

## **PC771 GRIEF CARE AND COUNSELING**

Methodist Theological School in Ohio

J-Term 2015 (M-F), 1:00-5:00 p.m.; Room G140

**PC771A (3 semesters hours): January 5 – January 15**

**PC771B (1.5 semester hours): January 5 – January 9**

Prof. M. Fulgence Nyengele, M.Div., M.A., Ph.D.

### **COURSE DESCRIPTION**

Grief is a painful, complex, and universal experience occasioned by loss, death, and/or separation from a loved person or object. This course will explore the multiple dimensions of grief by familiarizing students with dynamics of loss, bereavement, normal and atypical/pathological grief. Emphasis will be placed on understanding the dynamics and process of loss and grief, theories of recovery, including the role of spirituality (i.e., faith) and insights from the social/behavioral sciences, as well as on developing counseling skills necessary for facilitating healing. Fictionalized and clinical accounts of bereavement and grief, films, videos/DVDs will provide the case material for study, analysis, and application. Cultural and ethnic variations in grieving will also be considered. Prerequisites: one of the following: PC500, PC640, PC655 or PC680.

**CACREP STANDARDS AND CONTENT AREAS:** The course contributes to meeting the CACREP accreditation general program objectives and curriculum standards related to professional orientation and ethical practice (Section II, G.1.c.), human growth and development (Section II, G.3.c,d) and helping relationships (Section II, G.5.g), as well as clinical mental health criteria (CMHC A.9, C.6, K.5, L.3) as follows:

- G.1.c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- G.3.c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- G.3.d. theories and models of individual, cultural, couple, family, and community resilience;
- G.5.g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

CMHC A.9. Understand the impact of crises, disasters, and other trauma-causing events on people (CMHC A.9).

**Assessment:** Students will be given some case studies and will be asked to identify the key issues in the cases and develop a treatment plan based on the issues identified in the case; Case Studies/Case Conceptualization and Treatment Planning will take place both during class discussion as well as in practice groups where students will be involved in role-playing various grief-related cases. Also daily reports on readings will provide opportunities for students to develop understanding of ways loss and grief can become crises and trauma-causing situations and ways to help and provide supportive counseling; the book discussion paper on a specific type of loss and grief will also provide opportunity to deepen understanding of the effects of crises, disasters, and other trauma-causing events on people.

CMHC C.6. Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

**Assessment:** Class discussions of the readings; role-plays and case studies during class discussions; book discussion paper (see details below)

CMHC K.5. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

**Assessment:** Case studies and role-plays; class and small group discussions; book discussion paper (see details below).

CMHC L.3. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Assessment:** Case studies and role-plays; class and small group discussions; book discussion paper.

The CACREP standards listed above are fulfilled in the course objectives, requirements and assignments described below and through class discussions and small group discussions.

## **COURSE OBJECTIVES**

### **Knowledge**

- Develop knowledge and understanding of the dynamics and process of grief
- Learn to identify the manifestations of normal grief
- Be able to differentiate normal grief from atypical/complicated grief
- Be able to distinguish grief from depression
- Gain understanding of special types of losses
- Gain understanding of family dynamics in relation to grief
- Gain knowledge and understanding about when to do grief counseling
- Know specific counseling principles and procedures that may be helpful in working with bereaved clients experiencing normal or abnormal grief reactions
- Develop awareness of ethnic variations and cross-cultural dynamics in patterns of grieving
- Develop awareness of gender dynamics in the context of grief

### **Skills**

- Develop foundational grief counseling skills that integrate various intervention approaches learned in the class
- Develop and/or increase active listening skills necessary in facilitating healing in the grieving process
- Gain a clear understanding of the counselor's own grief in order to increase self-awareness about how personal grief may affect the counseling process
- Practice grief counseling through role-playing, analysis, and discussion of case studies

## COURSE REQUIREMENTS

- You are expected to attend **all** class sessions and to participate in case analysis and discussion, small group role-plays, and class discussion of assigned reading materials.
- Active and thoughtful participation in class discussion and **role plays** is expected. The required readings must be done before class meets in order to participate thoughtfully and effectively.
- **Grief Counseling Practice Groups—required for both PC771A & PC771B.** The class will be divided into four groups of four to five members each. Time will be provided during class time, at the discretion of the instructor, for **grief counseling practice groups** to meet for role-playing various grief-related situations and issues. These practice groups will meet for a total of three sessions for PC771B participants, and six sessions for PC771A participants. Each session will take up to 1 hour of grief counseling practice, feedback and discussion in each group. Details will be discussed in the first class meeting on January 5<sup>th</sup>. Initially, groups will meet to share aspects of their own history of grief and loss. When each member is sharing his or her experience of grief and loss, *other group members will practice reflective and empathic listening*, offering support and understanding as appropriate. You are not expected to offer advice, but good *pastoral* presence. For those who are not familiar with William Miller and Kathleen Jackson's book *Practical Psychology for Pastors*, you are encouraged to review their two chapters on listening to help you with this exercise and during subsequent role plays. (The two chapters will be placed on Sakai and the book itself will be on Reserve in the Library). Every group member will be expected to volunteer to play the various roles involved in a particular case material, including the role of counselor, participate as a counselee, as well as serve as an observer. Persons serving as observers will take the last portion of the group time to offer feedback to the counselor, in light of the course readings. This debriefing period will provide an opportunity for the group to discuss more effective ways to handle the counseling situation and to advance the development of more effective counseling skills. The observers will also give a brief report to the class about how the session went and any other reflections from their particular group.

Cases from clinical and pastoral experience, as well as selected vignettes from Worden's book *Grief Counseling and Grief Therapy* (the final chapter), will serve as case materials for the role-plays.

NOTE: Groups will be reconfigured for those who will be continuing with the class after January 9 (i.e., those taking PC771A).

## WRITTEN WORK/ASSIGNMENTS

1. **History of Loss and Grief Short Paper.** Prior to the beginning of the class, review your own history of losses and grief (For both PC771A & PC771B). Remember some of the losses you have experienced during your life. Identify the

losses and loss events in your life, including non-death related losses such as changes and transitions in your life, moving, loss of home, loss of friends, loss of a job, loss of a dream, loss of status/position, possessions, or abilities to do something, etc. List all the major losses you have experienced. As you look at these various loss and grief events, reflect on your own awareness of how most of us are in several processes of grief at any given time. As you look at these particular losses in your life, remember the responses from others that were most helpful to you. Reflect on responses you wish you could have received from people in your environment—family, friends, and/or professional helpers. How did you cope with significant losses? What resources were helpful to you? What was missing? Read Chapter 9 in Worden's book (*The Counselor's Own Grief*); answer questions 1-15 on pp. 254-55 and pay attention to how you are responding to this exercise and reflect on why you are responding that way. **Write a 3-4 page paper, double spaced, and turn it in on the first day of class—January 5, 2015.** You will be asked to share your reflections in your small group during class time. The goal of this assignment is to facilitate your reflection on how the issues of loss and grief present themselves and relate to your personal coping style as well as your interaction with others coping with loss and grief. What is your comfort level in dealing with different issues of grief and different kinds of loss with others? Are there specific kinds of losses that you feel will be challenging to work with? **This assignment will be graded as part of the Grief Counseling Practice Group with a Check (i.e., completed) or no Check (i.e., not completed). Completing this assignment earns you 10% of the 30% or 40% (see below) allotted to grief counseling practice groups. This assignment is due the first day of class—January 5, 2015, in hard copy.**

**2. Daily Reports (for both PC771A & PC771B).** Students will be expected to write a 1 to 2 pages long daily report (single space) on key concepts and issues encountered in the readings. Focus your paper on what the readings mean to you as a counselor or pastoral caregiver, how you relate to the ideas of the author, and how and why you can or cannot apply these ideas into your current or future ministry. The daily report gives you the opportunity to describe, analyze, and interpret the content of your readings, and to reflect on its meaning to you in light of your professional goal. **This paper is due EVERYDAY (except on the first day of class), beginning January 6, 2014 in hard copy.**

**Note: Successful completion of reports on all readings will constitute 35% of the final grade for PC771B students and 40% for PC771A students.**

**3. Final paper for P7771B only—A Book Discussion Paper, 6-8 pages, double spaced.** This is a topical paper that studies and addresses grief dynamics and issues in a critical human situation such as divorce, aging (growing older or old), natural disaster, war, developmental changes (getting married, mid-life crisis, etc.), job loss, immigration, pregnancy loss, infertility, suicide, sudden death, gender and/or cultural conflicts and dynamics, or any other critical situation related to grief. **The paper will be a critical discussion of a book on a grief**

**related topic of your choice.** This is not to be a content summary paper, but rather a critical engagement with the text, indicating the contribution you think the author is making to your understanding of grief and grief counseling in a specific critical situation. The paper should be organized as follows: discussion of the author’s understanding of grief; methods and approaches suggested about how to deal with grief in pastoral counseling or pastoral care; discussion of how the suggested methods and approaches relate to those found in the sources used in the class; and then provide your own critical appraisal of the author by trying to relate what you have read to your own future ministry of grief care and counseling. Please note that your discussion must interact with the required readings, with appropriate citations and referencing of all the materials discussed in the paper—i.e., giving evidence of places in the books and course materials that you are referencing in your discussion. **This paper is due on Monday, January 19, 2015 by 11:00 p.m. in your Drop Box on Sakai.**

**4. Final Paper, 6-8 pages double space, for PC771A only.** This could be a critical discussion of a book on a topic of loss and grief not discussed in the class; a paper on a theology of death and dying; a funeral sermon on death and hope; a sermon on death, dying and grief; a curriculum for adult study in a local church, etc. The paper will report the research done on the topic, as well as critically integrate the readings for this course. Please talk to the professor about your choice for this final assignment. **This paper will be due by Monday, January 26, 2015 by 11:00 p.m. in your Drop Box on Sakai.**

#### **EVALUATION AND GRADING**

As indicated above, although not graded, attendance and participation are key factors in evaluating student work in this class. Irregular attendance is not allowed in this class. In fact, missing class sessions will result in a reduction of your final grade or in failing the course, even though you have successfully completed all written work.

**Grading for PC771B will be based on the following assignments:**

Daily Reports on Readings	35%
Participation in Practice Groups	30%
Book Discussion Paper	35%
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Total	100%

**Grading for those taking PC771A will be based on the following assignments:**

Daily Reports on Readings	40%
Participation in Practice Groups	30%
Book Discussion Paper	30%
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Total	100%

Final course grades will be based on the following scale:

A = 93-100	A-=90-92		
B+=87-89	B =83-86	B-=80-82	
C+=77-79	C =73-76	C-=70-72	
D+=66-69	D =63-66	D-=60-62	F=59

**REQUIRED TEXTS FOR PC771B (1.5 semester hours) and PC771A (3 sem. hours)**

Nouwen, Henry. *A Letter of Consolation*. San Francisco: HarperSanFrancisco, 1982.

Worden, J. William. *Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner*. 4th Edition. New York: Springer Publishing, 2009.

**ADDITIONAL REQUIRED TEXTS FOR PC771A ONLY (3 semester hours)**

Fowler, Gene. *Caring Through the Funeral: A Pastor's Guide*. St. Louis, Mo.: Chalice Press, 2004.

Martin, Terry and K. Doka. *Grieving Beyond Gender: Understanding the Ways Men and Women Mourn*. Brunner/Mazel: Philadelphia, 2010.

**SUPPLEMENTAL TEXTS: will be placed on reserve in the library.**

Irish, Donald, K. Lundquist, V. Jenkins Nelsen (eds.). *Ethnic Variations in Dying, Death and Grief*. Taylor and Francis: Washington, DC, 1993. **Selected chapters.**

Hunter, Rodney. Gen. Ed. *Dictionary of Pastoral Care and Counseling*. Nashville; Abingdon Press, 1990/2005. **See appropriate entries on grief, death and dying noted in the syllabus on specific dates.** On Reserve in the Library.

Miller, William and Kathleen Jackson. *Practical Psychology for Pastors*. Prentice Hall: Upper Saddle River, New Jersey, 1995. **See the two chapters on listening on Sakai.** The book will be placed on Reserve in the Library.

Also check this book:

Murray, Judith. *Understanding Loss: A Guide for Caring for Those Facing Adversity*. Routledge, 2016.

Gross, Richard. *Understanding Grief: An Introduction*. Routledge, 2016.

**RESOURCES FOR FURTHER STUDY**

Becvar, Dorothy S. *In the Presence of Grief: Helping Family Members Resolve Death, Dying, and Bereavement Issues*. New York: Guilford, 2001.

Bernstein, Joseph R. *When the Bough Breaks: Forever After the Death of a Son or Daughter*. Kansas City, MO: Andrews McMeel Publishing, 1998.

Bregman, Lucy. *Beyond Silence and Denial: Death and Dying Reconsidered*. Westminster John Knox, 1999.

Burke, Theresa et al. *Forbidden Grief: The Unspoken Pain of Abortion*. Springfield, IL.: Acorn Books, 2002.

Deits, Bob. *Life After Loss: A Personal Guide Dealing with Death, Divorce, Job Change*. Tucson, Ariz.: Fisher Books, 1992.

Doka, Kenneth, ed. *Living with Grief after Sudden Loss: Suicide, Homicide, Accident Heart Attack, Stroke*. Washington, CE.: Hospice Foundation of America, 1996.

Fine, Carla. *No Time to Say Goodbye: Surviving the Suicide of a Loved One*. Doubleday: New York, 1997.

- Goldman, Linda. *Life and Loss: A Guide to Help Grieving Children*. Muncie, Ind.: Accelerated Development, 1994.
- Houben, Ligia M. *Counseling Hispanics Through Loss, Grief, and Bereavement: A Guide for Mental Health Professionals*. New York: Springer Publishing, 2012.
- Huntley, Theresa. *Helping Children Grieve: When Someone they Love Dies*. Minneapolis, MN.: Augsburg Fortress, 2002.
- James, John W. and Russell Friedman. *The Grief Recovery Handbook: The Action Program for Moving Beyond Death, Divorce, and Other Losses*. Revised ed. New York: Collins Living, 2009.
- Jarratt, Claudia. *Helping Children Cope with Separation and Loss*. Boston, Mass.: Harvard Common Press, 1994.
- Jeffers, Steven L. *Finding a Sacred Oasis in Grief: A Resource Manual for Pastoral Care Givers*. New York: Radcliffe, 2007.
- Johnson, C.J. and M.G. McGee, eds. *How Different Religions View Death and Afterlife*. Philadelphia: The Charles Press, 2002.
- Kauffman, Jeffrey. *The Shame of Death, Grief, and Trauma*. New York: Routledge, 2010.
- Kelly, Melissa M. *Grief: Contemporary Theory and the Practice of Ministry*. Minneapolis, MN.: Fortress Press, 2010.
- Koenig, Harold G. *Pastoral Care of Older Adults: Creative Pastoral Care and Counseling*. Minneapolis, M.N.: Fortress Press, 1999.
- Lewis, C.S. *A Grief Observed*. New York: Bantam Books, 1976.
- Lester, Andrew. *Hope in Pastoral Care and Counseling*. Louisville, Ky.: Westminster John Knox Press, 1995.
- Long, Thomas. *Accompany Them with Singing: The Christian Funeral*. Westminster John Knox, 2009.
- Mansell, John S. *The Funeral: A Pastor's Guide*. Nashville: Abingdon Press, 1998.
- Maynard, Jane F. *Transfiguring Loss: Julian of Norwich as a Guide for Survivors of Traumatic Grief*. Pilgrim Press, 2006.
- McGettigan, Neil J. and Beverly A. Musgrave, eds. *Spiritual and Psychological Aspects of Illness: Dealing with Sickness, Loss, Dying, and Death*. Mahwa, N.J.: Paulist Press, 2010.
- Mitchell, Kenneth and Herbert Anderson. *All Our Losses, All Our Grievs: Resources for Pastoral Care*. Philadelphia: Westminster Press, 1983.
- Musgrave, Beverly A., and Neil J. McGettigan, eds. *Spiritual and Psychological Aspects of Illness: Dealing with Sickness, Loss, Dying, and Death*. Mahwah, N.J.: Paulist Press, 2010.
- Nelson, Jan C. and David A. Acker. *Bereavement Ministry Program: A Comprehensive Guide for Churches*. Ave Maria Press, 1998.
- Nouwen, Henri. *A Letter of Consolation*. Harper San Francisco, 1982.
- Noren, Carol M. *In Times of Crisis and Sorrow: A Minister's Manual Resource Guide*. Jossey-Bass, 2001.
- Oates, Wayne E. *Grief, Transition, and Loss: A Pastor's Practical Guide*. Minneapolis: Fortress Press, 1997.
- Otwell, Patricia Anne. *Guide to Ministering to Alzheimer's Patients and their Families*. New York: Routledge, 2007.

- Rando, Therese A. *Clinical Dimensions of Anticipatory Mourning*. Champaign, IL.: Simon & Schuster, 2000.
- \_\_\_\_\_. *How to Go On Living When Someone You Love Dies*. New York: Bantam Books, 1991.
- Rich, Phil. *Clinician's Guide to the Healing Journey through Divorce*. New York: John Wiley, 1999.
- Rosenblatt, Paul C. and Beverly R. Wallace. *African America Grief*. New York: Routledge, 2005.
- Rutherford, H. Richard. *The Order of Christian Funerals: An Invitation to Pastoral Care*. Collegeville, MN.: Liturgical Press
- Staudacher, Carol. *Men and Grief: A Guide for Men Surviving the Death of a Loved One*. Oakland, CA.: New Habinger Publications, 1991.
- Stroebe, Margaret S. et al. *Handbook of Bereavement Research and Practice: Advance In Theory and Intervention*. Washington, DC.: American Psychological Association, 2008.
- Sullender, R. Scott. *Losses in Later Life: A New Way of Walking with God*. 2<sup>nd</sup> edition. New York: Haworth Pastoral Press, 1999.
- VandeCreek, Larry. *Spiritual Care for Persons with Dementia: Fundamental for Pastoral Practice*. New York: Haworth Press, 1999.
- Vazquez, Carmen and Dinelia Rosa. *Grief Therapy with Latinos: Integrating Culture for Clinicians*. New York: Springer Publishing, 2011.
- Walker, Ambler Carolyn and Judith L.M. McCoyd. *Grief and Loss Across the Lifespan: A Biopsychosocial Perspective*. New York: Springer Publishing, 2009.
- Walsh, Froma and Monica McGoldrick. *Living Beyond Loss: Death in the Family*. New York: W.W. Norton, 2004.
- Watkins, Derrel R., ed. *Practical Theology for Aging*. New York, N.Y.: Haworth Press, 2003.
- Weaver, Andrew J. and Howard Stone, eds. *Reflections on Grief and Spiritual Growth*. Nashville: Abingdon Press, 2005.
- Winokuer, Howard and Darcy Harris. *Principles and Practice of Grief Counseling*. New York, N.Y.: Springer Publishing, 2012.
- Wooten-Green, Ron. *When the Dying Speak: How to Listen to and Learn from Those Facing Death*. Loyola Press, 2011.
- Worden, William. *Children and Grief: When a Parent Dies*. New York: Guilford, 1996.

## **COURSE OUTLINE**

### **This Course Will Be Taught in Two Parts.**

#### **PART I: 1.5 CREDIT HOURS (PC771B) AND 3 CREDIT HOURS (PC771A)**

##### **January 5: Introduction to Each Other and to the Course**

- Discussion of the Syllabus: Course Overview, Expectations and Assignments
- Introduction to Grief Theory: Classical Grief Theory and Postmodern Grief Theory + Understanding the Typology of Losses



- Understanding the Mourning Process
- Clinical and Pastoral Theological Dimensions of Loss, Death, & Grief
- Beginning Exploration of Our Own Experiences and Understandings of Grief.
- **Required Reading:** J. William Worden. Introduction + Chapters 1-3  
*Dictionary of Pastoral Care and Counseling* (DPCC), “Grief and Loss,”  
“Dying, Moral Dilemmas In”

**FILM:** “Facing Death”

**Due Today: Your History of Loss Inventory Paper**

**January 6: Understanding Normal Grief and Abnormal Grief/Complicated Grief**

- Discuss the Distinction Between Grief Counseling and Grief Therapy in Worden.
- Counseling Strategies for Loss and Grief
- **Required Reading:** Worden—Chapters 4-7

**VIDEO:** “Beyond the News: Facing Death”

**January 7: Special Types of Losses & Relationship Losses**

- Counseling Survivors of Suicide Victims and Sudden Death
- Grief Dynamics and Family Systems: Preliminary Observations
- Counselor’s Own Grief, Countertransference and Issues of Self Care
- **Required Reading:** Worden—Chapters 8-10

**VIDEO:** “Living with Grief after Sudden Loss”

*Grief Counseling Practice Groups*

**January 8: Special Types of Losses & Relationship Losses—Continued**

- Henry Nouwen’s Experience and Expression of Loss and Grief
- Further discussion of counselor’s and pastoral caregiver’s own grief
- **Required Reading:** Nouwen—*Letter of Consolation* (all pages)

**January 9: Narrative Theory & Construction of Hopeful Future Stories**

- The Narrative Therapy Framework
- Focusing on Future Stories: Grief and the Loss of Future Stories
- Assessing and Deconstructing Dysfunctional Future Stories
- Constructing Hopeful Future Stories in Experiences of Grief
- **Required Reading:** Lester—Chapters 9-10 (Will be on Sakai)

*Grief Counseling Practice Groups*

[Final Course Evaluation for PC771B]

**PART II: ADDITIONAL 1.5 CREDIT HOURS = 3 CREDIT HOURS (PC771A)**

This second half of the course will focus a bit more in-depth on understanding grief from a family systems theory's perspective, examining issues such as grief dynamics in family systems; children and grief; grief in divorce; and gender dynamics. We will explore and examine cultural and ethnic variations issues in grieving. In addition to the individual, couple, and family counseling needs, we will also discuss the role of congregational pastoral care during and after the funeral.

**January 12: Gender Dynamics and Grief, Including Divorce and Other Relationship Issues**

- The Role of Gender in Shaping Patterns of Grief
- Instrumental Grievors
- Intuitive Grievors
- Transcending Gender Stereotypes of Grief
- **Required Reading:** Terry Martin and Kenneth Doka—Chapters 1-6

**VIDEO:** “Dream's End: Spiritual Recovery from Divorce and Separation.”

**January 13: Gender Dynamics and Grief Continued**

- **Required Reading:** Martin and Doka—Chapters 7-11

*Grief Counseling Practice Groups*

**January 14: Loss and The Family: A Family Systems Theory Perspective**

- A Family Systems Approach to Loss and Grief
- Death in the family, including discussion of children and grief
- **Required Readings:** Gene Fowler—Chapters 4-5  
Walsh and McGoldrick, “Loss and the Family: A Systemic Perspective”  
McGoldrick, “Legacies of Loss: Multigenerational Ripple Effects”  
**THESE TWO CHAPTERS WILL BE POSTED ON SAKAI.**

**Supplemental Reading as Time and Interest Allow:**

Murray Bowen, “Family Reaction to Death” (To Be Posted on Sakai)  
*Dictionary of Pastoral Care and Counseling* (DPCC), “Dying Child and Family”  
DPCC, “Grief and Loss in Childhood and Adolescence” (ON RESERVE)

**VIDEO:** “The Legacy of Unresolved Loss: A Family Systems Approach.”

**January 15: Pastoral Care During and After the Funeral**

- Examination of the role of the funeral in grief and mourning
- The pastoral role during and after the funeral
- The role of the congregation during and after the funeral.
- **Required Reading:** Gene Fowler—Introduction + Chapters 1, 6-11 + Postscript

**Supplemental Reading:**

DPCC, “Dying, Pastoral Care of,” “Funeral,” “Funeral, Child’s,” “Funeral Director,” “Mourning Customs and Rituals,” “Pastor, Pastoral Care of,” “Worship Life, Pastor’s”  
Thomas Long. *Accompany Them with Singing: The Christian Funeral*.

### *Grief Counseling Practice Groups*

#### **January 16: Ethnic Variations in Dying, Death, and Grief**

- Professional Recognition of Multicultural Needs
- Grief Across Cultures
- Mourning and Funeral Customs of African Americans
- Hispanic American Perspectives Related to Death and Grief
- Native American Philosophy of Death and Dying
- **Required Reading:** Irish et al.—Chapters 1, 4, 5, 7 (Selected Chapters)  
**The book will be on Reserve in the Library**

### *Grief Counseling Practice Groups*

**[Course Evaluation for PC771A]**

## **MTSO POLICIES**

**Please see Student Handbook for sections providing policy details on the following:**

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**CLASS ATTENDANCE**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions.

**ELECTRONIC DEVICES**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**HUMAN SUBJECT RESEARCH**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or

contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**INCLUSIVE LANGUAGE**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**INCOMPLETES**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**PASS/FAIL**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

**PLAGIARISM**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If a student has questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.