
Thursdays 3-5:40

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I. Catalogue Course Description

This course will address many types of loss that occur across the lifespan and will incorporate a developmental approach to loss and grief.

II. Course Overview

Loss is a universal human experience, asserts Bertha Simos, yet we have a tendency to only acknowledge losses due to death as worthy of therapeutic attention. This course starts with a unique premise: all of life is about loss and therefore it is imperative for social workers to be skilled at identifying less recognizable losses as well as more common ones. Social workers must be adept at helping people process the meaning of that loss in their life.

The course will start with an overview of loss as a normal and necessary part of life and growth. The evolution of grief theory from Freud, Lindemann and Kubler-Ross, through Rando, Klass, Silverman, Nickman and Neimeyer will be an additional focus. It will provide the foundations of classical grief theory as well as its evolution through more recent understandings about continuing bonds, meaning making and the hazards of phase theories of grief. While death and dying at different stages in the lifespan will be addressed, each life stage will also be explored for the normative losses that occur at that stage- for instance, toddlers often lose their primary status as care object and college students often lose the physical care of parents who no longer provide meals, laundry and rides. Although these are positive developmental steps, they are still losses requiring transitions.

This is a participatory and experiential class. All are expected to approach the class ready to consider implications of loss and what it requires of the social worker to be able to effectively assist those going through various transitions. Theory and practice guidelines will be integral to the coursework and the main assignment will be an interview of someone who has experienced some loss. Additionally, each student will be expected to present some section of the main course material, either individually or in dyads.
III. Place of the Course in the Program

This is a HBSE II elective requiring that HBSE I and Social Work Practice I have been completed.

IV. Course Goals and Objectives

Upon completion of this course the student will:

Goal 1- Demonstrate the ability to use varied conceptual frameworks for assessment and intervention with individuals experiencing loss.

Core Competencies and Practice Behaviors that are covered:

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
   - Engage in reasoned discernment to evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with various target populations.
   - Demonstrate flexibility by shifting perspectives and interventions to suit the needs of clients.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
   - Critically evaluate and apply knowledge of human behavior in the social environment in work with clients of from a variety of backgrounds and levels of oppression and privilege.

Educational Policy 2.1.9—Respond to contexts that shape practice.
   - Stay abreast of immigration trends, economic contexts, changing demographic trends, the geopolitical environment and their impacts on individuals and families as well as their work with them.

Specific Objectives:

1- have the ability to differentiate task centered from phase centered models of grief and describe some of the benefits and hazards of each.

2- understand the newer conceptualizations of loss, from disenfranchised grief to ambiguous losses to traditional losses due to death, at various points in the lifecycle.

3- trace the development of grief theory from early theoretical models through current understandings about the unfolding of “normal” and complicated grief.

4-understand how development at each stage of life affects the experience of loss and know which interventions are developmentally appropriate at each lifestage.

Goal 2- Demonstrate a professional stance in work with individuals experiencing loss, including an ability to reflect critically upon one’s practice, utilize research in assessing and intervening with the bereaved, and reflect upon the impact such work has upon the social worker personally.

Core Competencies and Practice Behaviors that are covered:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.
Integrate their knowledge of psychotherapeutic models with an understanding of the social environment and knowledge about when to intervene in it.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

Stay abreast of the most current advances in clinical theory and evidence-based practice in not only social work but other helping professions.

Engage in reasoned discernment to evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with various target populations.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Exchange current information about best clinical practices with diverse populations with multi- or interdisciplinary colleagues.

Demonstrate a commitment to self-awareness of personal biases, both positive and negative, in working with diverse groups.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Utilize an integrative, anti-oppressive perspective to promote equitable access to services for vulnerable groups.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Stay abreast of research findings and evidence-based practices to inform their own practice.

Specific Objectives:

1- demonstrate an ability to apply developmental and grief theories and practice guidelines to a specific case in a professional manner.

2- demonstrate the ability to utilize information about cultural context, spiritual beliefs and other demographically –based information and discussion to inform the assessment and intervention planned with any specific individual.

3- exhibit competence to assess normative developmental losses as well as losses due to death and to tie this assessment to an appropriate form of intervention, particularly focusing on meaning making as it applies to that specific individual.

4- understand the interplay of societal recognition of loss and individuals’ ability to mobilize support and consider how the professional social worker may use policy and advocacy to promote equitable support for individuals experiencing disenfranchised losses, as well as more commonly recognized losses.

V. **Required Texts:**


Recommended:


VI. Course Requirements

INSTRUCTOR AND STUDENT ROLES

The instructor plays an active part in the learning process. Students can expect that the professor will convey clear, specific information about theory, advanced social work practice, and social work values and ethics. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means with which to evaluate the student. Students are expected to learn from their peers as well as the instructor who may often act as a facilitator of such knowledge sharing rather than as a lecturer.

The student plays an active part in the learning process. As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will read all required readings, attend all classes, come to class prepared to discuss the topic and complete assignments on time. Participation in class discussions is expected.

*Note: All electronic devices (e.g., cell phone, ipod, laptop) must be silenced and stored out-of-sight before class begins (See instructor to discuss exceptions). Use of electronic devices is prohibited in the classroom at all times. Failure to comply will result in point deductions at the instructor’s discretion. Behavior in this course must also comply with the university’s code of conduct (http://academicintegrity.rutgers.edu).
FINAL ASSIGNMENT (50%)
The student will interview someone about a loss they have experienced. The student will follow the guidelines for interviewing found in the appendix. This will become the basis of the final assignment in which the student will apply developmental and grief theories to the understanding of the material gathered through the interview. The interviewees will be informed of the educational purposes of the interview and given the right to stop participation at any time. All interviews will be audio- or video-taped and large important sections will be transcribed.

PRESENTATION or MEDIA PROJECT (40%)
Students will be responsible for presenting some aspect of the class material during the course of the term. For example, a student may elect to present for Class 4 and present on information about death in another culture or religious tradition. Students can work individually or in small groups to: provide a written outline of the material (at least one new research-based article must be presented and critiqued) for distribution to the class; present the material in class incorporating at least one case example; and must provide at least one discussion question to start class discussion.

Alternatively, the student can view 3 TV shows or movies and consider the losses shown in the media. This will entail the description of the shows (preferably showing a clip of them within the presentation). These must be followed by an application of grief theories to the material and analysis of the impact such messages in popular media may have for grievers and grief counselors.
Either assignment accounts for 40% of the student’s grade.

CLASS PARTICIPATION (10%):
Students are expected to attend all classes and arrive on time. Absences may occur due to unforeseen circumstances, however, excessive absences (more than two unexcused absences) and/or consistent lateness will result in the lowering of the final grade by at least one full grade. The student must notify the instructor in advance or as soon as possible after the missed class. Missed classes will be excused by the instructor only for compelling reasons (e.g., illness, emergency, and other--to be determined by the instructor); notification does not automatically indicate an excused absence. Even in the event of illness/compelling reasons, 3 or more absences may result in course failure. Class Participation grades will also be lowered when there is evidence of electronic devices usage in class (phones, laptops, etc.) without explicit permission from the instructor. Students are responsible for obtaining class notes and handouts of any missed sessions from a fellow student.
Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, presentation of case material, and bringing to class relevant articles/newspaper clippings/current events information. (Competencies assessed- all potentially assessed via class discussions, though not necessarily each for each individual student).
Grades:

50%  Interview and final paper
40%  Presentation or Media Assignment
10%  Class participation

READINGS ARE IMPERATIVE - in the ECompanion shell, except for text readings.

Class 1  Overview of Course and Assignments  Jan. 23, 2014
Arrange assignments for presentations

Required Readings:

(Chapters 1-3, 15)

(Chapters 3-7, 12)

Class 2  Grief Theory  Jan. 30, 2014
Required:
Walter & McCoyd Text- Chapter 1- Introduction

Chapters:
6- Worden & Winokuer- A Task-based approach for counseling the bereaved
7- Martin & Doka- The influence of gender and socialization on grieving styles

*JAMA: the Journal of the American Medical Association*, 297, 716-723.

[http://psychiatry.jwatch.org/cgi/content/full/2007/326/1?q=etoc](http://psychiatry.jwatch.org/cgi/content/full/2007/326/1?q=etoc)

Class 3  Evolution of Grief Theory  Feb. 6, 2014
Required:
Chapter 1- Introduction

*Death Studies*, 34(1), 1-29.

Chapter 2- Broken hearts or broken bonds

Neimeyer Text
- 2- Neimeyer & Sands-Meaning reconstruction in bereavement
- 3- Zech & Arnold- Attachment and coping with bereavement
- 12- Shear, Boelen & Neimeyer- Treating complicated grief
- 13- Boss, Roos, & Harris- Grief in the midst of ambiguity and uncertainty

**Class 4**

**Cultural and religious aspects of loss**

**Feb. 13, 2014**

**Required:**


**Neimeyer Text:**
Ch 26- Klass & Chow-Culture & ethnicity in experiencing policing and handling grief

**Recommended:**


**Class 5**

**Infancy and Toddler-hood**

**Feb. 20, 2014**

**Required:**
Walter & McCoyd Text- Chapter 2 & 3


Recommended:

Brett, J. (2004). The journey to accepting support: how the parents of profoundly disabled children experience support in their lives. *Paediatric Nursing*, 16(8), 14-18.


Viorst, J. (1986). *Necessary losses: The loves, illusions, dependencies and impossible expectations that all of us have to give up in order to grow*. New York: Fawcett. Chapters. 1-3

**Class 6  Elementary Age Children  Feb. 27, 2014**

**Required:**
Walter & McCoyd Text- Chapter 4

Neimeyer text- Ch 9- Buckle & Fleming- Parental challenges after the death of a child


Recommended:


Doka- Chapter 16-Disenfranchised Grief and the loss of an animal companion

Chapter 19- The Disenfranchised Grief of Children


**Class 7**  
**Tweeners and Teens**  
March 6, 2014

**Required:**  
Walter & McCoyd Text- Chapter 5

Neimeyer text-  
Ch 19- Goldman & Livoti- Grief in LGBT populations.


**Recommended**


Doka- Chapter 15-Disenfranchising the Broken-hearted


**Class 8**  
**Young Adulthood**  
March 13, 2014

**Required:**  
Walter & McCoyd Text- Chapter 6

Neimeyer Text- Ch 17- Jordan & McIntosh- Is suicide bereavement different?


**Recommended:**


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**SPRING BREAK- Enjoy and Rejuvenate!**

**Class 9 Middle Age**

**Required:**

Walter & McCoyd Text- Chapter 7

Neimeyer text- Ch 16- Christ, Kane, & Horsley- Grief after terrorism

Recommended:


Continuing Bonds- Chapter 9- Widowhood and husband sanctification

Doka- Chapter 10: A Later Loss: The Grief of Ex-spouses


Mwemtembe Reading in Walter & McCoyd text


Class 10 Older Adults April 3, 2014
Visitor- Kerenza Reid- Nationalities Service Center- Losses of Immigration

Required:
Walter & McCoyd Text Chapters 8 &9

Neimeyner text- Ch 8- Carr & Jeffreys- Spousal bereavement in later life

**Recommended:**


**Class 11  Death and Dying Process  April 10, 2014**

**Required:**


**Recommended:**


**Class 12  Death and Dying Process  April 17, 2014**

**Required:**

Moneymaker, Kathleen A.; White, Jocelyn (2005). Understanding the dying process: Transitions during final days to hours. *Journal of Palliative Medicine, 8*(5), 1079-1079


Doka- Chapters 21 & 22
How We Die
How We Grieve

**Class 13 General Issues re: Loss April 24, 2014**

**FINAL PAPERS DUE!**

**Required:**
Walter & McCoyd Text- Chapter 10


**Recommended:**
Wofelt- Understanding Grief- Chapters 7 & 8
How am I doing?
Taking Care of Myself.

**Class 14 Distinguishing Depression from Loss May 1, 2014**

**Required:**
Neimeyer text- Ch 30- Gamino & Moore- Grief dimensions associated with hastened death


Class 15  
**Hidden issues in Loss Care**  
*May 8, 2014*

(NAPSW)

Doka- Chapter 25- Balancing the costs of enfranchising the disenfranchised griever


Silverman & Nickman- Concluding Thoughts (Continuing Bonds- Ch. 20)


VII. ACADEMIC INTEGRITY

*All work submitted in a graduate course must be your own.*

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the
bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers).

The instructor requests that you include the following statement on all assignments, signed.

On my honor, I have neither received nor given any unauthorized assistance on this assignment.
VIII. DISABILITY ACCOMMODATION

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address: dsoffice@rci.rutgers Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

IX. Resources for Writing


Personal Pet Peeves:

- Use of “that” when referring to a person
- Saying “you would feel thus and so”- the you incorrectly applied
- Incorrect citation (“XXX” (author, year, page if a quote). Note that the period comes after everything. (e.g Smith, 2011, p. 12)
- Dropping articles- say *the* mother or *her* father where grammatically appropriate- not just mother/ father. (Minimize or eliminate contractions- don’t etc.)
- Acronyms without saying what they are initially- DD could be dually diagnosed or developmentally delayed- define what you’re saying.
- Affect is emotion (noun) or the verb meaning to cause something to change; Effect is an impact (noun) or a verb meaning the way in which a force causes something to change.
- Elicit means to bring something to consciousness or to have someone articulate an understanding; Illicit means illegal.
- Empathic and empathetic can be used interchangeably, but emphatic is a different word meaning with force.
- Than is a comparative word; then is temporal indicating time.
- Defiant means oppositional; Definite means certainty- don’t let spell check get the wrong one for you.
- Compliant means agreeable and cooperative; Complaint is an expression of unhappiness- again, don’t count on spell check to do this for you.
- Use of more sophisticated vocabulary is only useful if it is correctly used and if it allows paucity rather than verbosity.
- Any “cut and paste”: dropping large sections of quote into a paper is a form of plagiarism and even if cited appropriately, is seldom in your best interest.
- Read your paper out loud to find syntax errors- if it sounds wrong or you can’t figure out where to breathe, then you probably need to simplify the sentence.

Avoid contractions (eg. Can’t or didn’t)
X. Grade Statement:

Grades are increasingly contentious. They have also been broadly inflated and standards not held equally across classes. This is provided to have an understanding of the way this professor assesses student work.

It should be understood that students are not graded “on a curve,” which would require that the majority get a C (average under the normal bell curve) and the other 20% + are above that and 20%+- below that. That said, there is some degree of comparison in that those who clearly go above and beyond the bare requirements and who write well and clearly, and who integrate excellent analysis and/or creativity are going to earn A’s.

*Those who just meet the requirements of the assignment, with no indication of strong engagement with the material and adequate writing and analysis will receive B’s.*

Those who fail to meet some aspect of the assignment requirements, or who have poor syntax or other writing errors and minimal analysis should not expect to get any higher than a C.

Review each assignments rubric to help attain the best grades.
Appendix for Assignments:

Final Assignment

Interview:
The goal of this assignment is two-fold:
(a) to have you experience what it is like to explore what is often a taboo topic with an individual and
(b) to learn more experientially about a particular form of loss.

In many ways, you must approach this assignment as a true practitioner/researcher. Your practice skills will be useful to maintain rapport. Use open ended questions to explore and help contain the emotional expression if necessary. Your goal is NOT to practice by doing therapeutic work, however. Your goal is to explore the experience with your interviewee until you believe you have fully understood the various aspects of their loss.

The following interview guide provides possible questions- it is NOT to be used as a survey (ie DO NOT just read the questions to the interviewee), but only to guide ideas about how to explore the topic with your interviewee.

I. What loss experience are you ready to discuss with me today?
   What was the precise loss?
   When did it occur?
   How old were you at the time?
   Who else did the loss affect?

II. What was the most difficult part of the loss for you?
   What part-losses/ sub-losses did you realize you had experienced?
   What surprised you in terms of the loss itself?

III. What was your emotional response to the loss?
   How did you express your emotion?
   How did it unfold over time?
   At what point did you consider your loss “resolved” or “worked through”? - How did you know?
   How did others respond to the loss?
   How did their response affect your response?

IV. What was hardest to keep doing after the loss?
   Were there any “silver linings” to the loss?

V. Is there any way that who/ what you lost remains part of your life today?

VI. How has it been for you to participate in this interview?

Remember to have the person sign the form on the next page allowing either audio or video taping of the interview.
Authorization/ Permission for Taping of Interview

I ___________________ give permission for ____________________

to audiotape / videotape an interview in which I talk with her/him about a loss I
experienced. I understand that I may request that we end the interview at any time.
I also understand that I may request that the taping cease and it will be turned off
immediately.

Most importantly, I understand that this interview is being done for
educational purposes and is not intended to be therapeutic, nor will it be available to
any one other than the person who is interviewing me and the instructor. The tape
will be destroyed after the assignment is completed. Confidentiality will be strictly
observed.

I am aware of the above, have had the opportunity to ask questions, and consent to
the interview and taping of the interview.

________________________________
Outline for Final Loss Across the Lifespan Paper

The purpose of this paper is to integrate the theory and practice principles we have learned and to apply them to a living person’s experience of loss. The outline below is provided as a guide, not a rigid format. Each subsection should be labeled, but not all questions are appropriate to your respondent’s loss. The order is not prescribed—flow of the paper’s narrative is more important than answering questions in order. Although this is a formal paper and proper grammar, syntax, spelling and citation are expected, you may use “I” judiciously (especially in the summary).

I. The Respondent: Describe the person’s demographics, their developmental age and functioning and your relationship to the respondent.

II. The Loss: Describe the person’s loss, both referring to the words they used (in the transcript, but also your classification of the loss (ie a disenfranchised loss of a loved pet during the adolescent years).

III. Application of Grief Theory: Think about the information you elicited about how the person experienced their loss and particularly how they believed their grief process evolved. Try to use several sections of the transcript to show the evolution of the grief process over time while possibly applying the questions below to a section or two (remember, each question is not appropriate for all losses).
   A. Does the person’s trajectory of grief fit better within classical grief theories like Freud or Kubler-Ross, or task or process oriented models of grief—classical or newer models (Disenfranchised grief; Continuing Bonds; Meaning-making)? (Use appropriate professional literature)
   B. How do spirituality/culture or other aspects play a role in the person’s grief process and/or meaning-making?
   C. What area/s did the person struggle with as their grief evolved and what factors do you assess as critical to why they had more difficulty in those areas?

IV Application of Practice:
   A. If you were providing grief work services to this person, what models/theories would inform your assessment and treatment plan? What professional literature supports this view?
   B. What do you believe the person’s needs continue to be as they regard this loss and what would you recommend professionally to help?

V. Summary:
   How do you perceive this person’s loss overall?
   What did you learn from this experience interviewing them?

Attach the transcript at the end.

Rubric:
15 points- evidence of competent interview and transcription (5 points for flow; 5 for following respondent’s lead; 5 for completeness)
15 points- shows analysis of the loss within the theoretical frameworks of loss (5 points for identification of types of loss; 5 for use of relevant loss theories; 5 for analysis)
Assignment 2: Presentation or Media Project (Worth 40 points)

PRESENTATION

You may do your presentation alone or with a small group. Your first task is to select the age group and topic area that you want to present. This must be coordinated with the professor to ensure that most topic areas are covered, but not duplicated. If you have another topic area that fits within the course focus, please feel free to ask the professor about focusing in that area.

The presentation entails writing notes (expanded outline form) of a reading you find and select related to your topic area and forwarding them to the professor at least a day before your presentation. The literature you select must have an evidence-base and come from a peer reviewed article. You will then present the information in a creative way and lead discussion about the topic area while incorporating the material.

For the presentation itself, you must include at least 1 reading in addition to the assigned readings from the course (and provide notes as indicated above). The presentation itself benefits from videos or other media, current event tie-ins, case studies, or even case presentation for peer supervision.

The goal is to engage the class with the material. There is much latitude and your work to engage the class in a learning experience and dialogue is a crucial part of the grade.

Rubric:

10 points- choice of the selected reading and its notes
20 points- creatively presented material that engages the class (5 for Powerpoint; 5 for presentation and not reading slides; 5 for clarity of presentation; 5 for creativity/engagement)
10 points- promotion of dialogue with the class about the material (Questions/exercises).

OR:

MEDIA PROJECT PRESENTATION

Overview:

Watch 3 TV shows or movies- one sit-com, one drama and one reality show. Identify losses (traditional as well as maturational or disenfranchised) that occur within each show. Analyze why and how some are portrayed as traumatic and others are minimized or made laughable. How does this frame people’s experiences of loss, traumatic and otherwise?

This assignment requires that you analyze three shows: You will need to select representative clips to show the class and discuss the plots of each. You will discuss the losses involved (multiple levels), and discuss how the loss/es are portrayed in the show. You will also talk about what messages each sends to the audience, with some discussion of how each format differs in its presentation of loss.
You will need to be on alert to identify every loss in the show. Although this may include an actual death, it is much more likely that these will be less obvious—things like loss of a relationship, loss of a friendship, loss of respect or “face”, or some other less recognized loss. You need to pay special attention to how these losses are portrayed and also how they remain (or not) in the rest of the story line.

You will provide a summary of each of the plots (as well as appropriate identifying information about the show (title, date aired). You will identify the various losses in each TV show along with your observations of how this was presented in the show. You will end the presentation by analyzing the ways theory from the course applies to the various losses and what messages you believe the shows give to their watchers.

I. Summary of the plots- include the show title, the episode title, and airing date
   Show A
   Show B
   Show C

II. Identification of Losses in the shows
    Show A
    Show B
    Show C

III. Description of the theories as they seem to be applicable. Identify the types of losses, why characters responded the way they did (Disenfranchised loss? Continuing bonds? Ambiguous loss?).

IV. Analyze what messages they show seemed to be portraying and what implications this may have for viewers about grief, loss or related understandings of “the way the world works.”

Rubric:
10 points- The description of the shows, the identification of the losses and the appropriate citation within the Powerpoint: For the presentation, selection of the clips and description of the plots in an engaging and understandable manner.
15 points- Application of grief theories (and interventions if appropriate) to the material in the show (5 points each for relevant theories identified; application of theory to loss; discussion of implications of theory)
15 points- Analysis of the messages portrayed to the audience and the implications of those messages for griever and grief counselors. (5 each for identification of explicit messages within the show; identification of implicit messages about loss; analysis of what those messages mean for societal perceptions of loss).

Rubric for Attendance and Participation (10 points)

Participation points will be based on attendance and class participation. Students are expected to attend all classes and arrive on time. Excessive absences (more than two
unexcused absences) and/or consistent lateness will result in the lowering of the final grade by one full grade point. The student must notify the instructor in advance or as soon as possible after the missed class. Missed classes will be excused by the instructor only for compelling reasons (e.g., illness, emergency, and other--to be determined by the instructor); notification does not automatically indicate an excused absence. Even in the event of illness/compelling reasons, more than 3 absences may result in course failure. Points will be deducted for use of electronics in the classroom without express permission from the professor.

Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, presentation of case material, and bringing to class relevant articles/newspaper clippings/current events information. This is an interactive class, so participation in class discussion is required.

**Rubric:**
3 points- Timeliness/attendance
3 points- Attentiveness in class
4 points- Engagement with class discussions, framing questions, or bringing in outside relevant information.