: Springer.
- Wolfelt, A. (2013). *Finding the words: How to talk with children and teens about death, suicide, funerals, homicide, cremation, and other end-of-life matters*. Ft. Collins, CA: Companion.
- Wolfelt, A., & Duvall, K. (2012). *Healing your grief about aging: 100 practical ideas on growing older with confidence, meaning, and grace*. Ft. Collins, CA: Companion.
- Worden, W. (2009). *Grief counseling and grief therapy* (4th ed). New York: Springer Publishing Company.
- Yalom, I. (2007). *Staring at the sun: Overcoming the terror of death*. San Francisco, CA: Jossey-Bass.
- Zisook, S. & Shuchter, S. (2001). Treatment of the depressions of bereavement. *American Behavioral Scientist*, 44 (5), 782-797.

Loss History Graph Rubric					
	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4	Score
Reflection Paper Content:					
CLO #3: Understand the various types of loss and grief, both traditional and non-traditional, such as disenfranchised loss, ambiguous loss.	Cannot identify basic types of personal loss and grief in graphs	Limited identification of types of personal loss and grief in graphs	Basic identification of types of personal loss and grief in graphs	Advanced identification of types of personal loss and grief in graphs; advanced self reflection on losses	
CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).	No ability to apply grief theories and the literature to loss history graphs	Basic ability to apply grief theories and the literature to loss history graphs	Intermediate ability to apply grief theories and the literature to loss history graphs	Advanced ability to apply grief theories and the literature to loss history graphs	
CLO #4: Be familiar with basic counseling techniques, homework assignments, strategies that can best be used with grieving clients of all ages (CACREP 2.F.5.j).	No discussion of how student would use the loss history/relationship graph project with clients/students.	Some discussion of how student would use the loss history/relationship graph project with clients/students.	Basic discussion of how student would use the loss history/relationship graph project with clients/students.	Advanced discussion of how student would use the loss history/relationship graph project with clients/students.	
PAPER WRITING/STRUCTURE	Paper is choppy and disorganized. Lacks flow. Paper lacks coherence; difficult to follow. Paper is too conversational in tone & style.	Writing is not at graduate level. Does not go in depth in writing.	Solid writing and structure. Responses use simple, generic language. Tendency to digress at points throughout the paper.	Writing far exceeds graduate level work; paper is well organized; Excellent and well structured; APA style; Strong intro and conclusion; Creative & engaging writing style. Paper demonstrates critical thinking regarding history of grief and loss issues. Clear discussion on how student would use graph with clients/students.	
RELATIONSHIP/LOSS HISTORY GRAPHS	Graph is not completed in an acceptable manner.	Graph is presented in a disorganized fashion.	Graph has areas within it that lack clarity. Graph is done simply and lacks creative expression.	Graphs demonstrate graduate level creativity, detail, and specific content related to grief and loss issues. Graph symbols are clearly labeled and identifiable.	

Grief Project Rubric					
Learning Objectives Addressed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4	Score
CLO #1. Students will apply theoretical foundations of grief counseling for individuals and families across the lifespan and how systemic and environmental factors impede growth and development (CACREP 2.F.3.a., CACREP 2.F.3.f).	No ability to apply grief theories and the literature to grief project/proposal	Basic ability to apply grief theories and the literature to grief project/proposal	Intermediate ability to apply grief theories and the literature to grief project/proposal	Advanced ability to apply grief theories and the literature to grief project/proposal	
CLO #7: Have an understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.	No capacity to understand how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.	Basic understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.	Intermediate understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.	Advanced understanding of how grief and loss issues impact interpersonal relationships, friendships, family issues, career issues, substance use and abuse, crisis intervention, and other socio-cultural issues.	
CLO #10: Have a working knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.	No capacity to demonstrate knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.	Basic knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.	Intermediate knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.	Advanced knowledge of current resources and information (including technology, social media, etc.) related to working with clients, parents, family, friends, communities, and groups who are grieving.	
Project/Proposal is free of grammatical errors, spelling mistakes, is well edited, and demonstrates creativity.	No editing appears to be done on project/proposal.	Some grammar and spelling mistakes, limited creativity	Few grammar/spelling errors, creative	No grammar or spelling errors; well organized project/proposal; strong writing; very creative; literature integrated into project/proposal	

Class Participation Rubric					
	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4	Score
Actively participates in small and large group class discussion	Does not actively participate	Participates rarely	Participates in an average manner	Actively participates in discussion	
Demonstrates professionalism and high ethical awareness	No awareness of professionalism and ethics	Limited awareness of professionalism and ethics	Basic awareness of professionalism and ethics	Strong awareness of professionalism and ethics	
Communicates with peers and instructor in a professional manner	Ineffective communication with peers and/or instructor	Adequate communication with peers and/or instructor	Basic communication with peers and/or instructor	Exceptional communication with peers and/or instructor	
Is respectful of peers and instructor	Very disrespectful and disengaged in class; inappropriate use of technology and social media during class.	Somewhat engaged in class	Basic respect of peers and facilitators	Very respectful of peers and instructor	

Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

POLICY
CLICK HERE FOR SYLLABUS PART 2: POLICIES
INTRODUCTION
<ul style="list-style-type: none"> • COMMITMENT TO DIVERSITY
ACADEMIC POLICIES AND PROCEDURES
<ul style="list-style-type: none"> • CLASS CANCELLATION • CREDIT HOUR • GRADING POLICIES <ul style="list-style-type: none"> ○ ADMINISTRATIVE GRADES <ul style="list-style-type: none"> ▪ INCOMPLETE • LEAVE OF ABSENCE <ul style="list-style-type: none"> ○ MILITARY LEAVE OF ABSENCE
FINANCIAL AID AND STUDENT ACCOUNT POLICIES
STUDENT RIGHTS AND RESPONSIBILITIES
<ul style="list-style-type: none"> • ACCESSIBILITY ACCOMMODATIONS • STUDENT CONDUCT <ul style="list-style-type: none"> ○ ACADEMIC INTEGRITY ○ PROFESSIONAL COMPORTEMET • RELIGIOUS ACCOMMODATIONS • TECHNOLOGY <ul style="list-style-type: none"> ○ ELECTRONIC COMMUNICATION ETIQUETTE ○ USE OF COMPUTING RESOURCES
STUDENT SERVICES, HEALTH, AND SAFETY



Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
 - a. Submit a ticket with your question or issue by filling out the form provided in the course.
 - b. Contact the Help Desk by phone: 855-745-8169
 - c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367

Email: helpdesk@tcsedsystem.edu

Web site: <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.