



KIIS Tanzania Program, Summer 2024

SWRK 490 Topics: Family Grief and Loss

Professor: Dr. Theresa J. Kaijage

Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description: Social workers play a fundamental role in becoming resources and finding channels to resources to support individuals, families and communities at the time of grief and loss. This course is an examination of grief, loss and trauma, the impact they have in society, and how social work professionals can reduce their impact. Students will learn about support systems, and resources that are in place to help those coping with grief and loss, both in the U.S. and in Tanzania. The influence of culture and beliefs on grief and loss experiences will also be examined.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes: This course is designed to provide students with an understanding of the dynamics of family loss and grief within diverse cultural

contexts, enhancing their ability to effectively support individuals and families experiencing loss. Students Will observe practical skills in culturally sensitive assessment and intervention strategies for addressing family loss and grief. They will demonstrate the ability to apply theoretical knowledge to real-world scenarios encountered during the study abroad program.

4. Major Topics covered in the Course: Grief; loss; trauma; good coping skills vs. unhealthy defense mechanisms.

MONDAY MORNING

- i. Outreach and Identification**
How to identify families affected by grief and loss
- ii. Engagement of Orphans and Families**
How to engage families affected by grief and loss
- iii. Assessing needs and strengths**
How to assess the needs of families affected by grief and loss

TUESDAY MORNING

- iv. Developing a plan of care**
How to develop a plan of care for families affected by grief and loss
- v. Networking and identifying referral to other providers**
How to build support networks of families in similar situations of grief
- vi. Providing support of services**
How to support and sustain group networks in relation to:
 - HIV affected/infected children and their families
 - AA and other addiction related groups
 - Families of survivors of suicide and any disaster

WDNESDAY MORNING

1. ST JOSEPHES (INCLUSIVE) SCHOOL – Identify parental grief/loss issues associated with giving birth to a child with special needs and areas for social work intervention.
2. KAIRUKI HOSPITAL IVF CLINIC – Identify with grief/loss issues associated with infertility.

THURSDAY MORNING

- vii Counseling children and their families**
How to support and conduct counseling for vulnerable children/families
- viii Developing support structures for children and their families**
Resources available to institutions/organizations for supportive service
- ix Ongoing family support in the context of case management, advocacy & follow up**
All levels: micro, mezo, and macro and their overlap in support and prevention

FRIDAY MORNING

x National level Policy/Legal Implications for policy, research, and practice.
REFLECT ON BOTH VISITS TO CONSIDER POLICY/RSESEARCH/ PRACTICE ETHICS IMPLICATIONS

5. Required Readings and Materials: Relevant reading materials will be supplied by the instructor. Kübler-Ross, E., Kessler, D., (2014). *On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss*. Scribner.

Kübler-Ross, E., (1969, 1997). *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and Their Own Families*. Scribner.

Nathan Ltinsk, Zena Mabeyo, Leah Omari, Donna Petras, Bonnie Lubin, Abebe Assefa Abate, Lucu Steiniresa Theresa Kaijage, Lucy Steinz, Sally Mason (2010). Para social work to address most vulnerable Children in sub-sahara Africa: a case example in Tanzania. *Children and Youth Services Review* Vol 32, 990-997.

Para Social Work I Training Manual (2012). *The Partnership for Para Social Work in Nigeria* The University of Nigeria, Nsukka The Federal School of Social Work, Emene-Enugu American International Health Alliance.

Wolfelt, A., (2003). *Understanding Your Grief: Ten Essential Touchstones for Finding Hope and Healing Your Heart*. Center for Loss and Life Transition.

6. Graded Assignments:

Orphanage #1 (25 points) – write a 1-2 page response to describe the culture of this orphanage:

- 1) Did you see or hear anything that you would classify as traumatic in the agency?
- 2) What type of trauma, grief or loss brought the residents to this agency?
- 3) What are some of the customs and beliefs found in this orphanage?

Orphanage #2 (25 points) – write a 1-2 page response to the following:

What was your experience at this orphanage: did anything surprise you; upset you; or make you feel as if you would like to work here? Did you detect any type of situation that would be deemed traumatic?

Community (25 points) – write a 1-2 page response to the following:

Based on your experience in Tanzania and as a social worker practicing in the community, explore the three Ss of grief and loss: **Social Support**, **Spirituality**, and **Sensitivity**.

Mid-Term (100 points) – write a 2 page paper on the following:

Based on your experience of the American traditions and your experience in Tanzania, how might community responses to loss and grief vary across different cultural contexts, and what implications does this have for social work practice?

HIV/AIDS (25 points) – write a 1-2 page response on the following:

How can health care workers and other professionals help families cope with grief and loss? Which issue would invoke more grief and/or loss, HIV/AIDS or domestic violence? Explain your answer.

Final Paper (100 points) – Based on the assigned readings and your experience in Tanzania, write three (3) pages about how the Tanzanian communities cope with trauma and grief?

7. Generative AI Policy:

Generative AI is permitted/encouraged in some ways, with proper attribution, but prohibited in other ways.

Students are allowed, encouraged, and even required to use Generative AI in some ways but are prohibited from using it in other ways. Keep in mind that any content produced by generative AI can “hallucinate” (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content. Examples of citing AI are available at: <https://libguides.wku.edu/stylewrite/ai>.

Students are permitted and encouraged to use generative AI in the following ways:

- Brainstorming: You may use generative AI to stimulate creativity, generate ideas, or brainstorm topics for papers, presentations, and discussions. The generated content must serve as a steppingstone, not a final product.
- Citation Assistance: AI tools can be used to manage, format, and organize citations and references, promoting adherence to academic writing standards and specific style guides required for individual assignments.
- Grammar and Style Checking: AI-powered writing enhancement tools may be used to help with spelling, grammar, syntax, and stylistic errors.
- Concept Understanding: Generative AI can be used to explain or simulate concepts taught in class, aiding in a deeper understanding.
- Research Assistance: AI can be used to conduct initial research, compile data, and summarize articles, books, or papers. It should not replace traditional research methods but rather enhance them.

You may not use generative AI in coursework in the following ways:

- Plagiarism: Using AI-generated content as your original work without attribution. This includes essays, papers, presentations, and exam answers.
- Data Manipulation: Using AI tools to alter data or create misleading information.
- Misrepresentation of Skills: Using generative AI to complete tasks that are meant to assess your knowledge and skills.
- Confidentiality Breach: Using AI tools that might violate KIIS/university policies or laws related to data privacy and confidentiality.

Metacognitive Reflection. In addition to a proper citation, the student should include the following statement with any assignment where generative AI is used for assistance.

“I used generative AI [INSERT NAME OF PLATFORM] for assistance in the following ways on this assignment: [INSERT WAYS USED, such as brainstorming, citation assistance, grammar and style checking, concept understanding, and research assistance, etc.]”

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused

absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director, Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Ena Demir (270-745-6867 / ena.demir@wku.edu) or WKU's Title IX Investigator Michael Crowe (270-745-5429 / michael.crowe@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program

director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eeo/titleixbrochure2020.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.