

Ψ291 COUNSELING FOR GRIEF, LOSS, AND TRAUMA

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Guadalupe 150

Santa Clara University

Office hours (Guadalupe 124): Tuesdays, 1:30-4:30
(Walk-in 3:30-4:30)

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OVERVIEW

This course explores psychological issues and skills in counseling people coping with loss, grief, and life-threatening illness. We will focus on both helper self-care skills and skills for intervening more effectively with patients/clients and family members. Topics will include specific counseling skills for grief, loss, and trauma; research and theory on coping with grief, loss, and trauma; burnout, secondary traumatization, and stress management for helping professionals; and our personal loss histories and how they can affect our counseling attitudes and awareness. The applicability of these concepts to everyday psychotherapy practice is emphasized. Varied materials and learning experiences will be used in the class: readings from our textbooks, Camino readings, class discussions, lectures, experiential exercises, written assignments; and a symposium the final day of the class featuring student presentations of their research work during the quarter. The hope is that this course will also provide opportunities for each student to develop a greater appreciation of life and living through an examination of death, dying, grief, loss, and trauma.

OBJECTIVES

- Exposure to contemporary clinical research, theory and skills related to counseling people coping with loss, grief, and trauma
- Explore personal reactions to the topics of grief, loss, trauma, and death
- Understand dynamics of grief, loss, and trauma in individuals and families
- Identify ways to incorporate these principles and practices into everyday counseling contexts and client issues

REQUIREMENTS

- Final paper
- Participation in CPSY 291 Symposium
- Class attendance and participation
- Successful completion of additional assignments

CLASSROOM ETIQUETTE

- While in class please show respect to fellow students and the instructor by turning off wireless access for all electronic devices (e.g., laptop, tablet, phone, etc). All devices allow you to do this. You can use airplane mode if your device has that setting. For people in caregiving roles who must be available in case of an emergency, cell phones can be set to vibrate. Please advise me if you will need this exception. Violations of these requirements will lead to a grade reduction.

TEXTS

- Worden, W. (2019). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (5th ed.). New York, NY: Springer (**GCGT**)
- Larson, D. (1993). *The helper's journey: Working with people facing grief, loss, and life-threatening illness*. Champaign, IL: Research Press (**HJ**)
- Pearlman, L. A., Wortman, C. B., Feuer, C. A., Farber, C. H., & Rando, T. A. (2014). *Treating complicated bereavement: A practitioner's guide*. New York, NY: Guilford (**TTB**)

CLASS MEETINGS

Week 1	4/2	Week 6	5/7	Assignment #2 due
Week 2	4/9	Assignment#1 due	Week 7	5/14
Week 3	4/16	Week 8	5/21	Assignment #3 due
Week 4	4/23	Week 9	5/28	
Week 5	4/30	Week 10	6/4	Final paper due, Symposium

GRADING

Participation and attendance: Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if this is simply engaged listening!). If you need to miss class, please let me know in advance so we can review materials that will be missed. More than one absence will result in losing all points for class participation. (10 points total).

Assignments #1, #2, and #3: 10 points for each successfully (i.e., grade of “Pass”) completed assignment. Each assignment must be completed following instructions in this syllabus. (30 points total).

Final Paper: Full points awarded for organization (10 points), clarity (10 points), interpretation of literature being reviewed (25 points), and use of APA style for references and in-text citations (5 points). (50 points possible).

Symposium Presentation: Quality of presentation (clarity, organization) and one-page summary (clarity, effectiveness conveying what you learned doing the research for your final paper). (10 points total)

Course grade by points: (A: 94-100) (A-: 90-93) (B+: 87-89) (B: 84-86) B-: 80-83) (C+: 77-79) (C: 74-76) (C-: 70-73)

CLASS SCHEDULE AND ASSIGNMENTS

Week 1

Topics: A First Look: Introductions, Overview of Course

Film: *Gifts of Grief*

Exercise: *Calling Out*

Week 2

Topics: Personal Loss Histories; Therapists' Experiences When Confronting Grief, Loss, and Trauma: Burnout, Compassion Fatigue, and Moral Distress

Readings: Texts: *GCGT*, pps. 1-9; Ch. 9; *HJ*, Chs. 1-3 ; *TTB*, Ch. 14.

Other Assignments: Assignment #1 Personal Loss History

Week 3

Topics: Grief, Loss, and Trauma: Contemporary Models and Perspectives

Readings: Texts: *GCGT*, Chs. 1-3; *TTB*, Chs. 1-2
Camino: IWG OP-ED

Week 4

Topics: The Varieties of Grief, Loss, and Mourning: Culture and Context

Readings: Texts: *GCGT*, Ch. 7; *TTB*, Ch. 5
Camino: Rosenblatt; Vazquez & Rosa

Week 5

Topics: Grief Counseling: Facilitating Uncomplicated Mourning

Readings: *Texts:* **GCGT**, Ch. 4; **TTB**, Chs. 7, 12; **HJ**, Chs. 5, 6

Camino: Doka & Larson: What helps when it hurts (video)

Larson: A person-centred approach

Techniques, Chair work

Larson & Hoyt: What has become of grief counseling?

Films: *The Caring Helper: Microskills*; Watson, *Emotion-focused therapy in practice:*

Working with grief and bereavement (a few minutes if time)

Experiential Exercise: Imaginal conversations

Note: Bring a photo of someone special you have lost or can no longer be in contact with.

Week 6

Topics: Complicated Grief: Assessment and Treatment

Readings: *Texts:* **GCGT**, Chs. 5 & 6

Camino: 1) Shear, *Complicated Grief: A Guidebook for Therapists* (This is one of the key readings in the class. It is the only manual like this and has an excellent framework for a host of interventions with grieving clients.

Read it, think about it, and come to class ready to discuss it.

Bring either a hard copy or a viewable electronic copy to class with you.

Please do not distribute. 2) Diagnostic issues and instruments (bring to class!)

Other Assignments: Assignment #2

Film: Larson, *A Person-Centered Approach to Grief Counseling. Vignettes*

Shear: *Complicated grief: Q & A* (interview, 9')

Week 7

Topics: Trauma and Trauma Treatment: CPT, PET, EMDR, and EFT for Complex

Trauma; Post-Traumatic Growth

Readings: *Texts:* *TTB*, Chs. 8-11.
Camino: Diagnostic issues and instruments

Films: Grassman, *Peace at Last*; Sandra Paivio, *Emotion-focused therapy for trauma*

Tips for doing the reading: There are many other resources provided in the module for this week. Do not feel overwhelmed or traumatized ☺. Just look at everything you can and get a clear idea of what the resource offers so you can come back to it later in your clinical work and apply the concepts and skills then.

Week 8

Topics: Clinical Cases and Skill Building

Readings: *Texts:* Review Worden (*GCGT*), Shear manual (*Camino*), and Pearlman (*TTB*)
Camino: EFT Trauma Retelling; Larson (2013) Taking stock

Other Assignments: Assignment #3

Note: Bring a photo of someone special you have lost or can no longer be in contact with. I suggest trying to make as much progress on your paper as possible this week.

Week 9

Topics: Families Facing Grief, Loss, and Trauma

Readings: *Texts:* *GCGT*, Ch. 8
Camino: Techniques: Gamino, Opening the family photo album;”

Films: Vignettes from *Legacy of Unresolved Loss* (MS # 4414)

Week 10

Topics: Annual CPSY 291 Symposium

Readings: None

Assignments: **FINAL PAPERS DUE! SYMPOSIUM!**

Food: Bring food for celebration!

DETAILS ON ASSIGNMENTS

ASSIGNMENTS # 1, #2, and #3

Assignments 1, 2, and 3 are brief essays on course-related topics. The instructions for the assignments, and links to videos, are in the ASSIGNMENTS Camino module. Please turn in **hard copies** of the assignments on the days they are due.

SYMPOSIUM PRESENTATION

We will all participate as faculty in the *Annual Santa Clara University CPSY 291 Symposium on Counseling for Grief, Loss, and Trauma*. The symposium will consist of a series of panel or individual presentations on topics related to the course. In the past, symposiums have included a wide range of topics, as you will discover when you read through the list of topics and presenters from previous classes at the end of this syllabus. Members of the Santa Clara University community and friends and family of students in the class are invited to attend the symposium, though usually just a few join us.

Your topic should be in the same general area as your term paper; it can be exactly the same, of course, but your class presentation will of necessity (i.e., time limitations) only cover a part of what your term paper does. Presentations will be from 4-5 minutes in length, depending on the number of students in the class. The presentation should be the kind you would make if you were invited to speak on this topic to a community or professional group. You may have notecards to prompt you, but please **do not read your paper** (this soporific activity is now discouraged at all professional meetings).

Students very frequently underestimate how long it will take to complete their presentations. Please make at least one practice run at home in which you time yourself and things will go much smoother.

One-Page Handout: For your presentation develop a one-page handout (no more!) and on the night of the symposium bring enough copies of the handout for everyone in class (copies can't be made before class by Dr. Larson). Also, include a copy of this one-page handout with your term paper. Your grade drops one unit (e.g., from A to A-) if you do not have this one-page handout included with your paper. Put the title of your presentation and your name at the top of the page. The handout should include: 1) a list of your favorite references on your topic, maybe the top four or five, and 2) a bulleted list of any key ideas or information that you think would be helpful to other professionals seeking to learn about your topic. An example of a one-page handout from an earlier class is in the ASSIGNMENTS module. Think of this handout and your presentation as first steps toward lecturing on this topic in the world outside the University.

TERM PAPER

The term paper is to be an 8-10 page (maximum) double-spaced paper presenting the results of your research on your symposium topic. The paper should be an academic presentation of the information you have gathered in preparation for your symposium lecture. The paper can focus on clinical issues, theoretical issues, or both, but some research findings should be included regardless of the emphasis. Research work for the paper must go beyond the readings for the course and can include library work and an interview (in person or by phone) with a professional working with clients and families facing grief, loss, or trauma. If you have personal experiences that intersect with the topic you are writing about you can include some of those, but don't let them become the focus of the paper. Instead use them (probably no more than 200-300 words) to illustrate the theory, research, and clinical points you are making in the paper.

Here are some additional suggestions: 1) For this paper and all others you write at SCU, I suggest you read Strunk & White's *The Elements of Style*, and *APA Publication Manual* (6th ed.). Your references at the end of your paper and your citations of references within the text of the paper must be in APA style (there can be some errors with more complex references (e.g., internet sources), but simple book, chapter and article references should be spot-on), and there will be an automatic half-grade reduction for your overall course grade if they are not. It is essential for you to learn this very simple aspect of professional writing, and you will be relieved once you do because you will see that every possible question about how to format your paper is answered in a precise way in the *Manual*.

The body of the paper does not need to follow APA guidelines for the basic structure of the paper. Please do have an introduction, a main body for the paper, and a conclusion, and use subheadings to help organize the paper. The *Manual* also has lots of good ideas on how to make your writing more effective. Buy a copy of the *Manual* and read it at least once; you will return to it again and again throughout your career. Before typing your final draft, read your paper out loud to yourself. Does each sentence make sense and sound clear when you hear it? If it doesn't sound clear to you, it will be even less clear to others. 3) Three simple rules for good writing: a) one idea per sentence, and each sentence should directly connect to the preceding sentence within the first five or six words; b) the first sentence of a paragraph should tell the reader what the paragraph is about; and c) use subheadings to help orient the reader. Most people can dramatically improve the quality of their written products by following these three rules.

Put your name on all sheets. Always make a backup of your file each time you finish working on it and keep your backups somewhere safe. If you would like the paper returned, include a heavy-duty SAS envelope with enough postage for your paper. Finally, remember to include a copy of the one-page handout you created for the Symposium with your final paper. GOOD LUCK!

RESOURCES

Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the

- human
capacity to thrive after extremely aversive events? *American-Psychologist*, 59, 20-28
- Bowen, M. (1985). Family reaction to death. In *Family therapy in clinical practice* (pp. 321-335). New York, NY: Aronson.
- Cantor, R. (1978). The dark cloud of unknowing. In *And a time to live: Toward emotional well-being during the crisis of cancer* (pp. 9-34). New York, NY: Harper and Row.
- Connor, S. R., Egan, K., Kwilosz, **Larson**, D. G., & Reese, D. (2002). Interdisciplinary approaches to assisting with end-of-life care and decision making. *American Behavioral Scientist*, 46, 340-356
- Finding Our Way: Living with Dying in America*, the online course
<https://webpages.scu.edu/ftp/fow/>
- Haine, R. A. et al. (2008). Evidence-based practices for parentally bereaved children and their families. *Professional Psychology: Research and Practice*, 39 (2), 113-121.
- Haley, W. E., **Larson**, D. G., Kasl-Godley, J., Neimeyer, R., & Kwilosz, D. (2003). Clinical roles for psychologists in end-of-life care: Emerging models of practice. *Professional Psychology: Research and Practice*, 34 (6), 626-633.
- Horowitz et al. (1979). Impact of Event Scale (IES)
- Hoyt, W. T., & **Larson**, D. G. (2008). A realistic approach to drawing conclusions from the scientific literature: Response to Bonanno and Lilienfeld (2007). *Professional Psychology: Research and Practice*, 39, 378-379.
- Hoyt, W. T., & **Larson**, D. G. (2010). What have we learned from research on grief counselling? Response to Schut and Neimeyer. *Bereavement Care*, 29, 10-13. **Larson**, D. G. (1993). Self-concealment: Implications for stress and empathy in oncology care. *Journal of Psychosocial Oncology*, 11, 1-16.
- Larson**, D. G. (2000). Anticipatory mourning: Challenges for professional and volunteer caregivers. In T. A. Rando (Ed.), *Clinical dimensions of anticipatory mourning: Theory and practice in working with the dying, their loved ones, and caregivers* (pp. 379-395). Champaign, IL: Research Press.
- Larson**, D. G. (2003, Winter). Tough talk: Finding the words for living with loss. *Issues in Ethics*, 14, 2-5
- Larson**, D. G. (2013). A person-centred approach to grief counselling. In M. Cooper, M. OHara, P. F. Schmid, & A. Bohart (Eds.), *The handbook of person-centred psychotherapy and counselling* (2nd ed., pp. 313-326). New York, NY: Palgrave Macmillan.
- Larson**, D. G. (March/April, 2014). Getting grief working: A guide for the new grief therapist. *New Therapist*, 25-29.
- Larson, D. G. (2014). Taking stock: Past contributions and current thinking on death, dying, and grief. *Death Studies*, 38, (5), 349-352.
- Larson**, D. G. & Bush, N.J. (2006). Stress management for oncology nurses: Finding a healing balance. In R.M. Carroll-Johnson, L.M. Gorman, & N.J. Bush (Eds.), *Psychosocial nursing care along the cancer continuum* (2nd ed.) (pp. 587-601). Pittsburgh, PA: Oncology Nursing Society
- Larson**, D. G. & Hoyt, W. T. (2007a). What has become of grief counseling? An evaluation of the empirical foundations of the new pessimism. *Professional Psychology: Research and Practice*, 38, 347-355.
- Larson**, D. G., & Hoyt, W. T. (2009). Grief counseling efficacy: What have we learned? *Bereavement Care*, 28 (3), 14-19.

- Larson, D. G., & Hoyt, W. T. (2007b). The bright side of grief counseling: Deconstructing the new pessimism. In K. J. Doka (Ed.), *Living with grief: Before and after the death* (pp. 157-174). Washington, DC: Hospice Foundation of America.
- Larson, D. G., & Tobin, D. R. (2000). End-of-life conversations: Evolving practice and theory. *Journal of the American Medical Association*, 284, 1573-1578.
- Maciejewski, P. K., Zhang, B., Bloch, S. D., & Prigerson, H. G. (2007). An empirical examination of the stage theory of grief. *JAMA*, 297, 716-723.
- McGoldrick, M., & Walsh, F. (1991). Death and the family life cycle. In B. Carter & M. McGoldrick (Eds.), *The expanded family life cycle: Individual, family, and social perspectives* (3rd ed.) (pp. 185-201). Boston: Allyn and Bacon.
- Personal Death Awareness Form
- Shear, K., Frank, E., Houck, P. R., & Reynolds, C. F. (2005). Treatment of complicated grief: A randomized controlled trial. *JAMA*, 293, 2601-2608.
- Shear, K. *Complicated Grief: A Guidebook for Therapists*
- Stroebe, M. et al. (1992). Broken hearts or broken bonds: Love and death in historical perspective. *American Psychologist*, 47 (10), 1205-1212.
- Walsh, F. (1998). Practice principles and guidelines. In *Strengthening family resilience* (pp. 131-169). New York, NY: Guilford.
- Walsh, F. (1998). Loss, recovery, and illness. In *Strengthening family resilience* (pp. 173-206). New York, NY: Guilford.
- Yalom, I. (1980). Death and psychotherapy. In *Existential psychotherapy* (pp. 159-213). New York, NY: Basic Books.

PARTIAL LIST OF MY FAVORITE 291-RELATED FILMS

Films with Media Service (MS) numbers can be accessed through our library.

Films

- How Could I Not Be Among You? The Poetry of Ted Rosenthal* (MS# PS3568.0)
- Evolution of Hospice, a lecture by Dame Cicely Saunders* (MS # 5446)
- Cicely Saunders lecture at Pennsylvania conference in 1999 (MS# 4340)
- Jack Frost* (MS# 4722)
- Pitch of Grief* (Dr. Larson's personal library)
- Hospice Encounters: A Mental Health Training Film* (Dr. Larson's personal library)
- Living Fully Until Death: A film about Morrie Schwartz and two other dying people* (MS# 4086)
- Shadowlands* (MS# 4250)
- Some Babies Die* (MS# 4410)
- Terms of Endearment* (MS# 4792)
- The Caring Helper: Skills for Caregiving in Grief and Loss* (MS# 1854-1859)
- The Legacy of Unresolved Loss: A Family Systems Approach*, with M. McGoldrick (MS# 04414)
- Ordinary People* (MS# 00483)
- Marvin's Room* (MS#4724)
- Sleepless in Seattle* (MS# 2553)
- Walk Me to the Water* (MS# 05710)
- Wit*, a film by Mike Nichols with Emma Thompson
- United 93* Interviews with family members
- Gifts of Grief* (MS# DVD – 00461)

The Endgame

OTHER BOOKS AND RESOURCES YOU MAY FIND HELPFUL

The Hospice Home Page: I have created and maintain a web page with "great ideas" from hospice programs throughout the United States. The URL for the Hospice Home Page is: www.scu.edu/Hospice Come visit! The site has not been updated recently.

- Baines, B. K. (2006). *Ethical wills* (2nd ed.). Cambridge, MA: Perseus.
- Becker, E. (1973). *The denial of death*. N.Y.: Free Press.
- Boelen, P. A., de Keijser, J., van den Hout, M. A., & van den Bout, J. (2007). Treatment of complicated grief: A comparison between cognitive-behavioral therapy and supportive counseling. *Journal of Consulting and Clinical Psychology, 75*(2), 277-284.
- Bowlby, J. (1983). *Attachment*. N.Y.: Basic Books (2nd ed).
- Bowlby, J. (1982). *Loss*. N.Y.: Basic Books (2nd ed).
- Byock, I. (1997). *Dying well: The prospect for growth at the end of life*. New York, NY: Riverland Books.
- Christakis, N. A. (1999). *Death foretold: Prophecy and prognosis in medical care*. Chicago: University of Chicago.
- Engelhardt, J. B., McClive-Reed, K. P., Toseland, R. W., Smith, T. L., **Larson, D. G.**, & Tobin, D. R. (2006). Effects of a program for coordinated care of advanced illness on patients, surrogates, and healthcare costs: A randomized trial. *American Journal of Managed Care, 12*, 41-49.
- Feldman, D.B., & Lasher, S. A. (2007). *The end-of-life handbook: A compassionate guide to connecting with and caring for a dying loved one*. Oakland, CA: New Harbinger.
- Garfield, C.A., **Larson, D.G.**, & Schuldberg, D. Mental health training and the hospice community: A national survey. *Death Education, 1982, 6*, 189-204.
- Hilden, J., & Tobin, D. R. (2003). *Shelter from the storm: Caring for a child with a life-threatening condition*. Cambridge, MA: Perseus.
- Kaufman, S. R. (2005). *And a time to die: How American hospitals shape the end of life*. New York: Scribner.
- Klass, D., Silverman, P. R., & Nickman, S. L. (Eds.). (1996). *Continuing bonds: New understandings of grief*. Washington, D. C.: Taylor & Francis
- Kubler-Ross, E. (1982). *Living with death and dying*. N.Y.: Macmillan.
- Kushner, H. (1978). *When bad things happen to good people*. N.Y.: Schocken Books/Avon.
- Larson, D. G.** (2006, March). Stress management in pediatric palliative and hospice care. *NHPCO ChiPPS Pediatric Palliative Care Newsletter*. Issue #4. Read at www.scu.edu/hospice
- Larson, D. G.** (2005) *Becky's Legacy: More lessons*. *Death Studies, 29*, 745-757.
- Larson, D. G.** (2003, Issue 4). Stronger together: Reflecting on the hospice interdisciplinary team. Excerpts reprinted from *The Helper's journey: Working with people facing grief, loss, and life-threatening illness. Hospice and Palliative Care Insights*. Alexandria, VA: National Hospice and Palliative Care Organization. Read at www.scu.edu/hospice
- Larson, D. G.** (1991). *The caring helper: Skills for caregiving in grief and loss*. [Film series]. Menlo Park, CA: Catholic Television Network. Available from Pace Productions, P. O. Box 1344, San Carlos, CA, 94070-7344, (650) 591-9307.
- Larson, D. G.** (1987). Helper secrets: Internal stressors in nursing. *Journal of Psychosocial Nursing and Mental Health Services, 25*, 20-27.
- Larson, D. G.** (1986). Developing effective hospice staff support groups: Pilot test of an

- innovative training program. *Hospice Journal*, 2(2), 41-55.
- Larson, D. G. (1985). Helper secrets: Invisible stressors in hospice work. *American Journal of Hospice Care*, 2, 35-40.
- Larson, D. G. (Producer), Garfield, C. A. (Producer), & Weeks, W. H. (Director). (1981). *Hospice encounters: A mental health training film* [Film] San Francisco: Auric Films.
- Lattanzi-Licht, M, Mahoney, J. J., & Miller, G. W. (1998). *The hospice choice: In pursuit of a peaceful death*. New York, NY: Simon & Schuster.
- Lazarus, R. S. (1984). The trivialization of distress. In B. L. Hammonds and C. J. Scheirer (Eds), *Psychology and health: The master lectures Series, Vol. 3* (pp. 125-144). Washington, D. C.: American Psychological Association.
- Levine, S. (1982). *Who dies: An investigation of conscious living and dying*. N.Y.: Doubleday.
- Lewis, C. S. (1971). *A grief observed*. N.Y.: Bantam Books.
- Malkinson, R. (2007). *Cognitive grief therapy: Constructing a rational meaning to life following loss*. New York, NY: W. W. Norton.
- Nouwen, H. (1979). *The wounded healer: Ministry in contemporary society*. New York, NY: Doubleday.
- Parkes, C. M., Laungani, P., & Young, B. (Eds.). (1997). *Death and bereavement across cultures*. London: Routledge.
- Prigerson, H.G. et al. (1995). Complicated grief and bereavement-related depression as distinct disorders: Preliminary empirical validation in elderly bereaved spouses. *American Journal of Psychiatry*, 152, 22-30.
- Rando, T. (1992). *Treatment of complicated mourning*. Champaign, IL: Research Press.
- Rosen, E. J. (1990). *Families facing death: Family dynamics of terminal illness*. exington, MA.: Lexington.
- Spiegel, D., & Classen, C. (2000). *Group therapy for cancer patients*. New York, NY: Basic Books.
- Stroebe, M., & Schut, H. (2010). The dual process model of coping with bereavement.... *OMEGA*, 61(4), 273-289.
- Stroebe, M. S., Hansson, R. O., Schut, H., & Stroebe, W. (Eds.). (2008). *Handbook of bereavement research and practice: Advances in theory and intervention*. Washington, DC: American Psychological Association.
- Tedeschi, R. G., & Calhoun, L. G. (2004). *Helping bereaved parents: A clinician's guide*. New York: Brunner-Routledge.
- Tobin, D. R. (1999). *Peaceful dying*. Reading, MA: Perseus Books.
- Walsh, F., & McGoldrick, M. (Eds.). (1991). *Living beyond loss: Death in the family*. New York: W. W. Norton
- Worden, J. W. (1996). *Children and grief: When a parent dies*. New York, NY: Guilford.
- Yalom, I. D. (2008). *Staring at the sun: Overcoming the terror of death*. San Francisco, CA US: Jossey-Bass.

SOME PREVIOUS SYMPOSIUM TOPICS AND PRESENTERS

- Women's Struggles with Infertility and Loss* Wren Grey-Reneberg
Miscarriage and Disenfranchised Grief Bakir Abushhiwa
Parental Loss of a Child Through Suicide Kari Del Real

Death of a Parent: Therapeutic Interventions for Bereaved Children Utana Baxter
Children Attending Funerals: Who Decides, How to Decide Courtney Payne
The Elderly and Their Grieving Process Jonathan Tong
Bereaved College Students: Risk Factors During Grief and Loss James Buehring
Issues Bereaved College Students Face After the Death of a Parent Robert Ramos
Bereavement in Higher Education Leah Rozeboom
The Grief Process of Divorced Persons Shanna Bartholomew
Post-Suicide: Bereavement Interventions and Coping Techniques Gloria Truong
Grief and Suicide in Veterans Camille Bates
Complicated Grief: Conceptualization, Diagnosis, and Treatment Madalina Coman
Physical Pain Associated with Grief Nancy Eriksson
The Role of Animals in Hospice Care Amber Loughram
Pet Loss: Psychological, Social, and Treatment Perspectives Allison McDermott
Pet Loss in Childhood: Attachment, Loss, and Bereavement Kate McCracken
Miscarriage: Gender Differences Liz Cho
Grieving the Loss of a Romantic Relationship: The College Student Tram Pham
Loss of Home: Where is Your Heart? Kelli Clark
Missing Persons: A Story of Ambiguous Loss Khushbo Khali
Gone But Here: Coping with Dementia and Ambiguous Loss Ingbritt Christensen
Anticipatory Grief in Dementia Caregiving: Spouse Vs Adult-Children Clare Lin
Anticipatory Mourning: Coping With Dementia Before and After Death Jasey Simmons
Continuing Bonds: Staying Connected With the Deceased Viviana Alcazar
Meaning Making and Grief-Related Distress Rima Miyagawa
Death Preparation Among the Elderly Joshua Toh
Coping With Cancer Sammi Hyun
Social Media and Mourning Jennifer Fang
Grief and Loss in the African American Community Mica Cosby
The Role of Spirituality in Death, Loss, and Grieving for Muslims Sabreen Azhar
Helping Children Facing Grief and Trauma Lilo Campeau
Childhood Grief: Loss of a Parent or Guardian Codi Jameson
The Interpersonal Theory of Suicide Bently Anderson
Bereavement in Suicide Survivorship Meagan Mielke
Suicide Survivors: Grieving Process and Resources Alana Stelly
The Loss of a Child: Parental Grief Meng Bi
Traumatic Bereavement: Loss of a Child Madeline Godwin
The Impact of Vicarious Traumatization Leslie Slovis
Art Therapy for Grief and Trauma in Children Zakia Houston
Art Therapy for Dealing With Loss, Trauma, and Grief Aysha Raja
Support groups for women with terminal breast cancer Lisa Fishman
The use of imagery in grief therapy Lauren Schmidt
Helping bereaved people get through the holidays: Coping with S.T.U.G.'s Chris Mullins

POLICY ON SELF-DISCLOSURE

As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self-disclosure in our program.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law). It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during

my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

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While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>