University of Wisconsin-La Crosse Presents
INTERNATIONAL
Death, Grief and Bereavement
Conference 2018

Resilience: Helping ourselves and those we serve
to become more resilient

June 4–6, 2018 | La Crosse, Wis.

Pre-conference Workshop: June 3, 2018

www.uwlax.edu/conted/dgb
OPTIONAL EVENTS:

Sunday, Monday and Tuesday | End of Day
Mindfulness with Andrew Vitale
Student Union—Outdoor Fire Pit

Sunday, June 3: $25, La Crosse Queen Mississippi River Cruise, 4:30–6:30 p.m., bus departs at 4:05 p.m.

Monday, June 4: Newbie Gathering, 2:30–3 p.m.
Student Union—Cliffwood 2120

Tuesday, June 5: FREE, Documentary showing and discussion, 4:15–5:45 p.m.
Student Union—Room 0120, The Theater
Screening of: Transforming Loss—A Healing Process

SAVE THE DATE:

University of Wisconsin-La Crosse Presents
INTERNATIONAL
Death, Grief and Bereavement
Conference 2019

Hospice and the Arts:
Coping with Dying and Grief

June 3–5, 2019
Pre-conference Workshop:
June 2, 2019

INTERESTED IN PRESENTING?
See page 17 for our Call for Proposals information.

DON’T FORGET ABOUT EXHIBITING!
Does it make sense for your organization to be represented at this conference? Bring the information along next year to exhibit and share the wealth of knowledge.

www.uwlax.edu/conted/dgb
1.866.895.9233 | conted@uwlax.edu
### PRE-CONFERENCE WORKSHOP

**SUNDAY, JUNE 3, 2018**

All session are held in the Student Union

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30–8:30 a.m.</td>
<td>Registration &amp; Continental Breakfast</td>
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<tr>
<td></td>
<td>Grandad 2130</td>
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<tr>
<td>8:30–10 a.m.</td>
<td>Pre-conference Workshop–Part I</td>
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<tr>
<td></td>
<td>Room 3310</td>
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<td></td>
<td>“Funeral? Who’s Got Time for a Funeral?” Memorialization in a Busy, Ritual “Lite” Multicultural Society</td>
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<td></td>
<td>— Harold Ivan Smith, D.Min, FT®, Bereavement Specialist, Saint Luke’s Hospital, Kansas City, MO</td>
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<tr>
<td>10–10:15 a.m.</td>
<td>Break</td>
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<td>2120 Cliffwood</td>
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<tr>
<td>10:15–11:45 a.m.</td>
<td>Pre-conference Workshop–Part II</td>
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<td>Room 3310</td>
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<td>“Funeral? Who’s Got Time for a Funeral?” Memorialization in a Busy, Ritual “Lite” Multicultural Society</td>
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<tr>
<td>11:45 a.m.–12:45 p.m.</td>
<td>Lunch</td>
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<td>Grandad 2130</td>
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<tr>
<td>11:45 a.m.–4 p.m.</td>
<td>Bookstore</td>
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<td>Hosted by Centering Corporation</td>
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<tr>
<td>12:45–2:15 p.m.</td>
<td>Pre-conference Workshop–Part III</td>
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<td>Room 3310</td>
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<td>“Funeral? Who’s Got Time for a Funeral?” Memorialization in a Busy, Ritual “Lite” Multicultural Society</td>
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<tr>
<td>2:15–2:30 p.m.</td>
<td>Break</td>
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<td>2120 Cliffwood</td>
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<td>2:30–4 p.m.</td>
<td>Pre-conference Workshop–Part IV</td>
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<td>Room 3310</td>
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<td>“Funeral? Who’s Got Time for a Funeral?” Memorialization in a Busy, Ritual “Lite” Multicultural Society</td>
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<tr>
<td>4–4:15 p.m.</td>
<td>Mindfulness with Andrew Vitale</td>
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<td>Student Union—Outdoor Fire Pit</td>
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<td>Northern Illinois Hospice</td>
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<tr>
<td>4:30–6 p.m.</td>
<td>Optional Evening Event:</td>
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<td>La Crosse Queen Cruise (bus departs at 4:05 p.m., $25 fee for cruise)</td>
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<td>Riverside Park</td>
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### MONDAY, JUNE 4, 2018

All session are held in the Student Union

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30–8:30 a.m.</td>
<td>Registration and Breakfast</td>
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<td>2130 Grandad</td>
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<tr>
<td>8:30–8:45 a.m.</td>
<td>Welcome &amp; Announcements</td>
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<td>2130 Grandad</td>
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<tr>
<td>8:45–10:15 a.m.</td>
<td>Keynote Session</td>
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<td>2130 Grandad</td>
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<td></td>
<td>Hope North Uganda: A New Paradigm for Resilience in the Face of Unspeakable Trauma</td>
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<td></td>
<td>— Janet S. McCord, Ph.D., FT®</td>
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<tr>
<td>10:15–10:45 a.m.</td>
<td>Break &amp; Posters</td>
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<td>2120 Cliffwood</td>
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<td></td>
<td>The Other Side of the Stethoscope</td>
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<td></td>
<td>— Jessica Dale, R.N., M.S.N., C.C., BSHCM</td>
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<td>Grieving Caregivers Who Break “The Rules”</td>
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<td>— Jill Johnson–Young, LCSW</td>
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<td>Understanding Childhood Regrief Phenomenon</td>
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<td>— Matthew Nurczyk, M.S.</td>
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<td>Resilience Art: A Grief Coloring Book Using Ritual and Music to Help You Grow</td>
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<td>— Elaine Voci, Ph.D.</td>
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<tr>
<td>10:45–Noon</td>
<td>Concurrent Sessions</td>
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<td>YIKES! Surviving Personal and Work Related Grief in Our Fast Paced, Hi–tech, Microwave World</td>
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<td></td>
<td>— Susan A. Adams, Ph.D., LPC–S, NCC</td>
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<td></td>
<td>Young Onset Dementia: Subjective Experiences of Coping With Loss and Grief</td>
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<td>— Erica G. Srinivasan, Ph.D.</td>
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<td>Gold Stone: A Narrative Group Approach to Trauma Recovery Room</td>
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<td>— W. Dave Lane, Ph.D.; Donna Lane, Ph.D.; Ralph Menard, M.S., APC</td>
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<tr>
<td>Noon–1 p.m.</td>
<td>Lunch</td>
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<td>2130 Grandad</td>
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<td>1–2:30 p.m.</td>
<td>Keynote Session</td>
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<td>2130 Grandad</td>
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<td>Posttraumatic Growth Following Loss</td>
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<td>— Christopher G. Davis, Ph.D.</td>
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<td>2:30–3 p.m.</td>
<td>Break &amp; Newbie Gathering</td>
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<td>2120 Cliffwood</td>
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<td>3–4:15 p.m.</td>
<td>Concurrent Sessions</td>
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<td>When Employees Die—Caring for Staff</td>
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<td>— C. Jan Borgman, M.S.W., LISW–S, FT®</td>
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<td>Narratives and Grief</td>
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<td>— Jane Williams, Ph.D.</td>
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<td>Understanding &amp; Responding to Caregiver Grief</td>
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<td>— Lauren Zeefe, M.Ed., LPC, CT</td>
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<tr>
<td>4:15–4:45 p.m.</td>
<td>Mindfulness with Andrew Vitale</td>
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<td>Student Union—Outdoor Fire Pit</td>
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<td>Northern Illinois Hospice</td>
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2018 International Death, Grief and Bereavement Conference
Resilience: Helping ourselves and those we serve to become more resilient

**Tuesday, June 5, 2018**
All session are held in the Student Union

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30–8:30 a.m.</td>
<td>Registration and Breakfast</td>
<td>2130 Grandad</td>
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<tr>
<td>8:30–8:45 a.m.</td>
<td>Welcome &amp; Announcements</td>
<td>2130 Grandad</td>
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<tr>
<td>8:45–10:15 a.m.</td>
<td>Keynote Session</td>
<td>2130 Grandad</td>
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<td></td>
<td>When Loved Ones Die or Disappear: Resilience vs. Closure</td>
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<td>— Pauline Elsbeth Boss, Ph.D.</td>
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<tr>
<td>10:15–10:45 a.m.</td>
<td>Break &amp; Posters</td>
<td>2120 Cliffwood</td>
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<td>Losing a Partner: Do Continuing Bonds Bring Solace or Sorrow?</td>
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<td>— Kristine Florczak, Ph.D., R.N.</td>
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<td>Male vs. Female Grief—When Jack and Jill Collide</td>
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<td>— R. Glenn Kelly</td>
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<td>Beating Stress With Humor—Self Care in a Chaotic World</td>
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<td>— Debi Traeder</td>
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<td>Broken Home, Broken Back, Broken Brain, Broken Heart: A Personal Story of Resilience and Overcoming the Brokeness</td>
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<td>— Arvie Bennett, Jr.</td>
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<tr>
<td>10:45–Noon</td>
<td>Concurrent Sessions</td>
<td>Room 3130</td>
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<td>To Soothe a Savage Breast: Music as a Tool in Resilience</td>
<td>Room 3130</td>
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<td>— Rick Forest, D.Min., FT®</td>
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<td>Permission to Rest on Your Laurel’s: Cultivating Resilience Throughout the Caregiving Continuum</td>
<td>Room 3310</td>
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<td>— Laurel Hilliker, Ph.D.</td>
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<td>Pre-death Grief Among Caregivers of Partners with Young Onset Dementia</td>
<td>Room 3314</td>
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<td></td>
<td>— Karie Ruekert Kobiske, M.S.N., R.N., Ph.D.-C</td>
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<tr>
<td>Noon–1 p.m.</td>
<td>Lunch</td>
<td>2130 Grandad</td>
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<td>1–2:30 p.m.</td>
<td>Keynote Session</td>
<td>2130 Grandad</td>
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<td>Emotional Resilience and the Death Doula</td>
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<td>— Jackie Yaeger, M.D.</td>
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<tr>
<td>2:30–2:45 p.m.</td>
<td>Break</td>
<td>2120 Cliffwood</td>
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<th>Time</th>
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<tr>
<td>2:45–4 p.m.</td>
<td>Concurrent Sessions</td>
<td>Room 3310</td>
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<td>Navigating Grief in Liminal Spaces: Ambiguous Loss and Chronic Sorrow</td>
<td>Room 3310</td>
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<td>— Darcy L. Harris, R.N., R.S.W., Ph.D., FT®</td>
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<td></td>
<td>The Needs and Challenges of Alzheimer’s Caregivers and their Prolonged Grief</td>
<td>Room 3314</td>
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<td>— Connie Mitchell</td>
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<tr>
<td>4–4:15 p.m.</td>
<td>Mindfulness with Andrew Vitale</td>
<td>Student Union—Outdoor Fire Pit</td>
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<td>Northern Illinois Hospice</td>
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<tr>
<td>4:15–5:45 p.m.</td>
<td>Film</td>
<td>Theater 0120</td>
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<td>“Transforming Loss—A Healing Process”</td>
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<td>— Judith Burdick, M.A., LLP</td>
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**Wednesday, June 6, 2018**
All session are held in the Student Union

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30–9 a.m.</td>
<td>Registration and Continental Breakfast</td>
<td>2120 Cliffwood</td>
</tr>
<tr>
<td>8 a.m.–12:30 p.m.</td>
<td>Bookstore &amp; Exhibitors</td>
<td>2120 Cliffwood</td>
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<td>Hosted by Centering Corporation</td>
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<tr>
<td>8–8:45 a.m.</td>
<td>Memorial Service</td>
<td>2130 Grandad</td>
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<tr>
<td>8:45–9 a.m.</td>
<td>Welcome &amp; Announcements</td>
<td>2130 Grandad</td>
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<tr>
<td>9–10:30 a.m.</td>
<td>Concurrent Sessions</td>
<td>Room 3310</td>
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<td>My Cup Runs Over—Adjusting the Size of Your Glass</td>
<td>Room 3134</td>
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<td>— Amy Kitzembel, M. Ed., CSW, FT®</td>
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<td>Flourishing Until You Say Goodbye!</td>
<td>Room 3130</td>
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<td>— Karin Krause, R.N., B.S.N.</td>
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<td>Promoting Resilience: An Existentialist Perspective</td>
<td>Room 3310</td>
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<td>— Neil Thompson, Ph.D., D.Litt.</td>
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<tr>
<td>10:30–10:45 a.m.</td>
<td>Break</td>
<td>2120 Cliffwood</td>
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<tr>
<td>10:45 a.m.–12:15 p.m.</td>
<td>Keynote Session</td>
<td>2130 Grandad</td>
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<td>Freedom to Grieve</td>
<td>2130 Grandad</td>
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<td>— Nancy S. Berns, Ph.D.</td>
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<tr>
<td>12:15–12:30 p.m.</td>
<td>Closing Ceremony</td>
<td>2130 Grandad</td>
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General Information

Parking:
You must purchase a parking pass to park in campus parking lots at:
Parking and Transportation Services
605 17th Street North
La Crosse, WI 54601
608.785.8061

• Any parking tickets issued are your responsibility.
• For campus maps and directions, visit:
  www.uwlaex.edu/map

2018 International Death, Grief and Bereavement Conference
Resilience: Helping ourselves and those we serve to become more resilient

A Special Thank You to Our Sponsors/Exhibitors:

SPONSORS: Centering Corporation
            UW-La Crosse Psychology Department
            Grief Support Center

Exhibitors: American Foundation for Suicide Prevention
            Green Lime Arts
            UW-Madison Continuing Studies Grief Support Specialist Certificate
            Voices of Grief
            Marion University Thanatology

A Special Thank You to Our Bookstore:
Centering Corporation, PO Box 4600, Omaha, NE 68104, 402.553.1200

Shuttle/Taxi Transportation:
Taxi Service
• Bee Cab, Inc: 608.784.4233
• CTS Taxi: 608.784.7700

Hotel Shuttle Service:
• Radisson Hotel provides a shuttle to and from the airport.
  Please contact 608.784.6680 to make arrangements.
PRE-CONFERENCE WORKSHOP
SUNDAY, JUNE 4, 2018
All session are held in the Student Union

7:30–8:30 a.m.  Registration & Continental Breakfast
                Grandad 2130

8:30–10 a.m.   Pre-conference Workshop–Part I Room 3310
                “Funeral? Who’s Got Time for a Funeral?”
                Memorialization in a Busy, Ritual “Lite”
                Multicultural Society
                — Harold Ivan Smith, D.Min, FT,® Bereavement Specialist, Saint Luke’s Hospital,
                Kansas City, MO

10–10:15 a.m.  Break | 2120 Cliffwood

10:15–11:45 a.m. Pre-conference Workshop–Part II Room 3310
                “Funeral? Who’s Got Time for a Funeral?”
                Memorialization in a Busy, Ritual “Lite”
                Multicultural Society

11:45 a.m.—12:45 p.m. Lunch | Grandad 2130

11:45 a.m.—4 p.m.  Bookstore | 2120 Cliffwood
                Hosted by Centering Corporation

12:45–2:15 p.m.  Pre-conference Workshop–Part III Room 3310
                “Funeral? Who’s Got Time for a Funeral?”
                Memorialization in a Busy, Ritual “Lite”
                Multicultural Society

2:15–2:30 p.m.  Break | 2120 Cliffwood

2:30–4 p.m.  Pre-conference Workshop–Part IV Room 3310
                “Funeral? Who’s Got Time for a Funeral?”
                Memorialization in a Busy, Ritual “Lite”
                Multicultural Society

4–4:15 p.m.  Mindfulness with Andrew Vitale
                Student Union—Outdoor Fire Pit
                Northern Illinois Hospice

4:30–6 p.m.  Optional Evening Event:
                La Crosse Queen Cruise (bus departs at 4:05 p.m., $25 fee for cruise)
                Riverside Park

“Funeral? Who’s Got Time for a Funeral?” Memorialization in a Busy, Ritual “Lite”
Multicultural Society

Once upon a time the question was, “When is the funeral?” Now, increasingly, the question is, “Will there be a funeral?” and “What kind of ritual?” A convergence of factors is challenging memorialization: economics, families spread across the nation or the globe; fragmentation of families; decline in active participation in religious communities; the spiraling growth of cremation; and the impact of immigration. Some find meaning in tradition—this is the way when we don’t know what to say or to do—others prefer “I did it my way” rituals. Growing numbers chose “lite” or no memorialization. Given familial dysfunction, memorialization can derail or distract from grief work, through a ritual insult, ritual wound, or ritual abuse. Increasingly, ritual aftermath or backlash derails the integration of the loss. Ritual is everyone’s issue today.

LEARNING OBJECTIVES FOR PARTS I & II:
• DESCRIBE the role of ritual in history
• IDENTIFY the cultural non-negotiables
• DEFINE the link between ritual and “pause”

LEARNING OBJECTIVES FOR PARTS III & IV:
• DISTINGUISH between ritual wound, ritual insult and ritual abuse
• DISCUSS how multicultural shapes and influences end of life and death rituals
• DISCUSS the emerging innovative rituals which are part of the “celebration of life” services and alternative rituals

APA: 6 CE Credits, NBCC: 6 CE Hours, UW-EX CEU: .6
(You must attend the morning and afternoon session in order to receive credit)
MONDAY, JUNE 5, 2018
All session are held in the Student Union

7:30–8:30 a.m.  Registration and Breakfast | 2130 Grandad
8:30–8:45 a.m. Welcome & Announcements | 2130 Grandad
8:45–10:15 a.m. Keynote Session | 2130 Grandad

Hope North Uganda: A New Paradigm for Resilience in the Face of Unspeakable Trauma
— Janet S. McCord, Ph.D., FT®, Associate Professor of Thanatology, Marian University, Fond du Lac, WI

In Uganda, children were used as soldiers by the Uganda National Liberation Army/National Resistance Army (1981-1986) in which more than 3,000 children were abducted. Hope North Uganda, an accredited secondary and technical school, was established to provide an education as well as healing space for formerly abducted children. This presentation will examine the approach of Hope North School and the WPDI programs with an eye to the stories of survival, healing, and growth—and the growing inner confidence that comes from being valued as human beings—that are positively impacting the youth and the region. Keys to resilience in the face of unspeakable loss—such as hope, forgiveness, and acceptance—will be examined. Although the illustrative content is drawn from Ugandan experience, these keys to resilience are transferable across cultures and settings.

LEARNING OBJECTIVES:
• Describe culture and relationships and their role in building and sustaining resilience after unspeakable trauma
• Discuss the positive impact of culture, education and the arts for traumatized youth
• Identify keys to resilience in the face of unspeakable loss

APA: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU: .15

10:15–10:45 a.m. Break & Posters | 2120 Cliffwood

The Other Side of the Stethoscope
— Jessica Dale, R.N., M.S.N., C.C., BSHCM, Complex Medical Conditions Case Manager, Optum, Lisle, IL

This is the story of my journey as a mother with a child diagnosed with a life threatening brain tumor. Our journey through illness, grief, fear, and hope has redefined my practice as a nurse. Far too often families are not prepared for what their diagnosis brings caregivers, in particular parents, are tasked with being fearless care drivers down an unknown road. My daughter survived, but the grief and trauma is lifelong. Survivor guilt, PTSD, and the trauma of lifelong MRIs checking for tumor regrowth, reopens a poorly healing wound.

Grieving Caregivers Who Break “The Rules”
— Jill Johnson–Young, LCSW, Clinical Therapist Owner, Riverside, CA

This session is about griever who break the rules, and resetting our beliefs about grief to a less traditional model to make room for caregivers who need to do grief their way, with your support. It will include how to reach those griever more effectively, and what they may need that you are not expecting. It will also include examples of what to say, and what not to say to a grieving caregiver.

Understanding Childhood Regrief Phenomenon
— Matthew Nurczyk, M.S., Transportation Security Officer, Green Bay, WI

Children grieve differently from adults. One major difference is that children grieve over time in a process called Childhood Regrief Phenomenon (CRP). In CRP the child revisits or re–grieves a death many times throughout their life. CRP is governed by two factors, cognitive development and the desire to maintain a continuing bond with the deceased. This poster will help the viewer to understand CRP and the roles played by cognitive development and continuing bonds. Further, the poster will explain how CRP leads to a lifelong normative grief response. Finally the poster will help identify strategies to mitigate the effects of CRP such as recognizing and validating grief episodes, identifying events that may trigger grief reactions, and helping foster resilience during periods when the child is not actively grieving.

Resilience Art: A Grief Coloring Book Using Ritual and Music to Help You Grow
— Elaine Voci, Ph.D., Sole Proprietor, Carmel, IN

Among the practices of resilient people is the use of art, music and rituals for healing. In this session, I will introduce a grief coloring book and take participants through an experience of using coloring with pre-selected music and a simple ritual that helps our natural resilience emerge. Shared storytelling will help enhance the experiential learning process of this session as “nutrition" for the soul, while our discussion of music and art to strengthen resilience will round out the group discussion.

Continued on next page
2018 International Death, Grief and Bereavement Conference
Resilience: Helping ourselves and those we serve to become more resilient

Continued from previous page

10:45–Noon  Concurrent Sessions

YIKES! Surviving Personal and Work Related Grief in Our Fast Paced, Hi–tech, Microwave World | Room 3310
— Susan A. Adams, Ph.D., LPC–S, NCC, Texas A&M University, Texarkana, TX
In this presentation, resilience will be explored to learn strategies that can be used to help people cope and attain new life skills. Theories will provide definitions and explanations. Field experience and research will offer practical tips to help build a support of strong resilience to help the grieving find a new life. Examples of working with grieving clients in a mental health private practice and the techniques used to help the clients will be provided. Self-care or wellness tips will be investigated and shared.

LEARNING OBJECTIVES:
• Discuss the grief language and definition of terms that are frequently used
• Investigate theories, field research, and working examples that can be used to understand the grieving and/or trauma journey
• Demonstrate practical tips to help build self-care techniques

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

Young Onset Dementia: Subjective Experiences of Coping With Loss and Grief | Room 3130
— Erica G. Srinivasan, Ph.D., Director, Center for Death & Grief Education, Assistant Professor, UW-La Crosse, La Crosse, WI
Currently, 200,000 people in the United States are living with young-onset dementia, and it is likely that this number is higher, as it is difficult to reach a diagnosis (Alzheimer’s Association, 2017). The symptoms and progression of young-onset dementia are similar to the more commonly diagnosed later onset Alzheimer’s disease, but people with young-onset dementia face unique losses and challenges due to the younger age at which they are experiencing symptoms and receiving dementia diagnoses. Studies on the experiences of people with young-onset dementia have largely focused on insights from caregivers, rather than from the person with dementia. The main studies highlight strategies to cope with memory loss (Alzheimer’s Association; 2016; Johannessen & Moller, 2011). While memory loss is a major characteristic of living with young-onset dementia, people with young-onset dementia are also navigating other losses (such as loss of future hopes and dreams, loss of independence and changing relationships) and continuously coping with grief. Loss experiences may also be impacted by stigma (Alzheimer’s Association, 2016; Babowski, 2009; Johannessen & Moller, 2011). Those who experience stigma may feel a sense of disenfranchised grief. Disenfranchised grief is grief that cannot be openly expressed (Doka, 2004) which can leave grievers feeling isolated, further impacting grief. The exploration of loss, disenfranchised grief, and coping resources among people with young-onset dementia are marginal, at best, or completely lacking.

LEARNING OBJECTIVES:
• Demonstrate an understanding of the unique losses that people with young-onset dementia face.
• Identify how stigma impacts grief in people with young-onset dementia and ways to address stigma
• Discuss coping approaches that support continuous adaptation to loss and grief in people with young-onset dementia

UW-EX CEU: .125

Gold Stone: A Narrative Group Approach to Trauma Recovery | Room 3314
— W. Dave Lane, Ph.D.; Donna Lane, Ph.D., Ralph Menard, M.S., APC; Mercer University, Atlanta, GA
This is an experiential review of a 6-week Brief Narrative Group for Trauma Survivors. Trauma, Narrative, and Group Therapy are reviewed and incorporated into an easy-to-use, effective treatment model for survivors of trauma to tell their story, relate to others, and reduce uncomfortable feelings and unhealthy coping.

LEARNING OBJECTIVES:
• Describe long- and short-term effects of trauma
• Discuss the central tenets of Narrative Therapy and Group Therapy
• Utilize Narrative Group Therapy to address the consequences of trauma and loss in the lives of your clients with a goal of preventing the development of long-term trauma-related pathology

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

Noon–1 p.m.  Lunch | 2130 Grandad

1–2:30 p.m.  Keynote Session | 2130 Grandad

Posttraumatic Growth following Loss
— Christopher G. Davis, Ph.D., Professor of Psychology, Carleton University, Ottawa, Canada
I will describe what my own and others’ research indicates about the different pathways and processes that lead to growth, and what implications this growth might have adaptation to loss. Research tends to support a model of growth that features a significant threat to one’s worldview, followed by a process of searching for and finding meaning. However, there may be other pathways to growth and positive change following adversity. I propose a goal-based model of posttraumatic growth based on the notion that loss events often represent significant threats to...
meaningful personal projects and goals. Personal growth and adjustment may emerge from a process of disengaging from previous goals blocked by the loss, and the initiation of new intrinsically meaningful goals. The renegotiation of goals that promise to satisfy one’s fundamental needs for autonomy, competence and relatedness may promote positive identity change and growth.

LEARNING OBJECTIVES:
- Identify some of the distinct processes or pathways involved in growth following loss
- Recognize categories of growth and the implications of such reports of growth
- Develop a growth process in people coping with loss

APA: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU: .15

2:30–3 p.m.  Break & Newbie Gathering | 2120 Cliffwood

3–4:15 p.m.  Concurrent Sessions

When Employees Die—Caring for Staff | Room 3314
— C. Jan Borgman, M.S.W., LISW–S, FT®, Cincinnati Children’s Hospital Medical Center, Cincinnati, OH

We will discuss the basics of how to establish a bereavement program within an organization when an employee dies. The presentation will discuss the development of a process that has worked well within a large organization that in the past did not acknowledge the death of employees. The development of a policy and the notification process will be discussed. The educational process for managers as well as staff and the guidelines for notification will be shared.

LEARNING OBJECTIVES:
- Define the notification process when an employee dies
- Identify components of a basic notification process
- Identify resources that can help support staff and build resiliency

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

Narratives and Grief | Room 3130
— Jane Williams, Ph.D., retired from Wake Forest University Medical School, Winston Salem, NC

In the psychological theory of constructivism, the most important aspect of grief is making meaning out of loss. In this talk, the presenter will discuss how grief narratives, unique stories that help with acceptance of death and accommodation of loss, guide this meaning-making process. Construction of these stories will be portrayed as an active, unconscious activity influenced by both old and new life experiences. The presenter will use examples to show how the initial grief story may fit with the griever’s overall life story and be sufficient to assimilate the loss. Examples will also be given of how the griever’s life story and expectations may not be sufficient for accommodating the loss and require a reconstructed story that evolves over time. The presenter will then illustrate how, in some cases within the grief narrative, individuals experience sudden moments when they have transformative thoughts that alter the story of grief. The presentation will include a reading of a grief narrative that demonstrates how transformative thoughts can alter the course of grief, offering healing and hope. In addition, techniques will be discussed that may spark re-authoring of a narrative. These re-authored stories are relevant to the experience of grief for both professional care providers and non-professional caregivers as they demonstrate the resilience of the human spirit.

LEARNING OBJECTIVES:
- Describe the development of grief narratives and factors that affect their evolution.
- Describe how narratives can be transformative especially with complicated grief.
- List techniques that may assist in the re-authoring of narratives.

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

4:15–4:30 p.m.  Mindfulness with Andrew Vitale
Student Union—Outdoor Fire Pit

Northern Illinois Hospice  Continued on next page
When Loved Ones Die or Disappear: Resilience vs. Closure
— Pauline Elsbeth Boss, Ph.D., Emeritus Professor, Department of Family Social Science, University of Minnesota, St. Paul, MN

Ambiguous loss is loss without closure, and thus grief has no closure. When loved ones go missing in body or mind, when families are uprooted and separated, or when loss makes no sense (suicide, homicide), the lens of ambiguous loss helps therapists and counselors work more effectively with clients and patients whose losses have no clear ending. While lingering grief from ambiguous loss is akin to that of complicated grief, it is a normal reaction to an abnormal type of loss. Traditional grief and PTSD therapies are thus insufficient. With an update on grief research and new directions, Dr. Boss will discuss resiliency-based assessments and interventions, as well as cultural differences regarding the need for closure. Boss's six therapeutic guidelines to increase resiliency for living well despite loss, clear or ambiguous, will center on meaning, mastery, identity, ambivalence, attachment, and new hope.

LEARNING OBJECTIVES:
• Recognize the differences and commonalities between ambiguous loss and death and how each defies closure
• Differentiate between ongoing stress and grief of ambiguous loss versus grief after official death
• Apply (to self or others) the six therapeutic guidelines for living with grief without closure

APA: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU: .15

Losing a Partner: Do Continuing Bonds Bring Solace or Sorrow?
— Kristine Florczak, Ph.D., R.N., Assistant Professor of Nursing, Purdue University Northwest, Hammond, IN

The purpose of this descriptive qualitative study was to bring forth a deeper understanding about maintaining bonds with a deceased spouse and describe the transformative process of losing a partner. The participants told a story of grief that changed over time, struggled with continuing bonds, suffered from loneliness, and desired new intimate relationships. The new knowledge gained about continuing bonds was that individuals wrestle with both holding onto and letting go of connections to their deceased partners which brings either pain or comfort. Conclusions: For those who support individuals who have lost a partner, it must understood that the grief journey is unique and cannot be judged according to a standard based on a stage theory. Furthermore, those who care for the bereaved need to understand that the narrative of grief continually changes and that continuing bonds with the beloved can be part of that narrative which may bring an array of emotions from solace to sorrow.

Male vs. Female Grief—When Jack and Jill Collide
— R. Glenn Kelly, Grief and Bereavement Author, Keynote Speaker, Workshop Presenter, R. Glenn Kelly Publications, Inc., Founder & CEO, Olive Branch, MS

Presentation will focus on the difference in how men and women grieve. Not only will the obvious traits of external versus internal expressions be covered, but also the basis for sex and gender biased emotional behaviorism, which are instilled through one of the longest running debates in psychological discussions: Nature vs Nurture. The presentation will show how both nature AND nurture play a large role in how each gender processes and displays emotions, including those that reside within grief. As a result of this poster session, the attendees will recognize that men do grieve equally as women, however in many different ways. It will also include such areas as the false meme that the loss of a child leads to divorce, when in fact statistics show it does not, how men compartmentalize, and women are more empathetic.

Beating Stress With Humor—Self-Care in a Chaotic World
— Debi Traeder, Northcentral Technical College, Adjunct Faculty, Wausau, WI

Taking care of others, dealing with crises and adverse outcomes on a daily basis can take a toll on any caregiver. Discussion of methods of self-care including debriefing skills, coping skills and stress management that use humor to lighten the load and ease tension before stress becomes a serious condition.
LEARNING OBJECTIVES:
- Recognize the usefulness of music as a therapeutic tool in working with the bereaved
- Describe music’s usefulness as lullaby and lament in processing disturbing emotion
- Identify a form of music that can be used in your own self-care

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

Permission to Rest on Your Laurel’s: Cultivating Resilience Throughout the Caregiving Continuum
Room 3310
— Laurel Hilliker, Ph.D., University of Michigan-Flint, Laurel Burnett, LMHC, Formation Counseling Services

interactive session allows participants to rest on the personal and professional experiences (and lessons learned) of two women who continue to provide support to their aging parents while managing careers in helping professions. The presenters will address caregiver grief both during and post loss and will provide participants with stories of endurance and encouragement. Activities in this session include the development of a Caregiver Toolbox to empower participants in learning new ways to recognize and tap into their strengths. Participants will be asked to identify at least one personal and professional strength–based resiliency that can be shared with the group to inspire ideas for caregiving support. Caregiving often involves: physical energy and strength, emotional investment (sensitivity, compassion, active listening, respect, willingness to hear differing opinions), mental clarity (reviewing options, assessing choices, making decisions), a spiritual journey, impact on one’s social community, identifying and utilizing resources and this is just getting the conversation started! Caregiving is often intense, but, there is a much lighter load when there is support for the Caregiver within a framework of resiliency.

LEARNING OBJECTIVES:
- Discuss the grief associated with caregiving both pre and post loss (and, let’s remember during the life transitions)
- Investigate the need for developing self-awareness moments to center oneself throughout the day (or “in the moment” or “as the hours blur together”)
- Analyze user–friendly strategies (for yourself and others) to reduce stress–filled caregiving and provide empowerment in the moment

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

Continued on next page
2018 International Death, Grief and Bereavement Conference

Resilience: Helping ourselves and those we serve to become more resilient

Continued from previous page

10:45–Noon Concurrent Sessions
Pre-death Grief Among Caregivers of Partners with Young Onset Dementia | Room 3314
   — Karie Ruekert Kobiske, M.S.N., RN, Ph.D.-C, Marquette University, Milwaukee, WI
Over 250,000 people in the United States are diagnosed with young onset dementia (YOD). Caring for a partner diagnosed with YOD involves job loss, financial loss, loss of companionship, personal loss, social loss, relational deprivation, and ambiguous loss. This loss is operationalized as caregiver grief and includes pre-death grief. Caregiver well-being is negatively impacted by pre-death grief as caregiving demands place caregivers at risk for long term mental and physical detrimental health consequences. The aim of this is to synthesize what is known about pre-death grief among caregivers of partners with young onset dementia (YOD) and to highlight any knowledge gaps.

LEARNING OBJECTIVES:
• Discuss pre-death grief challenges faced by caregivers of partners diagnosed with young onset dementia
• Identify key attributes of pre-death grief as related to caregiving for a partner with young onset dementia
• Identify possible implications for practice for pre-death grief in caregivers of partners with young onset dementia

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125

Noon–1 p.m. Lunch | 2130 Grandad

1–2:30 p.m. Keynote Session | 2130 Grandad
Emotional Resilience and the Death Doula
   — Jackie Yaeger, M.D., Palliative Care Physician, Home Visit Doctor, LLC, La Crosse, WI
Dr. Yaeger is a palliative care physician, a death doula and a family caregiver. From these various perspectives, Dr. Yaeger will share her tips for developing emotional resilience. She will discuss emotional resilience in palliative care teams. She will explain how to develop a “Dying Time Care Plan” to increase the emotional resilience of those who are dying. In addition, Dr. Yaeger will discuss “Mindful Dying”, her term for the resiliency building effect of ritual and ceremony at end of life.

Learning Objectives:
• Describe one mindfulness practice which can increase emotional resilience
• Name three domains of a “Dying Time Care Plan”
• Develop a simple honoring ritual that could be implemented at the bedside of a dying person

APA: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU: .15

2:30–2:45 p.m. Break | 2120 Cliffwood

2:45–4 p.m. Concurrent Sessions
Navigating Grief in Liminal Spaces: Ambiguous Loss and Chronic Sorrow | Room 3310
   — Darcy L. Harris, R.N., R.S.W., Ph.D., FT
Grief certainly occurs after the death of someone we love, but it is also manifest in the midst of losses that may not be as obvious or easily described. These are living losses—the loss experiences and the ambiguity that we must learn to live with as we continue with our lives. Some living losses are readily apparent, such as the loss of functionality, loss of roles, or the absence of loved ones through other means than death. Other losses may not be so obvious, such as the loss of our hopes and dreams, our innocence, our beliefs, or our vision of how we thought life should or would be. No matter what the cause, loss, change, and transition shape our lives and who we are. During this session, we will explore the unique grief that results from losses that are nonfinite, ambiguous, and intangible in nature.

LEARNING OBJECTIVES:
• Identify the construct of the assumptive world and how this construct relates to grief.
• Define and describe nonfinite loss, ambiguous loss, tangible/intangible loss, and chronic sorrow.
• Describe the role of attachment behaviors in specific types of non-death loss experiences.
• Explain the unique aspects involved in the professional support of individuals facing living losses.

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125
The Needs and Challenges of Alzheimer’s Caregivers and their Prolonged Grief – Connie Mitchell, Doctoral Student, Mercer University

Alzheimer’s caregivers report a higher burden of care than other caregivers do. They experience high levels of caregiver strain, which results in worse outcomes for the patient. Caregivers are at a greater risk of poor health, psychological and physical illness such as cardiovascular disease, compromised immune system, and possible mortality with the highest levels of stress. Caregiver mental health is often insufficiently addressed resulting in inadequate support from healthcare professionals. Fewer than half of caregivers receive counseling about managing behavioral symptoms or accessing caregiver support. Community resources can help but are often underused. Interventions include training caregivers in managing behavioral symptoms, education programs, support groups, respite care, and advance care planning. Findings indicate the deficits in the healthcare system are less about physician knowledge or ability and more about the current model of primary care does not work. A more comprehensive model is needed for individuals with dementia and their caregivers. An individual care plan addresses all aspects of the disease. Caregiver counseling and anticipatory guidance about the expected progression and complications is crucial. Alzheimer’s can last 3–20 years and is referred to as the long goodbye. Caregiver’s grief is frequently unrecognized by professionals. Research indicates the stronger the attachment the stronger the grief and loss. Changes in the relationship, transitioning to a long-term care facility, and grief after death are considered triple grief. Caregivers experience ambiguous loss when their loved one is physically present but psychologically absent. The caregiver experiences intense prolonged grief, yearning, bitterness, emotional numbness, and shock. Alzheimer’s caregivers often engage in dysfunctional coping such as self-blame, behavioral disengagement, denial, alcohol and drug use. Mental health professionals need to challenge dysfunctional thought patterns of the caregivers by utilizing reframing techniques and should encourage self-care.

LEARNING OBJECTIVES:

• Demonstrate a knowledge of the stages of Alzheimer’s disease
• Identify the many needs of caregivers and gain insight into “the long goodbye”
• Discuss how to empower caregivers through active listening, providing resources, and developing a plan of self-care

APA: 1.25 CE Credits, NBCC: 1.25 CE Hours, UW-EX CEU: .125
Humans of any age and ability level, have a felt need to help. By helping others, individuals experience a meaningful sense of purpose and belonging. Purpose and belonging provide the self-esteem needed to move forward in life and to flourish in death. Karin believes that although often ignored, the felt need to be helpful does not diminish with age or disability. Without a sense of purpose and belonging, life loses its luster and depression is a common result—for all ages.

Flourishing will be defined and the flourishing scale will be presented to evaluate current models of end of life living and care. Hope & A Future’s intergenerational model will be presented and the role of generativity in end of life flourishing will be discussed. Case studies will be presented to illustrate how models of care and the focus of care affect opportunities to flourish. Participants will be encouraged to imagine intergenerational opportunities in their communities and facilities. American’s and much of the developing world has focused on youth and separated generations to a point that many important lessons for living life well are not being taught to younger generations. A case could be made that some lessons can only be taught by experiencing grief and the loss of those we love. Many have said that we do not learn to live well until we learn to die. Extended families are now less likely to live near each other. So how do we bring back the many benefits of intergenerational exchange? We need to reexamine how intergenerational exchange helps young and old flourish. Participants will learn about the model Hope & A Future is creating—an intergenerational model that creates a family of friends. Participants will be encouraged to re-imagine the way we care for one another and how the generations can flourish by again living and dying in true community.

People do not want to exist until they die, they want to flourish until they die and they want to know that their life mattered. Come reexamine what it takes to flourish and how we can affect the next generation in a positive and meaningful way! New ideas may take us back to the future and help us move forward with a new sense of how we can care for one another to the end and move forward with new vigor!

**LEARNING OBJECTIVES:**
- Define flourishing by use of the flourishing scale
- Describe the role of generativity in end of life flourishing in case studies
- Construct ideas for opportunities to enhance end of life generativity and flourishing

**AP A: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU: .15**
Promoting Resilience: An Existentialist Perspective
— Neil Thompson, Ph.D., D.Litt., Avenue Consulting Ltd., Wales, United Kingdom

Existentialist thought raises key questions about human existence and offers important insights into how those questions can be addressed. Resilience can certainly be included in this. How we “bounce back” from adversity will depend on a number of factors. Traditionally, these factors are identified as psychological matters relating largely to individual characteristics. This presentation will argue the case for a more holistic approach that incorporates not only psychological factors, but also sociological and spiritual and existential ones. Existentialism presents human existence in terms of a journey, a process of constant becoming. Adverse circumstances, not least loss, grief, and trauma, can be profoundly disruptive of the sense of continuity needed to sustain our sense of well-being and identity through the process of change (biographical disruption, to use the technical term). Resilience, in existentialist terms, can therefore be understood as the ability to return to our pre-adversity state (“bouncing back”) and, ideally, growing beyond that, using the experience as a developmental opportunity. This is consistent with the thinking behind crisis intervention (capitalizing on the energy generated by a crisis situation), post-traumatic growth (using trauma as a springboard for personal growth and development) and transformational grief (seeking out the positive changes that can often accompany the painful, exhausting and frightening experience of grief). This presentation will offer a clear, non-technical understanding of how existentialist thought can unify these different approaches within a holistic theoretical framework and thereby develop a much fuller understanding of resilience as not just a set of personal characteristics, but as a more complex multidimensional existential phenomenon. Attendees will be invited and encouraged not only to consider the theoretical issues involved, but also, to explore the practice implications.

LEARNING OBJECTIVES:
• Describe the existentialist understanding of resilience as more than a set of personal characteristics
• Explain the links between (i) existentialism and (ii) crisis intervention, post-traumatic growth and transformational grief
• Apply the key concepts discussed to real-life practice situations
APA: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU:.15

10:30–10:45 a.m. Break | 2120 Cliffwood
10:45 a.m.–12:15 p.m. Keynote Session | 2130 Grandad
Freedom to Grieve
— Nancy S. Berns, Ph.D., Professor of Sociology, Drake University, Des Moines, IA
Nancy Berns explores the challenges people face when learning to live with loss in a culture that pushes the idea of “closure.” This talk will explore the barriers that keep us from grieving freely. Berns will explain what we need to know and understand in order to have the freedom to grieve. This research shows how social interactions affect our understanding and experiences with joy and grief. The emotions people experience with loss are not simply natural reactions but rather are influenced by social interactions, cultural narratives, and past experiences. Drawing from her in-depth research on how people make sense of joy and grief after a loss, Berns explains the importance of grieving in the healing process. People need freedom to grieve because it is through grieving that we give visibility to the pain felt, the world shattered, the person lost, the joy remembered, and the love continued. She argues that rather than needing “closure,” people can learn to carry joy and grief together.

LEARNING OBJECTIVES:
• Critique the popular idea of closure
• Analyze social barriers that complicate people’s ability to grieve
• Create new narratives for the importance of grief
APA: 1.5 CE Credits, NBCC: 1.5 CE Hours, UW-EX CEU:.15

12:15–12:30 p.m. Closing Ceremony | 2130 Grandad

2018 International Death, Grief and Bereavement Conference
Resilience: Helping ourselves and those we serve to become more resilient

CONFERENCE SCHEDULE
HOW TO RECEIVE CREDIT:

To receive continuing education credit/contact hours, participants are required to:
1. Sign in at the meeting registration booth upon arrival at the meeting
2. Attend each session for which credit is required in its entirety
3. Complete the online evaluation

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The Association for Death Education and Counseling® (ADEC) has deemed this program as counting toward the continuing education requirements for the ADEC Certification in Thanatology (CT®) and Fellow in Thanatology (FT®) programs.

All presenters listed in this program have indicated that they have no conflict of interest or commercial support.
Center for Death Education & Bioethics
Continuing Education and Extension

2019 CALL FOR CONCURRENT OR POSTER PROPOSALS

University of Wisconsin-La Crosse Presents
INTERNATIONAL
Death, Grief and Bereavement
Conference 2019

Hospice and the Arts:
Coping with Dying and Grief

June 3–5, 2019
Pre-conference Workshop:
June 2, 2019

Concurrent Session and Poster Session Proposal Deadline: November 9, 2018
Notification emails will be sent on or before: December 7, 2018

All proposals must be submitted online using the call for proposal submission form found at
www.uwlax.edu/conted/DGB/2019-call-for-concurrent-or-poster-proposals

Proposals for concurrent sessions (1-1/2 hours each) will be accepted based on the relevancy to the theme and to a chosen strand.

Concurrent Session Proposals
• Sessions are limited to 60 minutes of presentation and 30 minutes of questions, discussion and dialogue with participants. It is highly encouraged that you allow 30 minutes for interaction with those attending your session.
• Complete requirements are available on the website
• Selected concurrent session presenters will receive a discounted conference registration.

Poster and Roundtable Session Proposals
• The poster or roundtable presentation is an ‘open stream’ and presentations are welcome on any topic, theme, theoretical innovation or policy development from across the field of death, dying and bereavement.
• Guidelines for poster or roundtable sessions: 75-100 word abstract and three bulleted learning objectives.
• Posters or roundtable display materials will be up throughout the conference and one 30 minute author presentation will be scheduled.
• Poster size: 5’ x 5’.
• Poster and roundtable presenters are expected to pay full conference registration fees.

For questions, please contact: Continuing Education, 608.785.6500 or conted@uwlax.edu

STRANDS:
1. Contemporary Therapies
2. Caregiver Grief
3. Administrative Best Practices that Support Grief Work
STUDENT UNION THIRD FLOOR

- Formal Dining Room #3103
- Meeting Room #3110
- Meeting Room #3120
- Meeting Room #3130
- Restrooms

- Dining Room #3105
- Meeting Room #3114
- Meeting Room #3310
- Elevators
- Restrooms

- University Centers #3200
- Meeting Room #3125
- Meeting Room #3135
- Meeting Room #3145

NORTH

EAST AVENUE NORTH