**SBS 237: Grief, Loss, and Death: Population Mental Health Perspectives**
**Spring 2 – Monday and Wednesday 2:00-3:30PM; FXB G10**

**Instructor Information**
**Faculty**
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Office Hours: Thursday 1-3PM via calendly

**Teaching Assistants**
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**Credits**
2.5 credits

**Course Purpose and Description**
Public health students have few academic opportunities to engage with the profound themes of grief, loss, and death, even in an era of pandemics, climate change, and widening health disparities. In this 8-week seminar-style course, we apply a population mental health perspective to grief, loss, and death in a self-reflective, supportive environment. Students can expect to acquire an understanding of the core theories and empirical methods in population mental health, grief, loss, and death. Students will apply these acquired skills and knowledge to achieve their learning goals within an ungrading framework. This course meets the concentration requirements in two programs: Population Mental Health, and Women, Gender, and Health.

**Pre-Requisites**
None

**Course Learning Objectives[1]**
Upon successful completion of this course, students should be able to:
- Objective 1: Explain common psychiatric and psychological phenomena related to grief, bereavement, and death from psychiatric nosology and psychological knowledge systems[2].
- Objective 2: Synthesize and question core assumptions, either implicit or explicit, of knowledge systems around grief, bereavement, death, and population mental health.
- Objective 3: Using self-knowledge and critical thinking, compare and contrast theory, intervention, and/or policies related to grief, bereavement, and death studies.

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[1] The core pedagogy philosophy and design of the syllabus were co-created with Even Paglisotti, Pedagogy Fellow, PhD Candidate in Population Health Sciences, Harvard T.H. Chan School of Public Health
[2] Objectives informed by Bloom B. S. (1956). Taxonomy of educational objectives. Handbook I: The cognitive domain. David McKay Inc. and Fink, L. D. (2013). Creating significant learning experiences, revised and updated: An integrated approach to designing college courses. Jossey-Bass.

- Objective 4: Recognize and discuss how your positionality with respect to grief and death interacts and connects with societal and cultural determinants of health.
- Objective 5: Set individualized learning goals that mark your growth in the field of population mental health with respect to grief, bereavement, and mental health, and cite evidence of your achievement of these goals.

**Course Readings**

Course readings will be available on the Canvas site (see the course schedule at the end of this document for more detail). Course readings should be completed before coming to class.

**Course Structure**

**Grading/Ungrading**[3]

Grades are a form of extrinsic motivation – they push students towards the specific achievements required to obtain the grade they desire. Once goals are identified, it is human nature that we attempt to meet them with the smallest possible effort. To encourage intrinsic motivation and facilitate course learning consistent with *Objective 5: to set individualized learning goals and monitor your growth*, this class grading structure is aligned with an "ungrading" philosophy. At the beginning of the course, you will engage in a goal-setting assignment to identify individualized learning goals surrounding course materials, anticipated barriers, and a plan for how progress on these goals will be determined. Goals may focus on the skills you would like to work on, areas of the course you would like to emphasize learning about, and/or previous pieces of feedback from professors that you feel it is important to address in this course, as well as other areas. At the midpoint and end of the course, you will evaluate your progress, identify barriers, and problem-solve any issues arising. You will still receive feedback from me on your assignments. At the end of the course, instead of me assigning you a grade, in your final reflection exercise, I will ask you to answer a series of questions through which you will assign yourself a grade and provide justification for that grade based on 1) your reflection on your effort and responsiveness to feedback on course assignments with the course materials 2) your progress towards meeting course objectives, and 3) your progress toward your goals as defined in your first assignment (see below). I ask students to consider the circumstances under which they came to the class, what your goals are, and how you have improved (or not) on the areas of focus that you have identified in previous reflections. I also ask you to consider that research has shown that women and people of marginalized identities tend to reduce self-ratings of their performance. I reserve the ability to alter your final grade (raising or lowering it) based on my reflections on your engagement with the course.

**Assignments**

o   Weekly self-reflections

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[3] For more details about Ungrading, please see *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* edited by Susan D. Blum. This portion of the syllabus was adapted from the classroom materials of Dr. Tari Tan (Harvard Medical School) and Professor Kendra Albert (Harvard Law School) with gratitude.

- o Learning Goal Setting and Reflection
- o In-class Participation
- o Readings and Discussion Board postings
- o Central Project

**Learning Goal Setting and Reflection**

The central goal of this course is to help you define and achieve your individual learning goals around understanding the core theories and empirical methods in the study of population mental health with respect to grief, loss, death, and bereavement. My primary concern is that you approach the course with intentionality. This assignment is designed to guide you through generating an individualized learning plan that can be evaluated via course assignments while also speaking to areas you want to develop. For example, perhaps speaking in a group is an area you would like to develop, so your learning goals can reflect a growth plan and a method to determine that you have achieved that goal.

1) First, you will describe your individualized learning goals within the context of the course objectives and define an evaluation plan to measure your progress toward these goals. This will be about half a page in length. (Due [Friday of Week 1]) In week 2, you will meet with the instructor for 15 minutes to review your goals and evaluation plan, as well as your final project proposal.

2) Second, you submit a second mid-semester check-in and self-assessment of your progress on your learning goals. The recommended length is a half-page. (Due Week 5, Day 1) In week 5, you will meet with the instructor for 15 minutes to discuss your progress on your learning goals and your central project.

3) At the end of the semester (End of Week 8), you will submit a final self-assessment, reflecting on your progress towards these goals. You will also be assigning yourself a grade, and then I will then determine your final grade based using your reflections, your grade assignment, and our observations of your progress.

**Weekly Self-Reflection**

Each week, you will submit a 1-2 paragraph written reflection on your personal reactions to the course content, thoughts, or reactions to the readings, and/or questions you would like to discuss in class. Reflections allow you to process personal or professional reactions to the readings or class discussions that week, or to reflect on other topics affecting your learning in this class.

**In-class Participation [4]**

This course is about learning, not mastery. Learning will make your world bigger, sometimes requiring you to cede some control over where you are going. As a teacher, I'm here to learn, too, so this course won't just be about all those things I know that you don't. It will also be about what you know that I and your classmates don't, what they know that you don't, and what none of us know until we spend time thinking together. This course is student-directed, collaborative,

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[4] *This portion of the syllabus was based on language by Vince Schleitwiler (University of Washington) and Roberto Sirvent (Harvard Medical School) with gratitude.*

and improvisational. Improvisation, as a cultural practice emerging from Black aesthetic traditions, is hard work—you need to know your material and practice your skills to be prepared to listen and respond to what others say. I expect you to come to class every day prepared to help set our collective agenda and ready to think on your feet and adapt to what others want to talk about. My job is to be equally prepared to listen and respond while taking primary responsibility for organizing and maintaining the space where our work happens.

Attending every class fully prepared and ready to participate is a minimal expectation. Coming unprepared is better than missing class entirely, but in both cases, you are diminishing your classmates' education as well as your own. Even when there are legitimate excuses for an absence, the work remains, so you will be expected to take the initiative to seek out ways of making up for what you missed—even though make-up work can never be fully equivalent to work missed in class.

**Readings and Discussion Boards**

Before each class, students are asked to post on a discussion board at least 2-3 sentences regarding their thoughts about the readings (due 3 hours before class). I use these to help understand what parts of the reading we should focus on and what issues students might find interesting to discuss.

**Central Project**

On a topic of your interest, students are invited to propose a project working with learning objectives 2 and 3 around knowledge systems related to a topic on grief and bereavement. The format of this final project should be the format that is most useful to you in this moment. This may look like a manuscript draft for a peer-reviewed journal article, an online didactic module, a weekly blog-style entry with reflexive reflection and brief literature review, a community event, social media content, an online annotated library, or another project you choose. At least one of your learning goals for the course will be evaluated by your work on the central project.

The central project will be staged over three benchmarks throughout the course.

1) **Proposal:** Due date [Week 2, Day 1] Identify a topic of interest for the project and a project style Include a timeline and goals for completion, identify how many hours a week you will spend on this project and what you will accomplish in that time. Justify how specific components of the project will help you meet learning objectives 2 and 3 for the course. You will meet with the instructor later this week to review your proposal and discuss adjustments.
2) **Midpoint:** First Draft/Midpoint (Due Date End of Week 4) Reflect on your progress on your proposed central project, identify any modifications to your timeline or content in relation to learning objectives 2 and 3, identify needed resources, and submit an initial draft or existing materials for feedback. Students will discuss project progress and changes and questions with peers and with the instructor this week.
3) **Final Submission:** (Due Date: Week 8 Day 1) Students will submit their completed projects to the instructor and briefly share with the class.

**Additional Information**

**Canvas**
If you are experiencing an issue with Canvas (e.g., you can't figure out how to use something or a feature seems broken), first try the documentation located under the Help menu found on the left-hand side of each Canvas page. If the issue is not covered there, contact Instructure directly, also via the Help menu. You can e-mail, text, or speak live with them at any time day or night. If you cannot access Canvas to view the Help menu, you can reach Instructure by phone at +1 (844) 326-4466.

**Harvard Chan Policies and Expectations**

**Belonging, Diversity, Equity, and Inclusion**
Our highest priority is to create a welcoming environment that is respectful to all forms of diversity and identity. We encourage respectful and considerate conversations and ask that all students work with us to maintain a respectful and inclusive setting. In this course we will be discussing many topics related to research methods, but we acknowledge that the topics we discuss in the research focus on social structures which affect our everyday lives and may affect some individuals more deeply than others. We aim to create an environment where students are welcome to critique the readings (indeed, this will be the goal with some readings) and welcome feedback on our discussions, the course readings, and other materials. We plan to actively solicit your feedback throughout the course and thank you in advance for your participation.

**Land Acknowledgement**
Harvard University is located on the traditional and ancestral land of the Massa-adchu-es-et (Massachusett), whose name was appropriated by this Commonwealth of Massachusetts. We acknowledge the uncomfortable truths of settler colonialism, among them that peoples indigenous to this place were subject to forcible oppression, land seizures, and physical, emotional, and cultural harm. No acknowledgment can rectify that wrong, yet we state this acknowledgment to honor and look deeply into this history to acknowledge colonial legacies that pervade current systems of knowledge in social and behavioral sciences.

**Labor Acknowledgement**
We are living and working in a society built upon the dehumanization and labor exploitation of Black African Americans. No words can rectify the wrongs imposed upon those who labored and suffered under unjust and immoral conditions on this land. However, we state this acknowledgement to honor and preserve their histories, stand in solidarity with their lineages' efforts for reparations, and foster as much reconciliation as humanly possible. (Credit: Monique Cooper, Assistant Vice Provost for Academic and Career Advising at University of Massachusetts Boston).

**Harvard Ombuds Office**
All members of the Harvard community may bring *any* issue affecting their work or study to the Ombuds Office, a confidential resource available to voice concerns, clarify goals, and consider options so that you may make your own best decisions about the next steps in addressing your

concerns. The combined elements of confidentiality, impartiality, independence, and informality make the Ombuds Office a unique resource within the University
https://harvardombuds.harvard.edu/about-the-ombuds-office/

**COVID-19 Procedures**
This year, the school-wide policy is to return to an in-person classroom experience and minimize the use of Zoom as much as possible. We know that we will continue to have a range of student medical issues, including COVID, which can require an isolation period of several weeks. However, Zoom will be used to accommodate students as the exception rather than a typical feature of most classes.

*Current COVID-19 Plans for Spring 202*4
- Masks in the classroom: To cultivate a welcoming and accessible learning space for disabled, immunocompromised, and medically vulnerable/high-risk community members, we encourage, but do not require, masking in this classroom.
- Classroom ventilation: Active monitoring of ventilation and airflow is continuously being done in our classrooms
- COVID-19 vaccination for students: All students and staff must be up-to-date with COVID vaccinations in accordance with the CDC definition.

**Bias Related Incident Reporting**
The Harvard Chan School believes all members of our community should be able to study and work in an environment where they feel safe and respected. As a mechanism to promote an inclusive community, we have created an anonymous bias-related incident reporting system. If you have experienced bias, please submit a report here so that the administration can track and address concerns as they arise and to better support members of the Harvard Chan community.

**Title IX: Sexual Harassment and Other Sexual Misconduct**
For information on Harvard University policies and procedures and Title IX Resource Coordinators at Harvard Chan, please see:
- Harvard University Interim Title IX Sexual Harassment and Interim Other Sexual Misconduct policies and procedures: https://titleix.harvard.edu/policies-procedures
- Title IX Resource Coordinators: https://titleix.harvard.edu/coordinators
- Title IX Sexual Harassment and Other Sexual Misconduct resource guide: https://titleix.harvard.edu/resource-guide

**Academic Integrity**
Each student in this course is expected to abide by the Harvard University and the Harvard T.H. Chan School of Public Health School's standards of Academic Integrity. All work submitted to meet course requirements is expected to be a student's own work. In the preparation of work submitted to meet course requirements, students should always take great care to distinguish their own ideas and knowledge from information derived from sources.

Students must assume that collaboration in the completion of assignments is prohibited unless explicitly specified. Students must acknowledge any collaboration and its extent in all submitted work. This requirement applies to collaboration on editing as well as collaboration on substance.

Should academic misconduct occur, the student(s) may be subject to disciplinary action as outlined in the Student Handbook.  See the Student Handbook for additional policies related to academic integrity and disciplinary actions.

**Accommodations for Students with Disabilities**
Harvard University provides academic accommodations to students with disabilities. Any requests for academic accommodations should ideally be made before the first week of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Local Disability Coordinator in the Office for Student Affairs to verify their eligibility for appropriate accommodations. Contact Colleen Cronin ccronin@hsph.harvard.edu in all cases, including temporary disabilities.

**Religious Holidays, Absence Due to**
According to Chapter 151c, Section 2B, of the General Laws of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or requirement which he or she may have missed because of such absence on any particular day, provided that such makeup examination or work shall not create an unreasonable burden upon the School. See the student handbook for more information.

**Grade of Absence from Examination**
A student who cannot attend a regularly scheduled examination must request permission for an alternate examination from the instructor before the examination. See the student handbook for more information.

**Final Examination Policy**
No student should be required to take more than two examinations during any one day of finals week. Students who have more than two examinations scheduled during a particular day during the final examination period may take their class schedules to the director for student affairs for assistance in arranging for an alternate time for all exams in excess of two. Please refer to the student handbook for the policy.

**Course Evaluations**
Constructive feedback from students is a valuable resource for improving the teaching and learning experience. The feedback should be specific, focused and respectful. It should also address aspects of the course and teaching that are positive as well as those which need improvement.

Because of the importance of student course evaluations, their submission is considered to be a school requirement for registered students. The course evaluation system opens during the last week of the term and stays open for a three week period. Please note that grades are suppressed during this timeframe; however, you will gain access to your grades for the term via my.harvard only after your course evaluations have been submitted.

## Course Schedule

| Objectives | Readings | Assignments/Activities |
|---|---|---|
| **Week 1 (March 18 – March 20)** | | |
| **Session 1. Welcome to Course** | | |
| Upon successful completion of this session, you should be able to:<br>● Outline key aspects of the course as explained in the Syllabus<br>● Identify course policies<br>● Navigate through the course site | Required readings<br>● Syllabus<br>● All materials under Course Resources | ● Personal introductions and greetings<br>● Discussion of Central Project expectations |
| **Session 2. Foundations in Population Mental Health, Loss, Bereavement and Grief** | | |
| Upon successful completion of this session, you should be able to:<br>● Define bereavement, grief, and loss<br>● Identify the most common mental health conditions described in the context of bereavement<br>● Identify the epidemiology of post-bereavement conditions<br>● Propose self-directed learning goals and evaluation plan<br>● Recognize an aspect of individual positionality concerning grief and death | Required readings<br><br>● Moller D. Love and death. *J Philos*. 104(6):301-316.<br>● Kessler RC, Rose S, Koenen KC, et al. How well can post-traumatic stress disorder be predicted from pre-trauma risk factors? An exploratory study in the WHO World Mental Health Surveys. *World Psychiatry*. 2014;13(3):265-274.<br><br>Additional Resources:<br><br>● HSPH Population Mental Health Forum welcomes Dr. Katherine Shear | ● **Submit your learning goals and evaluation plan Friday 5PM EST**<br>● Discussion board post due **three hours before class** |

| Objectives | Readings | Assignments/Activities |
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|  | https://www.youtube.com/watch?v=b4n1lrGobok&t=713s |  |

| Week 2 (March 25 – March 27) | | |
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| Session 3. Lifespan Perspectives on Bereavement and Grief | | |
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| Upon successful completion of this session, you should be able to:<br>● Describe the psychological and emotional processes associated with interpersonal grief and bereavement<br>● Describe the lifespan perspective on bereavement<br>● Provide examples of bereavement reactions based on a lifespan framework. | Required readings<br>● Stroebe M. "Is Grief a Disease?": Why Engel Posed the Question. *Omega* . 2015;71(3):272-279.<br>● Shear MK. Grief and mourning gone awry: pathway and course of complicated grief. *Dialogues Clin Neurosci*. 2012;14(2):119-128.<br><br>Additional Resources<br>● Example of research study outreach from Australia: https://www.nari.net.au/grief-in-older-people | ● Guest Lecture: Katherine Shear, MD<br>● Schedule office hours<br>● **Submit your central project proposal Friday 5PM**<br>● Discussion board post due **three hours before class** |

| Session 4. Core Theories of Bereavement and Grief | | |
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| Upon successful completion of this session, you should be able to: | Required readings<br>● Maciejewski PK, Zhang B, Block SD, Prigerson HG. An empirical | ● Discussion board post due **three hours before class** |

| Objectives | Readings | Assignments/Activities |
|---|---|---|
| <ul><li>Define the dual process model of bereavement</li><li>Define the stage theory of grief</li><li>Define the attachment model of grief and loss</li><li>Define the resilience perspective on grief</li><li>Compare and contrast strengths and limitations of each framework</li></ul> | examination of the stage theory of grief. *JAMA*. 2007;297(7):716-723.<br>• Stroebe M, Schut H. The dual process model of coping with bereavement: rationale and description. *Death Stud*. 1999;23(3):197-224.<br>• Shear K, Shair H. Attachment, loss, and complicated grief. *Dev Psychobiol*. 2005;47(3):253-267.<br><br>Additional Resources<br><br>• Freud (1917) Mourning and Melancholia<br>• George Bonanno interview https://www.youtube.com/watch?v=wmCmThpe5-U | • Half-page personal reflection due Friday EST 5PM |
| **Week 3 (April 1 – April 3)** | | |
| **Session 5. Grief, Bereavement and Psychiatry** | | |
| Upon successful completion of this session, you should be able to:<ul><li>Understand the historical context of the bereavement exclusion debate</li><li>Distinguish perspectives on bereavement exclusion debate</li><li>Identify the rationale for inclusion of Prolonged Grief Disorder in diagnostic systems</li></ul> | Required readings<br>• Wakefield JC. Should uncomplicated bereavement-related depression be reclassified as a disorder in the DSM-5? Response to Kenneth S. Kendler's statement defending the proposal to eliminate the bereavement exclusion. *J Nerv Ment Dis*. 2011;199(3):203-208.<br>• Zachar P, First MB, Kendler KS. The bereavement exclusion debate in the | • Discussion board post due **three hours before class** |

| Objectives | Readings | Assignments/Activities |
|---|---|---|
| | DSM-5: A History. Clin Psycho Sc. 2017; 5(5), 890-906<br><br>**Additional Resources:**<br><br>● Zachar P, First MB, Kendler KS. Prolonged Grief Disorder and the DSM: A History. *J Nerv Ment Dis*. 2023;211 | |

| Session 6. Neurobiology of Grief | | |
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| Upon successful completion of this session, you should be able to:<br>● Define at least two neurobiological features of grief processing<br>● Understand two models of neurobiological underpinnings of grief processing | Required readings<br>● O'Connor MF, Seeley SH. Grieving as a form of learning: Insights from neuroscience applied to grief and loss. *Curr Opin Psychol*. 2022;43:317-322.<br>● Sadino JM, Donaldson ZR. Prairie Voles as a Model for Understanding the Genetic and Epigenetic Regulation of Attachment Behaviors. *ACS Chem Neurosci*. 2018;9(8):1939-1950.<br><br>Additioanl Resrouces:<br><br>● Mary Francis O'Connor TedX talk https://www.youtube.com/watch?v=qBoKZAC9iiI | ● Guest lecture: Zoe Donaldson<br>● Discussion board post due **three hours before class**<br>● Half-page personal reflection due Friday 5PM EST EST |

| Week 4 (April 8 –April 10) |
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| Session 7. Research Methods in Bereavement: Clinical and Epidemiological Approaches |

| Objectives | Readings | Assignments/Activities |
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| Upon successful completion of this session, you should be able to:<br>● Define commonly used research methods in bereavement research including experimental, observational, and randomized clinical trials.<br>● Identify one major discovery from each of these perspectives<br>● Critique the generalizability and limitations of core findings emerging from these disciplines | Required readings<br>● Pasternak RE, Reynolds CF 3rd, Schlernitzauer M, et al. Acute open-trial nortriptyline therapy of bereavement-related depression in late life. *J Clin Psychiatry*. 1991;52(7):307-310<br>● Lundorff, M., Holmgren, H., Zachariae, R., Farver-Vestergaard, I., & O'Connor, M. (2017). Prevalence of prolonged grief disorder in adult bereavement: A systematic review and meta-analysis. *Journal of affective disorders*, 212, 138-149.<br>Additional Resources<br>● Cohen, P., and J. Cohen. 1984. "The Clinician's Illusion." *Archives of General Psychiatry* 41 (12): 1178–82. | ● Discussion board post due **three hours before class** |
| Session 8. Research Methods in Bereavement Sociological and Qualitative methods | | |
| Upon successful completion of this session, you should be able to:<br>● Identify sociological methods in bereavement research<br>● Identify qualitative approaches<br>● Compare and contrast strengths and limitations of each approach<br>● Identify 2 impactful contributions from these perspectives. | Required readings<br>● Harrop E, Goss S, Farnell D, et al. Support needs and barriers to accessing support: Baseline results of a mixed-methods national survey of people bereaved during the COVID-19 pandemic. *Palliat Med*. 2021;35(10):1985-1997.<br>● Elwert F, Christakis NA. Widowhood and Race. *Am Sociol Rev*. 2006;71(1):16-41. | ● Submit your central project first draft/midpoint reflection<br>● Discussion board post due **three hours before class**<br>● Half-page personal reflection due Friday 5PM EST |

| Objectives | Readings | Assignments/Activities |
|---|---|---|
| ● Critique the generalizability and limitations of core findings emerging from these disciplines | | |

| Session 9. Social Justice in Bereavement and Grief: Youth and Communities of Color | | |
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| Upon successful completion of this session, you should be able to:<br>● Describe population health disparities in bereavement exposure<br>● Apply a life-course perspective to understanding the special challenges for bereaved youth | Required readings<br>● Donnelly R, Garcia MA, Cha H, Hummer RA, Umberson D. Exposure to Family Member Deaths Across the Life Course for Hispanic Individuals. *Demography*. Published online March 15, 2023. doi:10.1215/00703370-10604036<br>● Umberson D. Black Deaths Matter: Race, Relationship Loss, and Effects on Survivors. *J Health Soc Behav*. 2017<br><br>Additional Resources<br>● Wade B. *Grieving While Black: An Antiracist Take on Oppression and Sorrow*. North Atlantic Books; 2021 | ● Discussion board post due **three hours before class** |

| Session 10. Social Justice in Bereavement and Grief: Gender, Trans, Queer, and Feminist Perspectives | | |
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| Upon successful completion of this session, you should be able to:<br>● Identify queer feminist perspectives on death and grief | Required readings<br><br>● Radomska M, Mehrabi T, Lykke N. Queer Death Studies: Death, Dying and | ● Discussion board post due **three hours before class**<br>● Half-page personal reflection due Friday 5PM EST |

| Objectives | Readings | Assignments/Activities |
|---|---|---|
| • Characterize gender differences in bereavement and grief<br>• Identify special challenges in bereavement among trans and same-sex interpersonal bereavement | Mourning from a Queerfeminist Perspective. *Australian Feminist Studies*. 2020;35(104):81-100<br><br>Additional resources<br>• https://queerdeathstudies.net/ | |
| **Week 6 (April 22 – April 24)** | | |
| **Session 11. Cross-Cultural Perspectives on Grief and Bereavement: Anthropological Perspectives on death** | | |
| Upon successful completion of this session, you should be able to:<br>• Define the cultural perspective on understating of dying, grief and loss<br>• Describe at least two different cultural traditions around grief and loss | Required readings<br>• Adjei SB, Adinkrah M, Mpiani A. Gendered mourning: A perspective of Akan death culture in Ghana. Death Stud. 2023 | • Discussion board post due **three hours before class** |
| **Session 12. Religion and Death** | | |
| Upon successful completion of this session, you should be able to:<br>• Characterize religious perspectives on grief, bereavement, and death<br>• Critically evaluate the influence of religion on grief and bereavement | Required readings<br>• Stroebe MS. Religion in Coping With Bereavement: Confidence of Convictions or Scientific Scrutiny? *Int J Psychol Relig*. 2004;14(1):23-36. | • Discussion board post due **three hours before class**<br>• Half-page personal reflection due Friday 5PM EDT |
| **Week 7 (April 29 –May 1)** | | |

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| Objectives | Readings | Assignments/Activities |
|---|---|---|
| **Session 13. Population Mental Health, Prevention, and Intervention** | | |
| Upon successful completion of this session, you should be able to:<br>● Define population mental health<br>● Identify a common mental health treatment approach to post-bereavement psychopathology<br>● Consider population-level prevention and intervention | Required readings<br>● Wray A, Pickwell-Smith B, Greenley S, et al. Parental death: a systematic review of support experiences and needs of children and parent survivors. *BMJ Support Palliat Care*. Published online November 16, 2022. doi:10.1136/spcare-2022-003793<br>● Roberts KE, Walsh LE, Saracino RM, et al. A Systematic Review of Treatment Options for Grieving Older Adults. *Curr Treat Options Psychiatry*. 2019;6(4):422-449<br><br>Additional resources<br><br>● https://imperialcollegelondon.github.io/orphanhood_calculator | ● Discussion board post due **three hours before class** |
| **Session 14 Climate Change and Grief** | | |
| Upon successful completion of this session, you should be able to:<br>● Consider the generalizability of bereavement and grief theory to climate change and loss | Required readings<br>● Comtesse H, Ertl V, Hengst SMC, Rosner R, Smid GE. Ecological Grief as a Response to Environmental Change: A Mental Health Risk or Functional Response? *Int J Environ Res Public Health*. 2021;18(2). doi:10.3390/ijerph18020734 | ● Discussion board post due **three hours before class**<br>● Half-page personal reflection due Friday |

| Objectives | Readings | Assignments/Activities |
|---|---|---|
| | ● Albrecht G. "Solastalgia". A new concept in health and identity. *PAN: Philosophy Activism Nature*. 2005;(3):41-55 | |

| Week 8 (May 6 – May 8) | | |
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| Session 15. Death, Grief, and Technology: Chatbots, Creators, and Social Media | | |
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| Upon successful completion of this session, you should be able to:<br>● Identify current issues in grieving in an era of social media and generative technology<br>● Understand core principles of engaging with the press and media on bereavement science | Required readings<br>● Santi F, Bianchi D. Bereavement in the Digital Age: The Challenges of Online Sharing and Digital Memory Preservation. 2023;7:2023023 | ● **Guest Lecture: Marisa Lee Bolson**<br>● Discussion board post due **three hours before class**<br>● **Central project final submission**, due Wednesday, 5PM EST |

| Session 16. Final Project Discussion and Sharing: Reflection on Population Mental Health and Grief | | |
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| Upon successful completion of this session, you should be able to:<br>● Summarize and consolidate knowledge gained with respect to grief, loss, and death from the population mental health perspective.<br>● Develop self-awareness of positionality relative to grief and bereavement<br>● Apply self-reflection skills to integrate knowledge base on bereavement and grief to individual career and personal goals. | | ● Share reflections on your final project or learning goals.<br>● Complete Course Evaluations |