



CNC 6441 Counseling Grief and Loss

3 cr

Syllabus

Summer Studies, 2013

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Course Dates: Pre-Campus Period: May 27 – June 15, 2013
 On-Campus Period: June 17 – June 21, 2013 8-5PM
 Post-Campus Period: June 22 – August 2, 2013

I. COURSE DESCRIPTION

In this course, you will learn to understand and identify the process and progress of how people deal with loss in their lives. You will learn how to guide a person through the grief process so that the loss can be placed in its proper perspective and the individual can readjust and grow. Special attention will be given to theoretical and biblical foundations, types of loss, loss across the lifespan, emotions of loss, and loss across cultures. This class will equip you to address your own and others' losses, as well as those that affect communities and institutions.

II. COURSE GOALS

1. Students will identify losses and their impact in their own lives and in the lives of others.
2. Students will learn and compare several grief theories.
3. Students will understand loss, grief, complicated grieving, ambiguous loss, disenfranchised grief, and traumatic grief.
4. Students will explore theological concepts of suffering, evil, and the sovereignty of God.
5. Students will be exposed to mourning processes and grieving rituals developmentally and from a variety of cultures.
6. Students will develop counseling skills and treatment plans for grief and loss.

III. COURSE OBJECTIVES/COMPETENCIES

1. Students will build their theology of grief and suffering from a biblical perspective.
2. Students will develop a greater self-awareness and understanding of their own losses by writing about them and sharing in confidential small group settings.
2. Students will develop greater awareness and compassion regarding the losses suffered by others by listening to and reading about stories of loss and grief.
3. Students will begin to appreciate the complexity and potentially devastating effects of repeated and/or unresolved losses and grief by listening to lectures and by reading selected books and articles.
4. Students will develop skills in helping others cope with crisis, trauma and loss by reading, listening to lectures, and participating in role playing.
5. Students will demonstrate their understanding and mastery of the subject matter in class through quizzes, group presentation, reading responses, seminar design, and final integration paper.

IV. COURSE TEXTS

Required:

Bougere, M. H. 2013 Culture, grief and bereavement: Applications for clinical practice. *Minority Nurse*. Retrieved from: <http://www.minoritynurse.com/culture-grief-and-bereavement-applications-clinical-practice?page=1>.

Kelley, M. M. 2010. *Grief: Contemporary theory and the practice of ministry*. Nashville: Fortress Press. ISBN 978-0-8006-9661-0

EITHER of the Sittser books may be chosen as required text:

Sittser, G. L. 2004. *A grace disguised: How the soul grows through loss*. Grand Rapids: Zondervan. ISBN 0-310-21931-0

_____. 2012. *A grace revealed: How God redeems the story of your life*. Grand Rapids: Zondervan. ISBN 978-0-31024325

Worden, J. W. 2009. *Grief counseling and grief therapy: A handbook for the mental health practitioner*. 4th edition. New York: Springer Publishing Company. (Must be 4th edition.)

Wright, H. N. 2006. *Recovering from losses in life*. Grand Rapids: Fleming H. Revell. ISBN 978-0800731557

V. COURSE REQUIREMENTS

Pre-Campus Assignments: **DUE June 15, 2013** (email to instructor **before** 6/15/13)

1. Read H. N. Wright, *Recovering from losses in life*. Complete your loss inventory (from birth to now) and send to me by email. This may be graphed, as a time line, or written as a 1-2 pg narrative. Be prepared to discuss the completed inventory in a confidential small group setting.
2. Read the book of Job within a seven-day period. Submit a 1-page response paper to the about the principles of grief counseling you draw from Job.
3. Read **one** of the two Sittser books, and write 1-2 page response paper addressing your understanding of the biblical purposes of suffering from that book.
4. Read the Bougere online article and research your culture's expressions of grief and mourning rituals. Be prepared to discuss this during class.
5. Post your student profile on the course Moodle Internet site. What program are you in? Where are you in your program? What is your occupational goal?

On-Campus Activities

1. Sign a document that you have completed all pre-course reading and a disclosure statement that you will maintain confidentiality regarding all of class group sharing.
2. Be prepared for daily quizzes that will cover pre-course reading and daily lectures.
3. There will be a group project with a 15-minute class presentation integrating theory and practice (similar to final paper).
4. There will be daily group work, role plays and experiential exercises. Be prepared to engage the classroom material in an academic, professional, personal, and ministerial manner.
5. Be aware that processing grief and loss work is quite fatiguing. Plan for rest and relaxation outside of class and study time.

Post-Campus Assignments: DUE 7/27/13

1. Read Worden and Kelly and incorporate into #2 below.
2. Choose a type of loss, a population AND a cultural expression of grief around that loss. Write a 7-8 page double-spaced paper that describes the theoretical underpinnings (biblical, theological and grief theory), cultural ramifications, and practical implications for grief counseling and/or missionary care, accompanied with a strong reference list. See references below.

VI. COURSE GRADING

Class attendance, participation and contribution to class and group discussion will affect the quality of the education received by each student.

Readings and responses	25
Quizzes	10
Class attendance, activities, and participation	35
Group presentation	5
Final integration paper	25

The grades for this course will be available from the Registrar's Office by September 15.

VII. LATE ASSIGNMENT POLICY

In an effort to develop high professional standards, no late work will be accepted unless prior arrangements with the professor have been made. All requests for extensions must be made via email (or otherwise in writing) at least one week prior to the due date for the work. No late work will be accepted unless the circumstances are dire and unusual. If you miss a class, for whatever reason, you are responsible for finding out from a classmate what material was covered and what homework was assigned. Do not contact the professor concerning what you missed; consult the course schedule or speak with a classmate to obtain notes or assignment information. Additionally, you cannot submit assignments late because you missed the class period when the assignment was given or when the assignment was due. Class will conclude on Friday, 6/21 at 5PM.

Unless otherwise noted, all assigned work is due at the beginning of class on the date they are due. Submission of emailed copies will be based on the time stamp of the email sent with the attachment.

VIII. Course Workload:

Sittser, G. L. 215 pages @ 20 pp/hr	11 Hours
Worden, W. 314 pages @ 20 pp/hr	16 Hours
Wright, N. H. 240 pages @ 20 pp/hr	12 Hours
The book of Job	12 Hours
Kelley, M. M. 168 pages @ 20 pp/hr	8 Hours
Reading Responses	5 Hours
Loss Inventory	5 Hours
Bougere and cultural expressions' investigation	4 Hours
Final integration paper	30 Hours
Class	32 Hours
TOTAL	135 Hours

IX. ACADEMIC SUCCESS CENTER

Students with physical, emotional, ADHD, or learning disabilities who need academic accommodations should make requests through the Academic Success Center. These requests will be kept confidential and will be used only to provide academic accommodations. Because many accommodations require early planning, requests should be made as early as possible. You may contact the Academic Success Center by phone at 1-803-807-5611, or by email at academicsuccess@ciu.edu. If you already receive services through ASC please contact that office so they can help make your academic experience in this course as successful as possible.

X. SSM STYLESHEET

The official guide for all written work in connection with this course is the *SSM Stylesheet*, which is available from the Faculty Administrative Assistant's office (Schuster 1xx). It is based on the Chicago Manual of Style as summarized in the latest edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. It includes guidelines related to grammar and style, organization of papers, abbreviations and numbers, spelling, punctuation, capitalization, quotations, using Greek and Hebrew words, using and citing sources, footnotes, bibliography, and using the internet. The instructor reserves the right to return written work that displays poor spelling, consistent grammatical errors, incorrect style, and/or poor general appearance. The basic parameters are set out in the *Stylesheet*. If your work is returned for any of these reasons, you may resubmit it within two weeks of its return. If you do not revise and resubmit your work, you will receive a zero for the assignment.

To find an electronic copy of the *Stylesheet*, you may follow this path:

CIUOnline > Student Life > Seminary Information > Resources > Stylesheet

Online resources related to Turabian include:

- <http://www.eturabian.com/turabian/index.html>
- <http://www.bibme.org>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

XI. PLAGARISM

CIU SSM expects you to be honorable in your studies and responsible for your own academic work. Dishonesty in assignments, examinations, written papers, or other work is contrary to scriptural principles of Christian living and an affront to fellow students and your instructors. Plagiarism occurs when you present another person's ideas or words as your own, or when you intentionally or unintentionally fail to acknowledge or cite the source of the ideas you use.

Acknowledging and citing sources involves placing quotation marks around all the material you have taken (or paraphrased) from books, articles, internet sites, other students' papers, or other work you have not personally produced. It also involves listing full information about that source in a footnote or a parenthetical reference. See the *SSM Stylesheet* for examples of how to cite sources correctly.

Specific examples of plagiarism include but are not limited to the following:

1. Borrowing the words, sentences, ideas, conclusions, examples and/or organization of an assignment from a source (e.g., a book, an article, another student's paper, a tape/video, an internet site) without acknowledging the source.
2. Submitting work done by another student—in part or in whole—in place of original work.
3. Submitting assignments received from the Internet, from commercial firms or from any other person or group.
4. Knowingly aiding another student in plagiarizing an assignment as defined above.

You may not submit work that is part of a group consultation unless it is related to an assignment your syllabus specifically indicates is to be completed as part of a group. If you study for an exam with a review group, you may not reproduce any answers that others have written and submit it as your own work. You may not share with others answers to exam questions you have composed in advance. Any of these actions will be considered plagiarism.

Plagiarism will result in academic penalty, and may result in failure in the assignment, failure in the course, and further disciplinary action. When appropriate, your Student Life chaplain will be informed.

XII. ELECTRONIC DEVICE POLICY

The use of cell phones (whether for conversation or texting), pagers, iPods or mp3 players, laptops, and all other electronic devices is prohibited during the in-class time, especially during small group exercises. The only exception to this is for actual note taking and when use of an electronic device is necessary for an in-class activity. Other than these exceptions, any evidence of use of these devices in the classroom will result in an automatic zero (0) for class attendance and participation on that day. Using a cell phone during a composition, test, or quiz will result in a zero on that assignment.

XIII. SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change without advanced notice.

XIV. RECOMMENDED READING

Bennett, N. 2005. *Forgotten tears: A grandmother's journey through grief*.

Boss, P. 2006. *Loss, trauma, and resilience: Therapeutic work with ambiguous loss*. New York: W. W. Norton & Company.

Bozarth, A. R.. 1986. *Life is goodbye/Life is hello: Grieving well through all kinds of loss*. Center City, MN: Hazelden.

Buscaglia, L. 1982. *The fall of Freddie the leaf: A story of life for all ages*. Thorofare, NJ: SLACK Incorporated.

DePaola, T. 1973. *Nana Upstairs & Nana Downstairs*. New York: Puffin Books.

Doka, K. J. 2000. *Living with grief: Children, adolescents, and loss*. Hospice Foundation of America.

Fine, C. 1999. *No time to say goodbye: Surviving the suicide of a loved one*. Main Street Books.

Fiorini, J. J. and J. A. Mullen. 2006. *Counseling children and adolescents through grief and loss*. Champaign, IL: Research Press.

Kubler-Ross, E. 1997. *On children and death: How children and their parents can and do cope with death*. Simon and Schuster.

Janoff-Bulman, R. (1992). *Shattered assumptions: Toward a new psychology of trauma*. New York: Free Press.

- Kubler-Ross, E. and D. Kessler. 2005. *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York: Scribner.
- Lewis, C. S. 1961. *A grief observed*. New York: HarperCollins Publishers.
- Matsakis, A. 1996. *I can't get over it: A handbook for trauma survivors*. New Harbinger Publications.
- Mitchell, K. R. and H. Anderson. 1983. *All our losses, all our griefs: Resources for pastoral care*. Philadelphia: Westminster Press.
- Neimeyer, R.A. 2006. *A. Lessons of loss: A guide to coping*. Memphis: Center for the Study of Loss and Transition.
- _____, ed. 2001. *Meaning reconstruction & the experience of loss*. Washington, DC: APA.
- Noel, B. and P. D. Blair. 2000. *I wasn't ready to say goodbye: Surviving, coping & healing after the sudden death of a loved one*. Milwaukee: Champion Press.
- Nouwen, H. J. 1976. *Aging: The fulfillment of life*. Doubleday and Co.
- _____. 1979. *The wounded healer: Ministry in contemporary society*. New York: Doubleday.
- Oates, W. 1997. *Grief, transition, and loss: A pastor's practical guide*. Minneapolis: Augsburg Press.
- Parkes, C. M., Laungani, P., & Young, B., eds.. 1997. *Death and bereavement across cultures*. London: Routledge.
- Rando, T. 1996. *On treating those bereaved by sudden, unanticipated death*. In *Session Psychotherapy in Practice*, Vol. 2, No 4, pp 59-71. John Wiley & Sons, Inc.
- _____. 1991. *How to go on living when someone you love dies*. Bantam.
- _____. 1993. *Treatment of complicated mourning*. Research Press.
- Rich, P. 2001. *Grief counseling homework planner*. New York: John Wiley & Sons.
- Rosof, B. D. 1994. *The worst loss: How families heal from the death of a child*. New York: Henry Holt & Co.
- Rupp, J. 1999. *Praying our goodbyes*. Notre Dame, IN: Ave Maria Press.
- Schiff, H. S. *The bereaved parent*. 1978. Viking.
- Schwiebert, P. and C. DeKlyen. 1999. *Tear soup*. Portland, OR: Grief Watch.
- Sheehy, Gail. 1984. *Passages*. Bantam.
- Stillwell, E. E. 2004. *The death of a child: Reflections for grieving parents*. Skokie, IL: ACTA Publications.
- Stroebe, M. S., Hansson, R. O., Schut, H., and W. Stroebe, eds. 2008. *Handbook of bereavement research and practice: Advances in theory and intervention*. APA.

Tedeschi, R. G., & Calhoun, L. G. 2004. *Helping bereaved parents: A clinician's guide*. New York: Brunner-Routledge.

van Reken, R. 1995. *Letters never sent: One woman's journey from hurt to wholeness*.

Viorst, J. 1971. *The tenth good thing about Barney*. Atheneum.

_____. 1998. *Necessary losses: The loves, illusions, dependencies, and impossible expectations that all of us have to give up in order to grow*. New York: Fireside.

Walsh, F. and M. McGoldrick. 2004. *Living beyond loss: Death in the family*. New York: W. W. Norton & Co.

Westberg, G. E. 1986. *Good grief*. Fortress Press.

Worden, J. W. 1996. *Children and grief: When a parent dies*. New York: Guilford.

Wright, N. T. 2006. *Evil and the justice of God*. Downers Grove, IL: IVP.