



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: Strategies in Treating Grief and Bereavement
Course Number: CNS-6340
Course Date: Fall 2020
Course Meeting Times: Tuesdays, 5:30 P.M. - 7:30 P.M.
Course Location: Good Counsel Hall - Room 205
Course Designation: Level II Elective (Clinical Mental Health Counseling Program)
Semester Hours: 3
Prerequisites: None
Limitation on Enrollment: 18

Instructor: Dr. Leslie Smith, LPC
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Office Hours: T (1:00 P.M. – 5:00 P.M.)
W (1:00 P.M. – 4:00 P.M.)
• Or by appointment

Course Description: This course focuses on the different types, stages, and symptoms of grief, bereavement, and loss. Students will review high-risk behaviors for prolonged grief/bereavement learn coping strategies, and understand best practices in counseling. Pathology in relation to

grief, bereavement, and loss will be explored as well as grief and loss through the lens of divorce, disability, and infertility. Community resources and support systems for grief and loss will be emphasized from a cultural perspective and students will assess their own self-awareness towards their experience of grief and loss.

Rosemont Mission Statement: Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

Professional Performance Evaluation: Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course

content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified in the syllabus.

Note: The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

I. Student Learning Outcomes

Upon completion of this course, students will be able to:

- A.** Differentiate among the diagnostic symptomatology associated with variations of grief, loss, and bereavement for effective assessment, treatment, and intervention
- B.** Identify types, stages, and symptoms of grief and loss, including contributing environmental, cultural and mental health factors
- C.** Understand how individuals of different developmental levels and cultural backgrounds may experience and express thoughts and feelings of grief and loss as well as potential methods of coping
- D.** Comprehend how grief, bereavement, and loss impacts individuals experiencing or at-risk of experiencing mental health conditions, specifically prolonged grief or bereavement and suicide
- E.** Apply knowledge of counselor characteristics and behaviors within individual counseling settings and groups counseling settings for individuals experiencing grief and loss, including an awareness of self-care techniques and compassion fatigue
- F.** Research and examine appropriate evidenced-based strategies for working with individuals experiencing grief and loss to assist in promoting a healthy lifestyle and implement modern-day practices

II. Course Content

1. Understanding Death, Dying, and Bereavement
 - a. The Biological Approach
 - b. The Psychological Approach
 - c. The Philosophical Approach

- d. The Anthropological Approach
- e. The Sociological Approach
- 2. Multicultural Experience of Death
 - a. Fear of Death
 - b. Celebration of Life
 - c. Rituals and Traditions
 - d. Spirituality and Religion
- 3. Developmental Response to Death
 - a. Childhood
 - i. Level of Understanding
 - ii. Explaining Death
 - iii. Effective Coping
 - b. Adolescence
 - i. Influential Factors
 - ii. Communicating about Death
 - iii. Effective Coping
 - c. Adulthood
 - i. Reflection and Acceptance
 - ii. Personal Growth
 - iii. Effective Coping
 - d. Older Adulthood
 - i. Reflecting on Life and Accomplishments
 - ii. Comfort Level with the Idea of Death
 - iii. Making Arrangements
- 4. Interpersonal Interactions
 - a. Medical Personnel
 - b. Family
 - c. Friends
 - d. Stressors Associated with Dying Process
- 5. Suicide and Traumatic Death
 - a. Social Factors
 - b. Perspectives on Suicide
 - c. Suicide through the Life Cycle
 - d. Warning Signs

- e. Forms of Sudden Death
- 6. Coping with Loss
 - a. Normal and Abnormal Grief
 - b. Kubler Ross – Stages of Grief
 - c. Models of Grief and Loss
 - d. Prolonged Grief
 - e. Tasks of Mourning
 - f. Abstract Forms of Loss
 - g. Physical Forms of Loss
 - h. Divorce in the Family
- 7. Grieving throughout the Life Cycle
 - a. Loss of a Child
 - b. Loss of a Parent
 - c. Loss of a Significant Other
 - d. Modern-Day Experience
- 8. Research Perspectives on Grief, Loss, and Bereavement
 - a. Contemporary Approaches
 - b. Best Practices
 - c. Forms of Assessment
 - d. Subjective Experience of the Individual
 - e. Engaging Multicultural Populations
 - f. Engaging Developmental Levels
- 9. Personal Experiences and Limitations
 - a. Comfort Level in the Counseling Setting
 - b. Self-Care
 - c. Parallel Processing
 - d. Unresolved Thoughts and Feelings
 - e. Self-Blame

III. Methods of Instruction

- A.** Lecture and discussion
- B.** Course readings
- C.** Peer processing
- D.** Audio visual presentations

E. Case studies

IV. **Methods of Assessment**

Assessment	Points
A .Student Generated Questions	10- Points
B. Discussion Forum Postings (3)	15-Points
C. Grief and Loss Perspective	20- Points
D. Loss Timeline	25-Points
E. Media Project Choice	30-Points
Total	100-Points

- A. **Student Generated Questions:** From Weeks 4 – 13, one student will be assigned the responsibility of developing 5-questions to pose to peers at the start of the class based on the reading(s) for the week. Students should develop questions that are clear, concise, and make quality connections to the assigned reading(s). Questions can be developed in the following formats: multiple choice, true-false, or short answer. Students will pose the questions to peers at the start of the class session and review the responses after peers submit responses.

Total Points: 10-Points

Student Learning Outcomes: A - F

- B. **Discussion Forum Postings (3):** Students will work in groups of three to select three different articles included within the Dickinson and Leming textbook – Annual Edition Book. Each student will read the selected article and post a response to Canvas through a discussion forum. Within the discussion forum posting students should discuss the key points from the article, personal insights gained from the article, and pose a question to your peers in relation to thoughts developed from reading the article. Students must read the discussion forum postings of the two assigned peers in the group and respond to the question posted for each peer.

Total Points: 15- Points

Student Learning Outcomes: A, C, D, F

C. **Grief and Loss Perspective:** Students will choose an individual who functions within a professional that frequently interacts with individual experience grief and loss. Such professions include but are not limited to the following:

- a. Nurses and Doctors
- b. Funeral Home Directors
- c. Coroners and Medical Examiners
- d. Religious Leaders
- e. Lawyer
- f. Emergency Responders
- g. Grief Counselors

Students will select an individual that functions within one of the professions above, or a similarly related profession, for interview. Students will develop a list of 10-15 questions relating to the topics discussed within class sessions. The questions and interviewee will need to be approved by the instructor prior to the interview. Through these questions students will gain a varying perspective on grief and loss from the lens of another professional. Students should engage their interviewee in questions about the following such areas:

- a. Personal perspective on death and loss
- b. How their profession assists individuals in the grieving process
- c. Variations in individual response to grief, i.e. multicultural, developmental, etc.
- d. Matters of self-care

After the interview students will write a 3-4 page paper that reviews the content of the interview. Students should think critically about the content of the interview and how responses relate to subject matter discussed within the course (APA Formatting), i.e. how do you integrate the interviewee's thoughts with concepts from the course? Students should discuss how the interviewee's profession may influence their perspective on grief and loss and how these ideas could be incorporated into an effective counseling approach with future clients.

Total Points: 20-Points

Student Learning Outcomes: B, D, E, F

- D. **Loss Timeline:** Students will construct a timeline of loss throughout the lifespan. Prior to choosing a specific option below, please note that grief and loss does not only pertain to the death of a loved one. Grief and loss can be experienced from the loss of a romantic relationship, a physical or intellectual ability, a professional role, or highly valued item, i.e. home or heirloom. Students are encouraged to be creative in the manner in which the timeline is constructed, i.e. outline, pictures, presentation, etc. Students must include a short description of the type of loss including such information, age experience, relationship to person, brief description of event. Should the assignment create any stress or difficulty, please communicate your thoughts to the instructor so that concerns may be addressed.

Once the personal timeline has been constructed, students will identify two specific instances of loss included within the timeline that created the most personal impact.

Students will provide greater depth to these two experiences within a 4-5 page paper that includes the following:

- Grieving Process:
 - Describe your response to the loss in terms of thoughts, feelings, and behaviors.
 - How did others respond to you and the loss?
 - Do you feel there is any ‘unfinished business’ associated with any of these losses? If so, which ones and how might ‘closure’ be obtained?
 - In retrospect, can you think of anything you didn’t have at the time of the loss and shortly after that would have helped to lessen your grief?
- Rituals:
 - What rituals were used to deal with this loss?
 - Were they culturally specific?
 - Spiritual in nature?
 - Did you notice any rituals that were gender specific [describe]?
- Summary:

- What impact did these losses have on your life and why?
- How could these losses impact your ability to work with others in the field of counseling?

Students must consider how these personal events and experiences relate to key concepts discussed within the course. Students should demonstrate these connections by references to the course textbook and scholarly articles (APA Formatting).

Total Points: 25 Points

Student Learning Outcomes: B, C, D

- F. **Media Project Choice:** Students will choose one of the three options below to analyze how grief and loss is portrayed and understood within media outlets – books, movies, television, poetry, and music. Prior to choosing a specific option below, please note that grief and loss does not only pertain to the death of a loved one. Grief and loss can be experienced from the loss of a romantic relationship, a physical or intellectual ability, a professional role, or highly valued item, i.e. home or heirloom. Students will be required to connect course concepts to the media outlet being reviewed as well as scholarly research (APA Formatting). Students will discuss how the project could strengthen personal counselor identity and what counseling techniques could be implemented with clients in coping with grief and loss in the future. Students will formulate thoughts and ideas from reviewing the media outlet and reflecting on their professional identity within a 5-7 page paper.

• **Option A: Book Review**

Identify 5 children's books that focus on the topic of grief and loss. Students would best be served to find books published at various time periods so that comparisons and differences can be analyzed across time periods. Compare and contrast what forms of loss are included within the books and how the individual addressed thoughts and feelings associated with grief and loss. Include multicultural and developmental considerations within the response as well as potential areas of improvement for intervention.

• **Option B: Movie/Television Review**

Identify 2 different movies or 3 different television shows that focus on the topic of grief and loss. Consider how greater depth may be incorporated within the paper by choosing characters from movies or television shows of different developmental, racial, or ethnic backgrounds. Compare and contrast what forms of loss are depicted within the films or television shows and how the individual addressed thoughts and feelings associated with grief and loss. Include any misconceptions or generalizations illustrated as well as what could be improved and why.

• **Option C: Music/Poetry Review**

Identify 5 songs OR forms of poetry that focus on the topic of grief and loss. Students would best be served to find songs or poetry released/published at various time periods so that comparisons and differences can be analyzed across time periods. Consider how greater depth may be incorporated within the paper by choosing various genres of music or poetry. Compare and contrast what forms of loss are included within the songs or poetry and how the individual addressed thoughts and feelings associated with grief and loss. Include multicultural considerations within the response as well as how the song or poetry impacts the audience.

Total Points: 30-Points

Student Learning Outcomes: A, B, C, D, F

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program MUST receive a grade of **“B” or higher**. If a student fails to do so, **he or she must repeat the course before continuing in the program**.

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

Attendance Policy: Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

Academic Integrity: Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

Class Assignments: Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

Communications: Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

Disability Statement: If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

Student Concerns: Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

Cell Phone Use: In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or receive text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

Use of Laptops or Other Electronic Devices: The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

Recording Lectures: Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

Inclement Weather: The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

Course Website: Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online

learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

Submitting Papers Electronically: Writing assignments for this course are to be submitted electronically via the course website.

Rosemont College 2018-2019 Graduate Academic Calendar:

https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf

VI. Required Textbook and Equipment

Dickinson, G. & Leming, M. (2014). *Annual editions: Dying, death, and bereavement (14th ed.)*.

New York, NY: McGraw-Hill.

Leming, M. & Dickinson, G. (2016). *Understanding dying, death, and bereavement (8th ed.)*.

Belmont, CA: Wadsworth, Cengage Learning

VII. Tentative Course Schedule

Date	Topics/Activities	Assignments Due
Week 1: 09/04/2018	Chapter 1: Studying Dying, Death, and Bereavement #4 Blank's "Technology and Death Policy: Redefining Death" #6 Brock's "How Much Is More Life Worth?"	
Week 2: 09/11/2018	Chapter 2: The American Experience of Death #1 Jennings's "Finding Better Ways to Die" #13 Cohen & Kass's "Cast Me Not Off in Old Age"	
Week 3: 09/18/2018	Chapter 3: Growing Up with Death #9 Jalongo's "Editorial: On Behalf of Children: The Loss of a Young Life" #14 Sahyoun's "Trends in Causes of Death Among the Elderly" #38 Goldman's "Counseling with Children in Contemporary Society"	Student Generated Questions Discussion Board Postings (1)

Week 4: 09/25/2018	Chapter 4: Perspectives on Death and Life After Death #17 Ramondetta and Sills's "Spirituality and Religion in the 'Art of Dying'" #29 Whalen's "How Different Religions Pay Their Final Respects"	Student Generated Questions
Week 5: 10/02/2018	Chapter 5: The Dying Process #3 Kehl's "Moving Toward Peace: An Analysis of the Concept of a Good Death"	Student Generated Questions Discussion Board Postings (2)
Week 6: 10/09/2018	Chapter 6: Living with Dying #15 Morrison and Meier's "Palliative Care" #16 Sanders's "Hospice Referral Decisions: The Role of Physicians"	Student Generated Questions
Week 7: 10/16/2018	Chapter 7: Dying in the American Health Care System #5 Froggatt & Payne's "A Survey of End-of-Life Care in Care Homes" #18 Song's "Dying on the Streets"	Student Generated Questions Discussion Board Postings (3)
Week 8: 10/23/2018	Chapter 8: Biomedical Issues and Euthanasia #22 Foley's "Competent Care for the Dying Instead of Physician-Assisted Suicide" #23 Yeoman's "Colleen's Choice"	Student Generated Questions
Week 9: 10/30/2018	Chapter 9: Suicide #25 Franke's "When Students Kill Themselves, Colleges May Get the Blame"	Student Generated Questions Grief and Loss Perspective
Week 10: 11/06/2018	Chapter 10: Diversity in Death Rituals #2 Lynch's "Into the Oblivion" #30 Macomber's "The Arlington Ladies"	Student Generated Questions
Week 11: 11/13/2018	Chapter 12: The Legal Aspects of Dying #20 Rudden's "Death and the Law" #21 Cohen's "What Living Wills Won't Do"	Student Generated Questions Loss Timeline

Week 12: 11/20/2018	Thanksgiving Holiday – No Class	
Week 13: 11/27/2018	Chapter 13: Coping with Loss #10 Kemp, Harris & Chavez’ “Knowledge of Sudden Infant Death Syndrome: Prevention Strategies in a Multicultural, Disadvantaged Community” #11 Kaufman & Kaufman’s “And Then the Dog Died”	Student Generated Questions
Week 14: 12/04/2018	Chapter 14: Grieving Throughout the Life Cycle #12 Utne’s “To Live with No Regrets” #33 Doka’s “Disenfranchised Grief”	Student Generated Questions Media Project Choice

VIII. Bibliography

A. Print Resources

Aiken, L. (1994). *Dying, death and bereavement (3rd ed.)*. Needham Heights, MASS:

Allyn & Bacon.

Anderson, M. (2007). *Coping with sorrow on the loss of your pet*. Los Angeles, CA: Peregrine Press.

Becvar, D. S. (2001). *In the presence of grief: Helping family members resolve death, dying, and bereavement issues*. New York, NY: The Guilford Press.

Byock, I. (1998). *Dying well: The prospect for growth at the end of life*. New York, NY: Putnam.

Cross, D. (2010). *A new normal: Learning to live with grief and loss*. Las Vegas, NV: Cross.

Deranieri, J. T., Clements Jr., P. T., & Henry, G. C. (2002). Assessment and intervention after sudden traumatic death. *Journal of Psychosocial Nursing*, 40(4), 30-37.

DeSpelder, L. & Strickland, A. (1995). *The path ahead: Readings in death and dying*. Mountain View, CA: Mayfield Publishing Company.

DeSpelder, L.A. & Strickland, A.L. (2005). *The last dance: Encountering death and dying (7th ed.)*. Boston, MA: McGraw Hill.

DeSpelder, L.A. & Strickland, A.L. (2005). *A journey through the last dance: Activities and resources*. Boston, MA: McGraw Hill.

- Doka, K. (1995). *Children mourning; mourning children*. Washington, DC: Hospice Foundation of America.
- Frantz, T., Trolley, B. & Johll, M. (1996). Religious aspects of bereavement. *Pastoral Psychology*, 44(3), 151-164.
- Freeman, S. (2005). *Grief and loss: Understanding the journey*. Belmont, CA: Cengage.
- Gittleman-Davies, S. (1999). *Surviving grief*. Rancho Palos Verdes, CA: Pumpkin Publishing.
- Gough, M. (2000). *Smashing pumpkins and blind melons: Using popular music to help grieving adolescents*. In J. D. Morgan (Ed.), *Meeting the needs of our clients creatively: the impact of art and culture on caregiving*. (pp. 151- 165). Amityville, NY: Baywood Publishers.
- Hewett, J.(1980). *After suicide*. Philadelphia, PA: Westminster Press.
- Humphrey, K. M. (2009). *Counseling strategies for loss and grief*. Alexandria, VA: American Counseling Association.
- Jeffreys, J. S. (2011). *Helping grieving people – When tears are not enough*. New York, NY: Routledge Taylor & Francis Group.
- Jordan, J. R., & Neimeyer, R. A. (2003). Does grief counseling work? *Death Studies*, 27, 765-786.
- Kubler-Ross, E. (1969). *On death and dying*. New York, NY: Macmillan.
- Kubler-Ross, E. (1974). *Questions and answers on death and dying*. New York, NY: Simon & Schuster.
- Kubler-Ross, E. & Kessler, D. (2005). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. New York, NY: Scribner.
- Kulic, K. R. (2003). An account of group work with family members of 9/11. *Journal of Specialists in Group Work*, 28(3), 195-198.
- Neeld, E. (1990). *Seven choices*. New York, NY: Potter, Inc.
- Neimeyer, R. (2001). *Meaning reconstruction & the experience of loss*. Washington, D.C.: American Psychological Association.
- O'Donnell, L., Stueve, A., Wardlaw, D. & O'Donnell, C. (2003). Adolescent suicidality and adult support: The reach for health study of urban youth. *American Journal of Health Behavior*, 27, 633-644.

- Rando, T. (1984). *Grief, dying, and death: clinical interventions for caregivers*. Champaign, IL: Research Press.
- Rando, T. (1991). *How to go on living after someone you love dies*. Lexington, VA: Lexington Books.
- Rando, T. (2000). *Clinical dimensions of anticipatory mourning: Theory and practice in working with the dying, their loved ones, and their caregivers*. Champaign, IL: Research Press.
- Reilly-Smorawski, B., Armstrong, A. V., & Catlin, E. A. (2002). Bereavement support for couples following death of a baby: Program development and 14-year exit analysis. *Death Studies, 26*, 21-37.
- Saltzman, W. R., Pynoos, R. S., Layne, C. M., Steinberg, A. M., & Aisenberg, E. (2001). Trauma- and grief-focused intervention for adolescents exposed to community violence: Results of a school-based screening and group treatment protocol. *Group Dynamics: Theory, Research, and Practice, 5*(4), 291-303.
- Seigerman, A. (2001). *A social worker's perspective on pregnancy loss*. In M. R. Berman (Ed.) *Parenthood lost: Healing pain after miscarriage, stillbirth, and infant death* (pp. 89-93). Westport, CT: Bergin & Garvey.
- Stroebe, M., Hansson, R., Stroebe, W. & Schut, H. (2001). *Handbook of bereavement research: Consequences, coping and care*. Alexandria, VA: American Psychological Association.
- Walsh, K. (2011). *Grief and loss: Theories and skills for the helping professions (2nd ed.)*. New York, NY: Pearson.

B. Non-Print Resources

Films

- Living with Grief: Children, Adolescents, and Loss. (2000). Washington, D.C.: Hospice Foundation of America.
- Moment of Death. (2008). NGHT, Inc.
- On Our Own Terms: Moyers on Dying. (2000). New York, NY: Public Affairs Television, Inc. (Film)
- Suicide. (2001). Princeton, NJ: Films for the Humanities.

IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (1b. Professional Counseling Orientation and Ethical Practice) .	Discussion Forum Postings, Grief and Loss Perspective, Media Project Choice	(A) (E) (F)
The role and process of the professional counselor advocating on behalf of the profession (1d. Professional Counseling Orientation and Ethical Practice) .	Discussion Forum Postings, Grief and Loss Perspective, Loss Timeline, Media Project Choice	(A) (E) (F)
Self-care strategies appropriate to the counselor role (1l. Professional Counseling Orientation and Ethical Practice)	Grief and Loss Perspective, Loss Timeline	(E)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (2a. Social and Cultural Diversity)	Grief and Loss Perspective, Loss Timeline, Media Project Choice	(B) (C) (F)
The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity)	Grief and Loss Perspective, Loss Timeline, Media Project Choice	(B) (C) (F)
Help-seeking behaviors of diverse clients (2f. Social and Cultural Diversity)	Student Generated Questions, Grief and Loss Perspective, Loss Timeline, Media Project Choice	(B) (C) (D) (F)
The impact of spiritual beliefs on clients' and counselors' worldviews (2g. Social and Cultural Diversity)	Grief and Loss Perspective, Loss Timeline, Media Project Choice	(B) (C) (D) (F)

Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development)	Student Generated Questions, Discussion Forum Postings, Grief and Loss Perspective, Loss Timeline, Media Project Choice	(B) (D)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development).	Student Generated Questions, Discussion Forum Postings, Grief and Loss Perspective, Loss Timeline, Media Project Choice	(C) (D)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4b. Career Development).	Loss Timeline, Media Project Choice	(A) (B) (C) (D)
Approaches for assessing the conditions of the work environment on clients' life experiences (4d. Career development).	Student Generated Questions, Discussion Forum Postings, Media Project Choice	(B) (D) (F)
A systems approach to conceptualizing clients (5b. Counseling and Helping Relationships).	Loss Timeline, Media Project Choice	(B) (D)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships).	Student Generated Questions, Discussion Forum Postings, Grief and Loss Perspective	(E)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships).	Student Generated Questions, Discussion Forum Postings, Grief and Loss Perspective, Media Project Choice	(A) (C) (F)
Therapeutic factors and how they contribute to group effectiveness (6c. Group Counseling and Group Work).	Student Generated Questions, Media Project Choice	(E)

Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work) .	Student Generated Questions	(A) (B) (E)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7c. Assessment and Testing) .	Student Generated Questions, Discussion Forum Postings, Media Project Choice	(A) (D)
Ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results (7m. Assessment and Testing) .	Student Generated Questions, Discussion Forum Postings, Media Project Choice	(A) (E) (F)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation) .	Discussion Forum Postings	(F)
Needs assessments (8c. Research and Evaluation) .	Student Generated Questions, Discussion Forum Postings, Media Project Choice	(A) (D)

CACREP Specialty Standards (Clinical Mental Health Counseling)	Assessment	Student Learning Outcome
1. Foundations		
E. Psychological tests and assessments specific to clinical mental health counseling	Student Generated Questions, Discussion Forum Postings, Media Project Choice	(A) (D)
2. Contextual Dimensions		
A. Roles and settings of clinical mental health counselors	Discussion Forum Postings, Grief and Loss Perspective, Media Project Choice	(A) (E) (F)
B. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	Discussion Forum Postings, Media Choice Project	(A) (D) (E) (F)

F. Impact of crisis and trauma on individuals with mental health diagnoses	Student Generated Questions, Discussion Board Postings, Loss Timeline, Media Choice Project	(C) (D)
J. Cultural factors relevant to clinical mental health counseling	Grief and Loss Perspective, Loss Timeline, Media Project Choice	(B) (C) (F)
3. Practice		
B. Techniques and interventions for prevention and treatment of a broad range of mental health issues	Student Generated Questions, Discussion Board Postings, Loss Timeline, Media Choice Project	(A) (D) (E) (F)