



COURSE TITLE/SECTION: SOCIAL WORK 7366 (15896):
Grief & Bereavement Therapy

TIME: 6:00pm-9:00pm Thursday SPRING 2011

FACULTY: Sandra A. Lopez, LCSW, ACSW, DCSW

OFFICE HOURS:
Tuesday 12-2pm
Wednesday 12-2pm
Thursday 4:30pm-6pm
By appt

E-mail: slopez@uh.edu

Phone: 713-743-8104

FAX: 713-743-8149

I. Course

A. Catalog Description

Cr.3.(3-0). Stages of grief and bereavement with a variety of social treatment interventions to assist the bereaved client in dealing with the grieving process.

B. Purpose

This course is designed to provide students with an understanding of the processes of death and dying, and to help them become aware of a variety of social treatment interventions used to deal with the complex phenomena of grief and bereavement. This course should help students to be better prepared to assist clients in dealing with the interconnectedness with the Health Care Specialization curriculum and to other courses such as Crisis Intervention and Social Treatment with the Aged.

II. Course Objectives

Upon completion of this course, students will be able to:

1. develop a theoretical understanding of the processes of death and dying, and the consequent grief and mourning phases;
2. understand the impact of cultural, ethnic, and spiritual responses to the grieving process;
3. relate the understanding and role of social work practice, values, and ethics to grief and bereavement therapy;

4. acquire and develop diagnostic and assessment skills relevant to the understanding of those clients experiencing grief and bereavement;
5. acquire knowledge and understanding of the implementation of a variety of social work intervention procedures used in grief and bereavement therapy;
6. acquire an increased awareness of the student's own feelings and attitudes with regard to death and dying; and
7. demonstrate practice skills applicable to working with grieving persons of diverse backgrounds, including but not limited to the following populations: minorities of color, women, gay and lesbian persons, the most severely economically disadvantaged and other issues pertaining to social class.

III. Course Structure

Class time will include a combination of lecture, discussions, case reviews, and experiential exercises. Guest lecturers will be invited to present on specific course content areas. Blackboard Vista will be utilized as a means of providing students with additional readings, resources, and class updates.

IV. Textbooks

Required:

Albom, Mitch. (1997). Tuesdays with Morrie. New York: Doubleday.

Callanan, M. & Kelley, P. (1997). Final Gifts: Understanding the Special Awareness, Needs and Communications of the Dying. New York: Bantam.

Worden, William J. (2009). Grief Counseling and Grief Therapy. (4th Ed.) New York: Springer Publishing Company.

Recommended:

Wolfelt, Alan D. (2006). Companioning the bereaved. Fort Collins, CO: Companion Press.

V. Course Requirements

A. Reading Assignments/Blackboard Vista

The course outline, attached separately, contains weekly topics to be covered. Supplementary readings will be assigned to students via vista throughout the course. Students are required to check in periodically to vista to access acquired readings and resources for classes. Class time will be designed to clarify, and supplement the understanding of assigned readings. It is critical that students remain current with reading assignments to fully participate in class discussions.

B. Reflection Paper

Students will be responsible for the preparation of a reflection paper which addresses their own personal experiences with grief and loss issues. Specific guidelines for the preparation of the reflection paper will be distributed separately.

C. Issue Paper & Intervention Guidelines

These two assignments are connected. Students will select a topic area for focus of study throughout the semester. The area must relate to the field of grief and bereavement and will be approved by the Professor. Students will prepare a short theoretical paper about this chosen area. Students will then develop practical guidelines for providing intervention to that area of grief and loss. Specific guidelines for these assignments will be distributed separately.

D. Exam

The exam will be comprehensive in nature, covering the entire content of the course—readings and lectures. The exam is designed to help students in assessing their learning of grief course content.

VI. Evaluation and Grading

A. Grades will be assigned on the following basis:

Class Attendance & Participation	15%
Reflection Paper	10%
Issue Paper	25%
Intervention Guidelines	25%
Exam	25%

B. Final course letter grades are based on the following scale:

A	96 - 100	C+	76 – 79.9
A -	92 – 95.9	C	72 – 75.9
B+	88 – 91.9	C-	68 – 71.9
B	84 – 87.9	D+	64 – 67.9
B-	80 – 83.9	F	Below 64

C. Class Attendance and Participation

Attendance and class participation are critical to the successful learning in this course. Both will be observed and recorded. Should a student's grade be marginal attendance and class participation records will influence the final outcome.

D. Incomplete Grades

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all of the course requirements. Students are

responsible for informing the instructor immediately of the reasons for not being able to meet the course requirements (Source: University of Houston Graduate and Professional Studies Policy).

E. Late Assignments

Instructor will allow for submission of late assignments **only** if the student has made prior arrangements to do so and for appropriate and compelling reasons. Late assignments **will** result in the lowering of the otherwise earned grade.

F. Pagers, Cell Phones, & Laptops

Please show respect and consideration of others by taking responsibility for keeping pager and cell phone interruptions to a minimum.

Laptop use will be allowed solely for note taking purposes and those students needing to do so must make formal written request to the Professor at the beginning of the course.

VII. Policy on Academic Dishonesty and Plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University Policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the Instructor), with credit given to the author whose ideas you have used. If you are using direct quotes from a specific author (authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

VIII. Consultation

Students are encouraged to consult with the Professor, especially as it pertains to student's performance in the course. Professor's office is located in room 204 of the Social Work Building. Professor's email is slopez@uh.edu and office phone number is 743-8104.

Addendum: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with DisAbilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

COURSE OUTLINE

January 20	Introduction and Overview of Course & Expectations The Horse on the Dining Room Table Explore Grief Research Interests
January 27	Understanding Attachment, Loss, Grief and Mourning (Part I) Worden. Ch. 1 – Attachment, Loss, and the Experience of Grief 2 – Understanding the Mourning Process
February 3	Understanding Attachment, Loss, Grief and Mourning (Part II) Worden. Ch. 3 – The Mourning Process: Mediators of Mourning *Submit proposed topic for intervention guidelines
February 10	Assessment & Treatment of Normal & Complicated Grief (Part I) Worden. Ch. 4 – Grief Counseling: Facilitating Uncomplicated Grief Ch. 5 – Abnormal Grief Reactions: Complicated Grief Ch. 6 - Grief Therapy: Resolving Complicated Mourning Ch. 7 – Grieving Special Types of Losses
February 17	Assessment & Treatment of Normal & Complicated Grief (Part II) Wolfelt – Companioning the Bereaved Reflective Paper Due (bring to class)
February 24	Clinical Intervention Skills & Strategies - Practice Worden. Ch. 10 – 10 Training for Grief Counselors
March 3	Grief & Developmental Stages of Life Readings to be assigned

March 10	Grief and Families Worden. Ch. 8 - Grief and Family Systems
March 17	Spring Break
March 24	Understanding the Process of Death and Dying Tuesdays with Morrie (entire book) Final Gifts (entire book) NASW Standards for Palliative Care (resource)
March 31	Grief after Traumatic Deaths: Accidents, Suicides & Homicides Readings to be assigned
April 7	The Impact of Culture, Ethnicity, and Spirituality on Grief Readings to be assigned Submit final draft of intervention guidelines to Professor (via Blackboard Vista) for approval
April 14	Presentation of Intervention Guidelines Intervention Guidelines Due
April 21	Sustaining Hope and Competence in Working with Grief Worden. Ch. 9 – The Counselor’s Own grief Issue Paper Due (submit via Blackboard Vista) Course Evaluation/Wrap-up
April 28	Exam (Blackboard Vista)

ASSIGNMENT: REFLECTION PAPER

OBJECTIVE

One of the underlying principles of this course is that it is important for social workers working with clients who are experiencing grief and bereavement to be aware of their feelings, thoughts, and attitudes about the subjects of death, dying, and loss. The objective of this reflection paper is to provide a stimulus for those students who have not yet formulated or organized these ideas and feelings into a cohesive and meaningful manner. For those students who have already dealt with the subjective meaning of death, dying, and loss, this paper will provide further opportunity to refine, integrate, and consolidate those feelings and thoughts.

Below are some questions that will serve as a guide and basis for writing this reflection paper. Students are asked to use the questions below as a frame of reference for developing a clear and helpful understanding of experiences and reactions to grief and loss. These papers will be held in strictest confidence and will not be shared with anyone. It is hoped that students will take the opportunity to visit these thoughts and feelings so as to further enhance their future social work practice with grief and bereavement clients.

AREAS OF FOCUS

1. Describe the first funeral you attended. Who died? How old were you? What were your reactions to this experience with death? How do you feel about attending funerals now?
2. What was the most painful feeling you had around the experience of loss (divorce, separation, death of a loved one or a pet)? What were the circumstances? Why was it so painful? How did you cope with the pain of that loss? How was the situation resolved?
3. Of all the important persons in your life at this time, whose death would be the most painful and difficult to accept and to handle? Why?
4. Describe the most recent death or loss experience you have had? Who was involved in the situation? What were your feelings related to that experience? How did you express your feelings at the time? Have you resolved the traumatic aspects of this situation? If not, how do you propose to cope with these feelings?
5. Have you ever experienced the loss of a close, intimate relationship due to separation, divorce, betrayal, or relocation? What feelings were evoked by this experience? How did you cope with the situation? How do you feel now about that past loss?
6. Based on your responses and reactions to the above questions, how do they relate to your current views, beliefs and attitudes regarding death? Address how these experiences might have contributed to your thoughts about the meaning of death, how death relates to life, theological, religious, spiritual views of death, heaven, hell, etc. Where are you personally with the issue of death? Are you accepting of death or are you afraid of death?
7. Explore how you cope with losses in your current life. How will this impact your work with clients who are grieving a loss?
8. Identify specific areas or types of clients, related to grief and loss, where it may be difficult for you to provide help or services. Why are they difficult? How will you confront these issues as a social worker?

The above questions should serve as a frame of reference for more effectively understanding your own feelings and thoughts about death, dying and loss. Remember that many of our clients

will be struggling with these same questions as they cope with death and loss issues.

FORMAT

This reflection paper should be typewritten and double-spaced, and accompanied by a cover page. References or footnotes are not required since this is not considered a theoretical paper. Length of paper may vary depending on written responses of the student.

EVALUATION

This reflection paper is worth 10% of your total grade. Your grade will be based on the clarity of the expression of your thoughts and feelings and the meaningfulness of the content as it relates to the subject, as well as the ability to fully explore all areas as requested.

ASSIGNMENT: ISSUE PAPER

OBJECTIVE

The objective of this assignment is to assist students in gaining further knowledge about key issues which relate to grief and bereavement. The issue paper and intervention guideline assignment are connected in terms of chosen topic area.

AREA OF FOCUS

Students will have the responsibility for first, selecting a topic area that relates to grief and loss and seeking approval by the Professor. Students will then undertake comprehensive research of the literature about this issue, and will develop a meaningful yet concise discussion about its relevance to the arena of grief and bereavement and its implication for social work practice. There are a broad range of topics students may choose from as long as they relate to issues of grief and loss. Students are highly encouraged to select topics that are well documented in the literature and that are supported by research in the field.

FORMAT

The issue will be explored in a short theoretical paper ranging from a minimum of 9 pages to a maximum of 12 pages, typed, and double spaced, accompanied by a cover page and references. Specific areas to be addressed include--

- A Statement of the Issue
- Review of the Literature
- Discussion of Relevance to Grief and Loss
- Implications for Social Work Practice

A minimum of **ten** professional citations and references about the issue are required. References must be books or journal articles and no more than two reputable internet resources. Paper must follow APA guidelines.

EVALUATION

The issue paper is worth 25% of the total grade. Grade will be based on student's ability to fully address the required four required areas of the paper.

BIBLIOGRAPHY

*Album, M. (1997). Tuesdays with Morrie: An old man, a young man, and life=s greatest lesson. New York: Doubleday.

Alexy W. D. (1982). Dimensions of psychological counseling that facilitate the growing process of bereaved parents. Journal of Counseling Psychology, 29, 498-507.

Anderson, G., Gurdin, P., & Thomas A. (1989) Dual disenfranchisement foster parenting children with AIDS. In K. Doka (Ed.), Disenfranchised grief: recognizing hidden sorrow. Lexington, MA: Lexington Publishers.

*Babcock, E. N. (1997). When life becomes precious: A guide for loved ones and friends of cancer patients. New York: Bantam Books.

Bailey, B. J. & Gregg, C. H. (1986). Grief, pathological grief, and rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 17,19-23.

Bankoff, E. A. (1983). Social support and adaptation to widowhood. Journal of Marriage and Family, 45, 827-839.

Bengesser, G. (1988). Postvention for bereaved family members: Some therapeutic possibilities. Crisis, 9, 45-48.

Bernard, J. S. & Schneider, M. (1996). The true work of dying: A practical and compassionate guide to easing the dying process. New York: Avon Books.

Bolton, I. (1984). Families coping with suicide. Family Therapy Collections, 8, 35-47.

*Bolton, I. & Mitchell, C. (1983). My son my son: A guide to healing after a suicide in the family. Atlanta, Georgia: Bolton Press.

Bowlby, J. (1963). Pathological mourning and childhood mourning. Journal of the American Psychoanalytic Association, 11, 500-541.

Bowlby, J. (1969). Attachment and loss: Attachment. Vol. I. New York: Basic.

Bowlby, J. (1975). Attachment and loss: Loss. Vol. II. Harmondsworth: Penguin.

Bowlby, J. (1980). Attachment and loss: Loss, sadness, and depression. Vol. III. New York: Basic Books.

Briscoe, C. W., & Smith, J. B. (1975). Depression in bereavement and divorce. Archives of General Psychiatry, 32, 439-443.

*Brown, L. K. & Brown, M. (1996). When dinosaurs die: A guide to understanding death. New York: Little, Brown & Co.

Brubaker, E. (1985). Older parents' reactions to the death of adult children: Implications for practice. Journal of Gerontological Social Work, 9, 35-48.

Burnell, G. M., & Burnell, A. L. (1986). The compassionate friends: A support group for bereaved parents. Journal of Family Practice, 22, 295-296.

*Buscaglia, L. (1982). The fall of Freddie the leaf. New York: Henry Holt & Company.

Cain, A. C. (Ed.) (1972). Survivors of suicide. Springfield, Illinois: Thomas Publishing Company.

- Callahan, M. & Kelley, P. (1997). Final gifts: Understanding the special awareness, needs, and communications of the dying. New York: Bantam Books.
- Conway, P. (1988). Losses and grief in old age. Social Casework, 69, 541-549.
- Corr, C. A. & Balk, D. E. (Eds.). (1996). Handbook of adolescent death and bereavement. New York: Springer.
- Davidson, J. & Doka, K. (Eds.). (1999). Living with grief: At work, at school, at worship. Washington, DC: Hospice Foundation of America.
- Deutsch, H. (1985). Grief counseling with the mentally retarded clients. Psychiatric Aspects of Mental Retardation Reviews, 4, 17-20.
- Doka, K. (Ed.). (1989). Disenfranchised grief: recognizing hidden sorrow. Lexington, MA: Lexington Publishers.
- Doka, K. (Ed.) (1996). Living with grief after sudden loss. Washington, DC: Hospice Foundation of America.
- Doka, K. (Ed.). (1997). Living with grief when illness is prolonged. Washington, DC: Hospice Foundation of America.
- Doka, K. & Davidson, J. (Eds.). (1998). Living with grief: Who we are, how we grieve. Washington, DC: Hospice Foundation of America.
- Figley, C. R. (1995). Compassion Fatigue. New York: Brunner-Mazel.
- *Fitzgerald, H. (1992). The grieving child: A parent=s guide. New York: Simon & Schuster.
- Gelcer, E. (1983). Mourning is a family affair. Family Process, 22, 501-516.
- Gelcer, E. (1986). Dealing with loss in the family context. Journal of Family Issues, 7, 315-335.
- Getzel, G.S., & Masters, R. (1984). Serving families who survive homicide victims. Journal of Contemporary Social Work, 65, 138-144.
- *Gootman, M. (1994). When a friend dies: A book for teens about grieving and healing. Minneapolis, MN: Free Spirit Press.
- Gray, R. E. (1988). The role of school counselors with bereaved teenagers. School Counselor, 35, 185-192.
- *Grollman, E. (Ed.). (1974). Concerning death: A practical guide for the living. Boston: Beacon Press.
- *Grollman, E. (1981). What helped me when my loved one died. Boston: Beacon Press.
- *Grollman, E. (1987). Time remembered: A journal for survivors. Boston: Beacon Press.
- *Grollman, E. (1990). Talking about death: A dialogue between parent and child. Boston: Beacon Press.
- *Grollman, E. (Ed.) (1995). Bereaved children and teens: A support guide for parents and professionals. Boston: Beacon Press.
- *Grollman, E. & Kosik, K. S. (1996). When someone you love has Alzheimers. Boston: Beacon Press.
- Harper, E. (1990). Seven choices: Taking the steps to new life after losing someone you love.
- *Hewett, J. H. (1980). After suicide. Philadelphia: Westminster Press.
- *Hickman, M. W. (1994). Healing after loss: Daily meditations for working through grief. New York: Avon Books.
- *Huntley, T. (1991). Helping children grieve: When someone they love dies. Minneapolis, MN: Augsburg Fortress.
- Irish, D. P., Lundquist, K. F., & Nelsen, V. J. (1993). Ethnic variations in dying, death, and

grief: Diversity in Universality. Washington, DC: Taylor & Francis Publishing.

Janoff-Bulman, R. (1992). Shattered assumptions: Towards a new psychology of trauma. New York: Free Press.

Kalish, R. A. (1985). Death, grief, and caring relationships. (2nd ed). Monterey, CA: Brooks/Cole Publishing Co.

Klicker, R. L. (1990). A student dies, a school mourns: Are you prepared? Buffalo, NY: Thanos Institute.

Klingman, A. (1985). Responding to a bereaved classmate: Comparison of two strategies for death education in the classroom. Death Studies, 9, 449-454.

Kubler-Ross, E. (1969). On death and dying. New York: Macmillan Publishing Company.

Kubler-Ross, E. (1975). The final stage of growth. Englewood Cliffs, New Jersey: Prentice-Hall.

Kubler-Ross, E. (1978). To live until we say good-bye. Englewood Cliffs, New Jersey: Prentice-Hall.

*Kushner, H. (1981). When bad things happen to good people. New York: Avon Books.

Larson, D. G. (1993). The helper's journey: Working with people facing grief, loss, and life-threatening illness. Champaign, Illinois: Research Press.

Lehman, D. R., Wortman, C. B., & Williams, A. F. (1987). Long-term effects of losing a spouse or child in a motor vehicle crash. Journal of Personality and Social Psychology, 52, 218-231.

Lukas, C. & Seiden, H. (1987). Silent grief. New York: Macmillan Publishing Company.

Macgregor, P. (1994). Grief: The unrecognized parental response to mental illness in a child. Social Work, 39, (2).

Mahan, C. K., et al. (1983). Bibliotherapy: A tool to help parents mourn their infant's death. Health & Social Work, 8, 126-132.

Malmquist, C. P. (1986). Children who witness parental murder: Post traumatic aspects. Journal of the American Academy of Child Psychiatry, 25, 320-325.

Martin, J. L. (1988). Psychological consequences of AIDS-related bereavement among gay men. Journal of Consulting and Clinical Psychology, 56, 856-862.

Masterman, S. H., & Reams, R. (1988). Support groups for bereaved preschool and school-age children. American Journal of Orthopsychiatry, 58, 562-570.

Miller, K., Moore, N., & Lexius, C. (1985). A group for families of homicide victims: An evaluation. Social Casework, 66, 432-436.

Morris, S., Young, P. A., & Williams, M. (1993). Understanding death and grief for children three and younger. Social Work, 38, (6).

*Myers, E. (1988). When parents die: A guide for adults. New York: Penguin Books.

Parkes, C. M., Laungani, P., & Young, B. (Eds.). (1997). Death and bereavement across cultures. New York: Routledge Publishing.

Rando, T. A. (1985). Bereaved parents: Particular difficulties, unique factors, and treatment issues. Social Work, 30, 19-23.

Rando, T. A. (1984). Grief, dying, and death: clinical interventions for caregivers. Illinois: Research Press Company.

Rando, T. A. (1988). Grieving: How to go on living when someone you love dies. Lexington, MA: Lexington Publishers.

Rando, T. A. (Ed.) (1986). Loss and anticipatory grief. Toronto: Lexington Publishers.

- Rando, T. A. (1986). Parental loss of a child. Illinois: Research Press.
- Rando, T. A. (1993). Treatment of complicated mourning. Illinois: Research Company.
- Rosen, H. (1986). Unspoken grief: Coping with childhood sibling loss. Lexington, MA: Lexington Books.
- *Sanford, D. (1985). It must hurt a lot. Portland: Multnomah Press.
- Scully, E. J. (1985). Men and grieving. Psychotherapy Patient, 2, 95-100.
- Shapiro, E. R. (1994). Grief as a family process. A developmental approach to clinical practice. New York: New York: Guilford Press.
- Shuchter, S. R. (1986). Dimensions of grief: Adjusting to the death of a spouse. San Francisco: Josey-Bass.
- *Smolin, A. & Guinan, J. (1993). Healing after the suicide of a loved one. New York: Simon & Schuster.
- Soricelli, B. A., & Utech, C. L. (1985). Mourning the death of a child: The family and group process. Social Work, 30, 429-434.
- *Tatelbaum, J. (1980). The courage to grieve. New York: Harper & Row.
- *Tatelbaum, J. (1989). You don't have to suffer: A handbook for moving beyond life's crises. New York: Harper & Row.
- *Viorst, J. (1986). Necessary losses. New York: Fawcett Gold Medal.
- Webb, N. (Ed.). (1993). Helping bereaved children: A handbook for practitioners. New York: Guilford Press.
- Weinbach, R. W. (1989). Sudden death and secret survivors: Helping those who grieve alone. Social Work, 34, 57-60.
- *Westberg, G. (1971). Good grief. Philadelphia: Fortress Press.
- Wolfelt, A. (1990). Helping children cope with grief. Muncie, IN: Accelerated Development, Inc.
- Wolfelt, A. (2006). Companioning the bereaved. Fort Collins, CO: Companion Press.
- Worden, J. W. (2002). Grief, counseling and grief therapy. (3rd ed.). New York: Springer Publishing Company.
- Worden, J. W. (1991). Grieving a loss from AIDS. The Hospice Journal, 7, 143-150.
- Worden, J. W. (1996). Children and grief: When a parent dies. New York: Guilford Press.

*Practical and helpful books for adults/children

SOWK 4204 " Social Work and Aging " Behnam Behnia. Winter 2015 Courses. SOWK 2502 " Introduction to Statistical Analysis for Social Work " Adje Van de Sande. SOWK 3200 " Social Work Practice with Communities and Organizations " Brianna Strumm. SOWK 4103 " Practice and Policy in Immigration, Beth Martin. SOWK 4210 " Child Protection " Yvonne Gomez. Fall 2014 Courses. SOWK 2100 " Political Economy of Social Welfare " Susan Braedley. SOWK 2501 " Research Methods in Social Work " Adje Van de Sande. How It Works. Specify Your Task, Choose A Writer, Collaborate, Meet Your Deadline. TOP Writers. GCSE coursework is a common type of academic writing, which is assigned to students in the course of study and usually aims to assess their knowledge and determine the final grade. The intro of such paper is the first paragraph that explains the central questions, goals, and objectives of the whole work, contains a thesis, and shows the relevance of the selected topic. What Common Mistakes To Avoid? How to write an introduction to coursework? This question is typical for many students, but not everyone finds the right answer to it, which leads to numerous mistakes and issues in the course of c