



Course Number SOWK 551.02	SOWK S02	Classroom Online	
Course Name	Loss & Grief		
Day(s)	January 13 – April 15	Time See class schedule below	
Instructor	Amy Fulton, PhD, RSW	Office Hours/Location Online in Zoom from 4:30-5:10 pm MST on January 27, February 24 and March 30, or by appointment.	
E-mail	aefulton@ucalgary.ca	Phone	(403) 220-4879

SYLLABUS STATEMENT

Focuses on theory and practice related to social work interventions.

COURSE DESCRIPTION

The focus of this course is an introduction to social work theory and practice in the area of loss and grief. The course will focus on social work theories and practices, including methods of assessment and intervention that are applicable across the lifespan and with diverse populations. The course will also explore the concept and experience of loss throughout the lifespan from diverse perspectives. A wide array of losses will be considered such as death, bereavement, divorce, unemployment, poverty, disability, abuse, and illness. Through assigned readings, completion of reflective exercises and participation in online classes and discussions, students will learn about traditional and contemporary theoretical models for understanding loss and grief.

Student's own experiences of loss and grief, personal considerations, compassion fatigue, and self-care strategies will be integrated into the course assignments. Consultation from the instructor is available upon request. Students experiencing mental health issues or emotional distress should seek counseling/support from an appropriate source, such as the University of Calgary Wellness Centre: 403-210-9355.

COURSE LEARNING OUTCOMES

Through successful completion of this course the student will:

1. Demonstrate an emerging understanding of the range of losses and grief experienced throughout the life cycle
2. Identify issues of diversity in relation to understanding the experience of loss and using appropriate interventions
3. Identify a variety of grief interventions and critically examine their applicability to specific contexts
4. Critically review theories of grief, mourning and bereavement

5. Articulate awareness of personal and professional attitudes and beliefs around loss and grief
6. Examine the impact of one's own losses
7. Articulate the importance of moving towards a personal integration of losses

LEARNING RESOURCES

REQUIRED TEXTBOOK

Hooyman, N. R., & Kramer, B. J. (2006 or 2008). *Living through loss: Interventions across the life span*. New York, NY: Columbia University Press.

(Note: Available as an e-book through the University of Calgary library, link provided in D2L).

The text is available for purchase from the University of Calgary Bookstore and other retailers.

Website: <http://calgarybookstore.ca/>

Note: The text was first published in 2006. It then went into a second printing in 2008. Either version of the text, 2006 or 2008, will work for the course. The Kindle version is also acceptable.

REQUIRED READINGS

Neimeyer, R.A., Klass, D., & Dennis, M.R. (2014). A social constructionist account of grief: Loss and the narration of meaning. *Death Studies, 38*(3), 485-498. doi: 10.1080/07481187.2014.913454

Paxton, B. (2018). The rendezvous. In *At home with grief: Continued bonds with the deceased* (pp. 1-8). New York, NY: Routledge.

(Note: Available as an e-book through the University of Calgary library, link provided in D2L. Please download the required pages as soon as possible as only one user can access the book at a time).

Strom-Gottfried, K., & Mowbray, N. D. (2006). Who heals the helper? Facilitating the social worker's grief. *Families in Society, 87*(1), 9-15. doi:10.1606/1044-3894.3479

Pages 3 -8 of:

Walter, C. M., & McCoyd, J. L. M. (2016). *Grief and loss across the lifespan: A biopsychosocial perspective* (2nd ed.). New York, NY: Springer.

(Note: Available as an e-book through the University of Calgary library, link provided in D2L).

Worden, W. J. (2018). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (5th ed.). New York, NY: Springer.

(Note: Available as an e-book through the University of Calgary library, link provided in D2L. Please download the required pages as there is a limit on the number of users that can access the book at one time).

REQUIRED VIDEOS

ABC News. (Producer). (2008, April 11). *The last lecture: A love story for your life* [Online video].

<https://archive.org/details/GabrielRobins-RandyPauschInterviewAboutTheTheLastLecture494>

(Length: 40 minutes)

Canadian Virtual Hospice. (Producer). (2011). *Anticipatory mourning* [Online video]. Retrieved from

<http://www.youtube.com/watch?v=0MwleFkJsQI> (Length: 1.5 minutes)

Iron, D., Urdl, S., & Weiss, J. (Producers), & Polley, S. (Director). (2006, September 11). *Away from her* [Motion picture]. Canada: Foundry Films. (Link provided in D2L).

Marx, S. (Producer). (2007). *Remembering: Families talk about death*. United States: Aquarius Health Care Media. [Online video]. Retrieved from University of Calgary library. (Link provided in D2L).

Springer Publishing Company. (2013, October 4). *Disenfranchised grief: Dr. Ken Doka* [Online video]. Retrieved from <https://www.youtube.com/watch?v=BhfxzY65Sml> (Length: 5.5 minutes)

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for the course that contains readings, a discussion boards and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access.

Students are required to fully participate in Zoom sessions. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 551 – Loss & Grief is an elective course designed to enhance preparedness to respond to individuals, families and communities who have experienced loss in its diverse forms. It will serve as an adjunct to other practice-focused classes and foundational BSW courses and will be enriched by students’ field (SOWK 410/411 and SOWK 412/413), workplace and life experiences. Students are encouraged to apply and integrate knowledge, skills and values learned in other university coursework

CLASS SCHEDULE

This course is delivered entirely online through D2L. All assignments will be submitted to the instructor through the Dropbox in D2L, unless otherwise indicated. Students requiring technical support can call the University of Calgary’s IT support at 403-220-5555 or email them at: itsupport@ucalgary.ca

The course will start off with a Welcome & Orientation followed by five units. The schedule is as follows (all times listed are in Mountain Time, the local time in Calgary, Alberta):

Unit & Dates	Topic / Learning Objectives	Readings/Assignments Due
January 6 – 10: Block Week	N/A	No readings or assignments
January 13	First day of class	Required Zoom session: Welcome, introduction and orientation to the course, January 13, 6:00-7:30 pm MST Required Reading: Preface & Introduction sections and Chapter 1 – Hooyman & Kramer (2006 or 2008)

<p>January 14-16: Welcome & Orientation</p>	<p>Course orientation & introduction to key loss and grief topics</p>	<p>Discussion board participation (optional)</p> <p>Required Reading: Strom-Gottfried, K., & Mowbray, N. D. (2006). Who heals the helper? Facilitating the social worker's grief. <i>Families in Society</i>, 87(1), 9-15.</p> <p>Worden, W. J. (2018). The counselor's own grief. In <i>Grief counseling and grief therapy: A handbook for the mental health practitioner</i> (5th ed., pp. 251-259).</p>
<p>January 17-30: Unit 1</p>	<p>Loss & Grief Theories, Compassion Fatigue and Self-Care</p>	<p>No Zoom session. Review PowerPoint Pre-Recorded lecture.</p> <p>Discussion Board: Post #1 due: January 23 Post #2 due: January 30</p> <p>Independent work on reflective journal entry for Unit 1 (do not submit yet).</p> <p>Required Reading: Chapter 14 – Hooyman & Kramer (2006 or 2008)</p> <p>Paxton, B. (2018). The rendezvous. In <i>At home with grief: Continued bonds with the deceased</i> (pp. 1-8).</p> <p>Worden, W. J. (2018). Attachment, loss and the grief experience. In <i>Grief counseling and grief therapy: A handbook for the mental health practitioner</i> (5th ed., pp. 15-38).</p> <p>Required Video: Springer Publishing Company. (2013, October 4). <i>Disenfranchised grief: Dr. Ken Doka</i> [Online video]. Retrieved from https://www.youtube.com/watch?v=BhfxzY65Sml</p>
<p>January 31 – February 14: Unit 2</p>	<p>Theoretical Foundations</p>	<p>Required Zoom session: February 3, 6:00 -8:00 pm MST Guest speaker: Laura Coatsworth from Hospice Calgary, Children's Grief Centre</p> <p>Discussion Board: Post #1 due: February 6; Post #2 due: February 13</p> <p>Independent work on reflective journal entry for Unit 2 (do not submit yet).</p>

		<p>Required Reading: Chapters 2 & 3 – Hooyman & Kramer (2006 or 2008)</p> <p>Neimeyer, R.A., Klass, D., & Dennis, M.R. (2014). A social constructionist account of grief: Loss and the narration of meaning. <i>Death Studies</i>, 38(3), 485-498.</p> <p>Pages 3 -8 of: Walter, C. M., & McCoyd, J. L. M. (2016). <i>Grief and loss across the lifespan: A biopsychosocial perspective</i> (2nd ed.).</p> <p>Required Video: Canadian Virtual Hospice. (Producer). (2011). <i>Anticipatory mourning</i> [Online video]. Retrieved from http://www.youtube.com/watch?v=0MwleFkJsQI</p>
Winter Break: February 16-22		No classes, assignments, required discussion posts, videos or readings. Enjoy your break!
February 24-25		<p>Quiz (online in D2L) <i>Quiz will be available starting at 7:00 am on February 24 until 7:00 pm on February 25</i></p>
February 25 – March 12: Unit 3	Grief in Childhood & Adolescence	<p>Required Zoom session: March 9, 6:00 – 8:00 pm MST</p> <p>Independent work on reflective journal entry for Unit 3 (do not submit yet).</p> <p>Required reading: Chapters 4, 5, 6, & 7 – Hooyman & Kramer (2006 or 2008)</p> <p>Required video: Marx, S. (Producer). (2007). <i>Remembering: Families talk about death</i>. United States: Aquarius Health Care Media. [Online video]. (Link provided in D2L).</p>
March 13 – 26: Unit 4	Grief in Young & Middle Adulthood	<p>No Zoom session. Review PowerPoint Pre-Recorded lecture.</p> <p>Discussion Board: Post #1 due: March 19; Post #2 due: March 26</p> <p>Independent work on reflective journal entry for Unit 4</p>

		<p>Required reading: Chapters 8, 9, 10 & 11 – Hooyman & Kramer (2006 or 2008)</p> <p>Required video: ABC News. (Producer). (2008, April 11). <i>The last lecture: A love story for your life</i>. [Online video]. https://archive.org/details/GabrielRobins-RandyPauschInterviewAboutTheTheLastLecture494 (approx. 40 minutes)</p>
March 26		Reflective Journal Assignment due
March 27 – April 10: Unit 5	Grief in Older Adulthood	<p>Required Zoom session: April 6, 6:00 – 8:00 pm MST</p> <p>Review PowerPoint Pre-Recorded lecture.</p> <p>Discussion Board: Post #1 due: April 2; Post #2 due: April 10</p> <p>Required reading: Chapters 12 & 13 – Hooyman & Kramer (2006 or 2008)</p> <p>Required video: Iron, D., Urdl, S., & Weiss, J. (Producers), & Polley, S. (Director). (2006, September 11). <i>Away from her</i> [Motion picture]. Canada: Foundry Films. (Link provided in D2L).</p>
April 10		Last day to post in discussion board for credit
April 14		Student self-assessment of participation due (submit to Dropbox in D2L).

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

Online learning in university requires students to be self-directed adult learners. Class assignments and activities are designed to provide diverse and meaningful learning opportunities that are rooted in the context of the student’s lived experience. As this course deals with potentially sensitive issues an open and mutually respectful learning environment is mandatory.

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

CLASS RECORDINGS**Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions and presentations that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Zoom recordings of online classes

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Quiz	<p>The quiz will be based on required readings and pre-recorded lectures for Units 1 and 2. It will consist of 30-40 multiple choice or true/false.</p> <p><u>Purpose:</u> The purpose of the quiz is to assess the student’s level of comprehension of the content from the first two units of the course.</p> <p><u>Format:</u> Quizzes will be available from 7:00 am on Feb 24 to 7:00 pm on Feb 25. Quizzes are open book; however, there is an enforced time limit of 90 minutes once the quiz has been started by the student.</p>	February 25 at 7:00 pm (tip: you are encouraged to start the quiz by 5:30 pm on Feb 25 at the latest to ensure you have a full 90 minutes to complete it)	25%	1, 2, 3, 4

	<u>Delivery:</u> The quiz will be delivered in D2L.			
Reflective Journal	<p><u>Purpose:</u> The reflective journal provides the student with the opportunity to explore, describe, integrate and critically analyze thoughts, reflections, and learning, both theoretical and personal, completed in the first four units of the course. The journal is intended to be a tool for students to use in their personal and professional growth. It provides the student the opportunity to be more personal than they may desire to be in the online class discussions. It is important that reference to specific course materials be clearly integrated into the journal.</p> <p><u>Format:</u> Students are expected to write in their journal independently during each unit (one journal entry per unit for units 1, 2, 3 and 4). Students should indicate the date on which each journal entry was written. The journal must adhere to the citation and referencing standards put forth in the <i>Publication Manual of the American Psychological Association</i> (6th ed.). References to course materials should be made and a reference list should be included at the end of the document. Submissions should have an APA style title page, page numbers and running head. The journal will include 4 entries (one for each of units 1, 2, 3 and 4) of 2-3 pages in length (minimum length is 8-pages and maximum length is 11-pages, minimum and maximum length do not include the title page and reference list).</p> <p><u>Topic Suggestions:</u> The instructor will make suggestions on journal topics to students regularly throughout the term in the form of writing prompts posted to D2L.</p>	March 26 at 11:59 pm	40	1, 2, 3, 4, 5, 6, 7

	<p><u>Criteria:</u> Journal submissions should demonstrate the following (for further details see the grading rubric in D2L):</p> <ul style="list-style-type: none"> • Mastery of course content • Evidence of reflection and critical thinking/analysis • Quality of writing, mechanics and referencing <p>Depth of reflection, standard of writing and integration of course materials and other resources will be factors in grading student’s work.</p>			
D2L Discussion Board and Participation in the Learning Community	<p>The D2L Discussion Board and Participation in the Learning Community grade rewards students for their ongoing active engagement in the learning process in two formats:</p> <p>a) The required Zoom sessions (dates: Jan 13, Feb 3, March 9 and April 6); and</p> <p>b) The asynchronous online discussions in the discussion board throughout the term</p> <p>The class will work together through the course material through asynchronous online discussions. Course materials will also be supplemented by Zoom sessions. Participation in the Zoom sessions and online discussions is a key part of the learning in this course. As such, participation in the learning community is be graded. A grading rubric is posted in D2L.</p> <p><u>Discussion Board Postings:</u></p> <p>Evidence of participation in asynchronous online discussions through posting in the discussion boards in D2L on or before the due dates (see course schedule above for due dates) is a course expectation.</p> <p>Quality of posts will be determined based on depth and relevance of the contributions, as well as writing quality. The posts must adhere to the citation and referencing standards put forth in the <i>Publication Manual of the American Psychological Association</i> (6th ed.). Reviewing and responding to other</p>	<p>Refer to the course schedule (pp. 4-7) for discussion board posting due dates.</p> <p>Student self-assessment due date: April 14</p>	<p>student self-assessment = 10% + instructor assessment = 25%, total value = 35%</p>	1, 2, 3, 4, 5, 7

	<p>students' posts is encouraged. Posting in the discussion board during the Welcome & Orientation period (Jan 14-16) is optional, but strongly encouraged.</p> <p><u>Student Self-Assessment:</u> Students will provide a 1-2 page (single or double-spaced, 12-point font of the student's choice) written self-evaluation of their participation. A title page and referencing is not required but please ensure that your full name is clearly visible on your paper. The student will provide a recommended score for their participation out of a maximum of 10 points. Students are encouraged to refer to the participation rubric in D2L when conducting their self-assessment in order to review the grading criteria for participation and make an accurate and honest self-assessment. The narrative portion of the self-assessment must cover the following:</p> <ul style="list-style-type: none">a) Description of the student's quantity and quality of participation, including the discussion boards and Zoom sessions;b) Clear rationale for the student's suggested participation grade;c) Any special considerations that should be taken into account.			
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Discussion board posts should be posted directly in the discussion board.

The Reflective Journal and Student Self-Assessment of Participation assignments are to be submitted electronically through their respective dropboxes in D2L. Assignments must be submitted in Word format. Assignments should have a file name as follows: "Full student name and assignment name" (e.g., Jane Smith Reflective Journal). Assignments are due before midnight on their due date, with the exception of the quiz. Please note that it is the student's responsibility to keep a copy of each submitted assignment (with the exception of the quiz) and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. In order to receive an extension, students must contact the instructor by email prior to the assignment due date. Assignments submitted after the deadline may be penalized with a grade reduction.

The late submission penalty for the Reflective Journal assignment is 0.5 marks per day late (including weekends).

Missing the quiz without prior permission from the instructor will result in a score of 0 (zero).

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course will be provided to students in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**