



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAMS**

**COUN 560: PRACTICUM IN GRIEF SUPPORT
FALL 2016**

Course Section: COUN 560 – 001, 3 credit hours
Course Meetings: T/Th 2:10 – 3:25pm
Course Location: BEC 501

Faculty Instructor: Dr. Laura S. Wheat
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Office Hours: T 1:00 – 2:00pm, and by appointment

COURSE DESCRIPTION

3 CREDIT HOURS

Supervised practice and application of knowledge and skills about grief, loss, and life transitions.

PURPOSE & FOCUS

The focus of this course is your participation in the University of Tennessee's Grief Outreach Initiative (GOI), which provides mentorship services for children and adolescents in our community who are experiencing grief in some capacity. During our time together this semester, you will have the opportunity to use skills learned in the classroom as you mentor a child or adolescent struggling with issues related to grieving a loss.

CONTENT ADDRESSED

COURSE CONTENT ADDRESSED	2016 STANDARD
Grief as a response to loss, its developmental and social/cultural context, and its impact on individual, family, and community systems, as well as current theoretical models of grief and helping grieving people	SECTION 2: F.3.A; F.3.F; F.3.G; F.3.I
The mentoring relationship and engagement with a grieving child or adolescent in a school setting, including creative and expressive strategies for building rapport and facilitating positive change	Section 2: F.3.i; F.5.d
The complex relationship between trauma and grief, especially in relation to situations which may be faced by mentees, such as traumatic death, multiple loss, experience in foster care or group homes, abuse, disaster, or the justice system	Section 2: F.3.g; F.5.m
Etiology and symptomatology of complicated/prolonged/traumatic grief, as well as the controversies surrounding grief in the <i>DSM-5</i>	Section 2: F.3.c
Ethical considerations for working with grieving children and adolescents	Section 2: F.1.i; F.5.d

STUDENT LEARNING OUTCOMES

SLO	STANDARD	EVALUATION
Students will be able to build an ethical mentoring relationship with a grieving child or adolescent.	Section 2: F. 5.d	Case note documentation; In-class group supervision
Students will be able to discuss the concept of grief as arising from a loss event, including different types of grief, and describe the occurrence of grief at individual, family, and community levels.	Section 2: F.3.a	Group presentations; Mentoring Paper
Students will differentiate the impact of grief on developmental levels of children and adolescents.	Section 2: F.3.1; F.3.f	Mentoring Paper. Children's literature presentations
Students will develop and incorporate appropriate multimodal mentoring activities.	Section 2: F.5.d	Case note documentation;

		In-class group supervision
Students will be able to discuss multicultural views of loss and cultural influences on grief and mourning rituals.	Section 2: F.2.a; F.2.d; F.2.g	Group Presentations; Mentoring Paper; Group Supervision and class discussions
Students will be able to describe the interplay of trauma with grief.	Section 2: F.3.g	Group Presentations; Online Training Course; Class discussions and group supervision

PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

- ◆ *Commitment*, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ *Openness* to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ *Respect* to self and others, including honoring diversity, self-care, and wellness
- ◆ *Integrity*, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ *Self-awareness*, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course is designed to be both didactic and experiential. It will consist of lecture, multimedia presentations, open class discussion, field experiences, role plays, group activities, student presentations, guest speakers, and live modeling of mentoring activities. Therefore, it is essential for students to prepare for each class by reading the assigned material. Students are expected to be willing to state personal views and exchange ideas, but at no time will students be required to disclose personal information beyond what they deem comfortable. Due to the interactive nature of this course and some of the delicate or potentially controversial topics that will be discussed, it is

imperative for students to demonstrate respect and understanding for all. In addition, due to the sensitive nature of our work, confidentiality and the safety of all students participating in this course will be strictly adhered to and maintained throughout the duration of this semester and beyond.

***Please note:** The power of the material of this course often prompts recollection of very personal loss situations. As reflective practitioners, each of us is encouraged to come to know our own grief sources and processes. We will experiment with some means for encouraging grief expression in ourselves and in our mentees. While it is healthy, appropriate, and unavoidable to reflect upon the learning from our own lives, it is critical to understand the *educational intention* of this context. Personal experiences can be rich illustrations of the content of this class. Confronting our own grief allows us to presence with others in an uncontaminated way. This is, however, an educational learning environment that is separate from a more therapeutic method of assisting with a personal grief journey. As the instructor of record, Dr. Wheat assumes the responsibility of protecting the educational goal of the course. Should you find yourself in need of greater support regarding your own losses, please consult with the university counseling center or the instructors for outside referral options: 900 Volunteer Blvd., Knoxville, TN 37996
Phone: 865-974-2196
Email: studentcounseling@utk.edu

REQUIRED TEXT

Goldman, L. (2014). *Life & loss: A guide to help grieving children* (3rd ed.). New York, NY: Routledge.

RECOMMENDED TEXTS

*Harris, D. L., & Winokuer, H. R. (2016). *Principles and practice of grief counseling* (2nd ed.). New York, NY: Springer.

Lowenstein, L. (2006). *Creative interventions for bereaved children*. Toronto, ON: Champion Press.

Wolfelt, A. D. (2001). *Healing a teen's grieving heart: 100 practical ideas for families, friends and caregivers*. Fort Collins, CO: Companion Press.

Worden, J. W. (2009). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York, NY: Springer.

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

COURSE EXPECTATIONS

- You must obtain a background check, fingerprinting, drug test, and student-level malpractice insurance and not be listed on the federal or state sex offender

registry in order to work with children and adolescents in the community. Further instructions for satisfying these requirements will be provided prior to the first class meeting as well as in class. Please have these tasks completed no later than our third class session on August 25th so that we are able to match student mentors and mentees as early in the semester as possible. We already have several mentees on our waiting list and those students who are first to turn in documentation and clear the background check will be among the first mentors matched.

- Your instructors will arrange for you to meet with a child or adolescent who is experiencing grief in some capacity and has been referred to us for mentorship. You must meet **weekly** with your assigned mentee and may be asked to meet with multiple mentees throughout the course of this semester, depending on the number of referrals we receive, your scheduling availability, and your performance as a mentor. It is expected that you will maintain a professional demeanor at all times while working in assigned schools, which includes, but is not limited to: proper language, attire, and communication with mentees and school staff.
- You will be required to maintain organized documentation related to the mentorship, including: consent forms, personal disclosure statements for each of your mentee(s) and parent/guardian(s), face sheets, school counselor forms, case notes, case summaries, and, if needed, crisis reports or referrals for each mentee with whom you meet. Further direction on all documentation will be given in class.
- You will also be required to maintain a time log of all indirect (e.g., class time, phone conversations with relevant contacts, clinical documentation) and direct (e.g., face-to-face meetings with your mentee[s]) contacts you have. You will turn this in on a biweekly basis, along with your case notes.

Assignment	Points	Due
Reflection Paper #1	5	8/25
Clinical Documentation	30 (5 each)	Biweekly
Mentoring Paper	25	10/13
Group Presentation	15	Variable
Children's Lit. Assignment	5	10/25-27
Reflection Paper #2	10	11/29
Online Training Course	10	9/29
TOTAL:	100	

Grading Scale	
A	90-100
B+	87-89
B	80-86
C+	77-79
C	70-76
D	65-69
F	Below 65

ASSIGNMENT DESCRIPTIONS

Grading rubrics and further instruction will be provided well in advance for all major course assignments.

Reflection Papers

DUE: August 25th & November 29th Total Points Possible: 10 (5 points each)

Write two short (**2-3 full pages**, not counting title page) reflection papers focused on your thoughts about this course, your interactions with the mentees with whom you work, and how your experiences fit into the learning objectives listed in this syllabus. These are very open-ended assignments and we are interested primarily in hearing about this experience from your perspective. We use these papers each semester to better understand your experiences in a course that involves both classroom and community involvement. The structure of these assignments will be designed so that you will turn in a “pre-mentoring” reflection and a “post-mentoring” reflection. Further instruction will be given in class.

Clinical Documentation

DUE: Biweekly (see calendar) Total Points Possible: 30 (5 points each)

You will be required to maintain and turn in time logs and case notes for your mentoring meetings for review. The first set turned in will *not* be graded; however, we will provide extensive feedback as needed and expect suggestions to be incorporated in all other documentation completed. Each set after the first will be assigned a grade, based on formatting requirements, appropriateness of intervention used and future plans, and quality of session evaluation.

Group Presentation

DUE: Variable (see calendar & list on Blackboard) Total Points Possible: 15

For this assignment, your group will lead a **45-minute seminar** on one particular cultural group and its mourning practices **OR** on a “hot topic” within the field of grief, trauma, and/or grief counseling (instructors will post lists of possibilities for each on Blackboard – you are not required to pick one from this list).

- **Cultural Presentation Option:** Describe a particular cultural group’s mourning styles, rituals, and the tools that may be useful in working with the children and adolescents of that particular culture. If you choose a cultural group that is not associated specifically with an ethnicity or geographical location (for instance, LGBTQ+ individuals, Muslims, or the Deaf community), describe the aspects of grief and mourning that apply specifically to that culture and what makes them unique or worthy of focus. Remember to incorporate tools useful for working with children and adolescents of that culture. All Cultural Presentations must include a relevant mentoring activity which you lead for the class and use of relevant multimedia.
- **“Hot Topics” Presentation Option:** Explore a unique, current, and/or controversial area of interest in the world of grief and trauma. The structure your group chooses to use is completely up to your discretion; however, presentations must incorporate some interactive element in which the class

participates. The incorporation of relevant multimedia is also required for this assignment.

NOTE: The interactive/activity portion of this assignment should be a focal point of your presentation. A relevant, informed, engaging activity can convey your subject more effectively than trying to cram too much information into a short discussion. Introduce the class to your topic and its pertinent issues, and allow us to experience it through discussion and interaction.

Topics for all group presentations **must** be approved by instructors. At least one week prior to your presentation in either category, **provide one related reading (a peer-reviewed journal article) to the class** and incorporate discussion related to your article into your presentation. A grading rubric will be provided for your reference in completing this assignment.

Children's Lit. Assignment

DUE: October 25th & 27th

Total Points Possible: 5

Children's and young adult literature can be an effective tool to use in meeting grieving children and adolescents on their own level. For this assignment, please incorporate age-appropriate literature into one of your meetings with your assigned mentee. During class, **make a brief informal presentation** about your chosen medium, the ways in which you found it helpful, and the type of child/situation for whom it would be most effective. Please keep your mentee's developmental level in mind for this assignment. Options may include a children's book, a newspaper or magazine article somehow related to his/her loss, song lyrics, poetry, etc.

Mentoring Paper

DUE: October 13th

Total Points Possible: 25

Write a paper exploring the grief-related issue(s) your mentee is currently working through (e.g., death of a parent, divorce, loss of a pet, etc.) If you have not had the opportunity to meet extensively with your mentee, you may speculate on their grief-based issues as necessary for the purposes of this assignment. In your paper, please respond to the following prompts and questions in order to detail both the presenting issue(s) as well as suggested treatment methods:

- **Briefly describe your mentee** and the reason for his/her referral to the GOI. Be sure to include relevant developmental, cultural, social, cognitive, and emotional factors in your description.
- Using available literature, **detail your mentee's presenting issue as described in research**. Review what the literature says about this issue in relation to children and adolescents, particularly those similar to your mentee in some way (e.g., youth of color, kids in urban environments, kids in military families, kids struggling with poverty, etc.).
- **Detail a minimum of one method** (evidence-based or innovative) described in the literature for working with children and adolescents facing this particular grief-related issue. What do researchers say is an effective way to reach and help kids and teens in these circumstances?

- **Address the strengths and limitations of the approach** described in the previous section, *as you see them* (rather than only what is stated in the article[s]).
- **Do you think the treatment method you described would work with your mentee?** What are some ways you have or might be able to implement some of the techniques about which you've read?

Our expectation is that this paper will range between **8-10 full pages long** (excluding the title page and references), with a minimum of five external sources, and will follow all of the guidelines provided in the "Writing Quality" section of this syllabus. All sources must be cited properly using APA style (6th edition) guidelines (no abstract required). A grading rubric will be provided for your reference in completing this assignment.

Online Training Course

DUE: November 15th

Total Points Possible: 10

Complete one online training course related to Trauma Focused CBT (TF-CBT) by visiting this website: <http://tfcbt.musc.edu>. Please **print and provide documentation** to your instructors of having completed this course in its entirety. In addition, write **a one-page summary** (APA style NOT required) of the training course after completing it. The website for the course is provided below. Because it is slightly time-consuming, it is our **strong** recommendation that you complete this course and turn in your documentation and summary as **early** in the semester as possible.

***Extra Credit Opportunity*:** For 5 points, complete the additional training module on Childhood Traumatic Grief (CTG): <http://ctg.musc.edu>. Please provide documentation of completion. This opportunity expires Thursday, December 8th at 2:30pm.

INSTRUCTOR POLICIES

ATTENDANCE

Attend class every Tuesday and Thursday afternoon. Class begins *promptly* at 2:10 p.m. and you are expected to be here at that time. In the event of an absence, please email or call one of your instructors as far in advance as possible to alert them that you will not be attending. Our class time is limited, and it is imperative that you attend class consistently in order to receive proper instruction and supervision while providing services to your mentees. You may miss **two** class periods throughout the duration of the semester without penalty and are encouraged to monitor your absences carefully. No distinction will be made between excused and unexcused absences. All absence penalties are deductions from your final grade. You will lose 5 points each for your 3rd and 4th absences. Your 5th absence and beyond you will lose 10 points per absence.

LATE ASSIGNMENTS

Written assignments are to be turned in **to your folder (printed out)** at the **beginning** of class on their assigned due dates. Late assignments will be accepted with a 5% penalty per calendar day. In the event of a true emergency, it is *extremely*

important that you act *proactively*, rather than *reactively*, and discuss the circumstances with your instructors as far in advance as possible.

WRITING QUALITY

All written work is expected to be mechanically and grammatically correct and formatted correctly (i.e., APA style 6th edition, well-organized, correct spelling, noun-verb agreement, proofread, edited, etc.). The style should reflect formality, without the use of contractions, slang, or abbreviations. Evaluation of all written work will reflect the quality of the writing as well as the inclusion of all required content. All work should be **typewritten on one side of the page, in black 12-point Times New Roman font, double-spaced, with one-inch margins on all sides, and stapled.**

Additionally, should you choose to use any materials or ideas borrowed from sources other than your own original thoughts, you must include a full reference list of these sources and cite these ideas in the body of the paper using APA style. If you are unfamiliar with APA style, you may want to consider purchasing the latest edition of the *APA Style Manual* or consulting the University's Writing Center for assistance. Additionally, Purdue University has a very useful online style guide. Click on the link for more information: <https://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC STANDARDS OF CONDUCT

All students are expected to uphold the University of Tennessee's Honor Statement. Plagiarism and cheating will not be tolerated in any capacity and **will automatically result in a grade of zero** for any assignment where the student in question is suspected of engaging in such behaviors. Please refer to the most recent copy of Hilltopics, at <http://hilltopics.utk.edu/files/Hilltopics2015-16.pdf> (page 15) for specific information concerning academic standards of conduct. Your instructor will follow University-sanctioned disciplinary procedures for any breach of these policies. Each student is responsible for knowing the terms and conditions of the Honor Statement. The Honor Statement reads as follows:

“An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

CONFIDENTIALITY & ETHICS

In this course, you are entering an experience that involves community engagement. Naturally, throughout the duration of the mentoring process, it is highly likely that your mentee will share with you personal, confidential, and sensitive information. It is also highly likely that your peers will share confidential and sensitive information about their own experiences, both personally and with their assigned mentees. It is your duty as a student mentor in this course to maintain both confidentiality and trust at the highest levels. You will sign a confidentiality agreement during our first class and will be expected to uphold your commitment to confidentiality throughout the duration of this semester and beyond. You are encouraged to ask your instructors for clarification as needed.

INCLEMENT WEATHER

In most cases, we will follow the university protocol for weather cancelations and delays; however, there may be times the university is officially open but we choose to meet online due to safety concerns or delayed start. Additionally, please be sure to plan ahead and check local news and weather sources to ascertain whether your mentee's school is closed before heading out for a visit.

EMERGENCY ALERT SYSTEM

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

SAFE ZONE

Regardless of ability, age, ethnicity, gender expression and identity, national origin, race, religion, or sexual orientation, you will be treated and respected as a human being. Your continued presence in this course signals your commitment to act likewise.

DISABILITY SERVICES

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. You can also view information on accessibility at UTK at <http://accessibility.utk.edu> Please keep in mind that accommodations cannot be made unless appropriate documentation from the Office of Disability Services is provided.

TECHNOLOGY IN CLASS

The use of mobile devices for calls, text messaging, or tasks not relevant for instruction is prohibited in class. Please show your respect for your classmates and the instructors

and turn your devices off or put them in silent mode. Laptops and tablets are permitted as long as their use is limited to course specific activities (e.g., taking notes).

Your Role in Improving Teaching and Learning Through Course

Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

Key Campus Resources For Students:

- [Graduate Catalog](#) : (Listing of academic programs, courses, and policies)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)

COURSE SCHEDULE

Date	Topics	Readings & Assignments Due
August 18	Introductions GOI Overview Syllabus & Course Expectations Confidentiality Agreement/Honor Statement	
August 23	Referral Process Grounding Definitions: Loss, Grief, Mourning	Goldman Ch. 1 (pp. 9-21 ONLY) NPR's "TED Radio Hour: Rethinking Death" (Link posted to Blackboard)
August 25	Confidentiality/Documentation Dean Bob Rider, Guest Speaker	All Preliminary Documentation (Background Check, Fingerprinting, Insurance, Drug Test, Child Protection Training) Reflection Paper #1
August 30	Developmental Impact of Grief in Children & Adolescents	Oltjenbruns 2008
September 1	NO CLASS – CAMPUS CLOSED	

September 6	Mentoring v. Counseling Grounding Definitions: Presence, Companionship	Case Notes & Time Log (ungraded) Harris & Winokuer (H & W) Ch. 5
September 8	Myths of Grief Categories of Loss	Goldman Ch. 2
September 13	Mentor Panel – Grace Bomer, Kendall Hauck, & Madelyn Jackson Categories of Loss	
September 15	Mentoring & Children's/YA Lit. – Dr. Cindy Welch *Meet on 3 rd floor Hodges Library*	
September 20	Theories of Grief Supervision	Case Notes & Time Log H & W Ch. 3
September 22	Activity Workshop! ☺	Goldman Ch. 4
September 27	Group Presentation Pet Loss	Group Presentation Goldman Ch. 6 Group Reading TBA
September 29	Effects of Loss in Family Constellation & Community, Part I	Goldman Ch. 9
October 4	Part II: Parent/Sibling Incarceration – Emily Brown Supervision	Case Notes & Time Log
October 6	NO CLASS – FALL BREAK	
October 11	Part III: Divorce – Courtney Brandon, LPC	Matthews 1998
October 13	Hospice – Phil Groos, Tennova Residential Hospice Chaplain Supervision	Mentoring Paper
October 18	War Death & Military Related Losses	Case Notes & Time Log Huebner et al., 2007

October 20	Group Presentation	Group Presentation Group Reading TBA
October 25	Children's Lit Assignments Supervision	Children's Lit Assignment
October 27	Children's Lit Assignments The Role of Forgiveness in Grief	Children's Lit Assignment
November 1	Group Presentation	Case Notes & Time Log Group Presentation Group Reading TBA
November 3	Coping with Cancer – Kathleen Williams -- <u>*Meet at Cancer Support Community (2230 Sutherland Avenue) at 2:15*</u>	
November 8	Group Presentation Supervision	Group Presentation Group Reading TBA
November 10	The Healing Power of Rituals Closure Brainstorming	Norton & Gino, 2014
November 15	Suicide Loss	Online Training Course Case Notes & Time Log
November 17	Complicated Grief: Grief Gone Awry The Intersection of Grief & Trauma	H & W Ch. 10 Dyregrov & Dyregrov, 2013
November 22	Grief Groups & Camps Supervision	McClatchey & Wimmer, 2012-2013
November 24	NO CLASS – THANKSGIVING BREAK	
November 29	Grieving in the Digital World	Reflection Paper #2 Goldman Ch. 11 Sofka 2012

December 1 Rituals of Closure & Celebration **Final Case Notes & Time Log**

Case Summary

**Note: This syllabus reflects expectations for the course; however, it may be necessary to make changes in the syllabus and schedule after the course begins. In such cases, students will be notified accordingly.*

Liability & Documentation Checklist

- ___ Liability Insurance Purchased
- ___ Background Check/Fingerprinting/Drug Screen Completed
- ___ Child Protection Training Completed
- ___ Confidentiality Agreement/Honor Statement/Sexual Abuse Reporting Disclosure Signed
- ___ Grief Outreach Professional Disclosures, Parent/Guardian & Child Signed Consent Form (University of Tennessee Grief Outreach Initiative)
- ___ Mentee Face Sheet
- ___ All Case Notes/Time Logs
- ___ Case Summary
- ___ Need for Referral or Crisis Reports (as needed)