

<b>Module Outline</b>	<b>Part 1- as validated</b>
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1.	Title	Loss and Bereavement (LB)
2.	Level *	6
3.	Credits	20
4.	Indicative Student Study Hours	200
5.	Core (must take and pass), Compulsory (must take) or Optional	Optional

\* *Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6*

*PG (Masters) = 7*

<b>5. Brief Description of Module (purpose, principal aims and objectives)</b>
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The module will introduce a range of approaches to therapeutic work with clients experiencing loss and bereavement. Loss will be considered in its broadest sense and related to transitions in the life course, as well as more specifically to death and bereavement.

Models of loss in relation to its impact on personality and identity will be considered with reference, for example, to the work of Freud, Bowlby, Kubler-Ross and Stroebe and Schutt. Specific therapeutic approaches to working with loss and bereavement will also be considered, including those outlined by Worden and Murray-Parkes, and by the Hospice movement. The module will focus on the complexities and dilemmas of working with grief and loss, including some consideration of trauma, together with the particular sensitivities required in therapeutic work with these issues.

Case study material will be used for exploration and analysis, together with sensitive and reflective inclusion of students' own personal responses to loss and bereavement. The impact of all aspects of diversity on experiences of loss and bereavement will be highlighted throughout.

Students will keep a weekly formative journal in which to record their personal reflections and learning.

<b>6. Learning Outcomes - On successful completion of this module a student will be able to:</b>
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*(Add more lines if required)*

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| 1. | Critically discuss models of loss and bereavement and the complexities of these in the context of therapeutic practice |
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2.	Critically reflect on own personal responses to loss and bereavement and their impact on own counselling and psychotherapy practice
3.	Critically discuss responses to loss and bereavement in relation to equality and diversity
<b>Generic Learning Outcome(s)</b>	
4.	Evaluate diverse case material with reference to a range of theories

<b>7. Assessment</b>						
<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>					<b>Pass on aggregate</b>	
<b>Summary of Assessment Plan</b>						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Reflective essay	100	Yes	3500	1,2,3,4	
<b>Further Details of Assessment Proposals</b>						
Give brief explanation of each assessment activity listed						
Students will write a reflective essay to address the learning outcomes, drawing on material explored in their formative journal. They will specifically address the way(s) in which learning on the module could influence their own clinical practice, theoretically* or in relation to real clients.						

<b>8. Summary of Pre and / or Co Requisite Requirements</b>
Pass year 2/DipHE

<b>9. For use on following programmes</b>
BA Counselling and Psychotherapy/*BA Counselling and Psychotherapy Theory

<b>1. Module Leader</b>	<b>Chloe McIntyre</b>
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<b>2. Indicative Content</b>
<p>Introduction to Module &amp; Assignment; assessment and presenting issues</p> <p>Loss in the Life Course and personal responses</p> <p>Person-Centred Approach to Loss &amp; Bereavement</p> <p>Freud, Bowlby; case study material</p> <p>Colin Murray Parkes; case study material; experiential activities</p> <p>Worden; case study material; experiential activities</p> <p>Silverman &amp; Klass; case study material; experiential activities</p> <p>Stroebe &amp; Schut; case study material; experiential activities</p> <p>Equality, Diversity &amp; Loss</p> <p>Traumatic and complicated loss and bereavement; post-traumatic growth</p> <p>Kubler-Ross; death and dying</p> <p>Guest lecture: End of life care; working with those with terminal conditions and their relatives</p>

**3. Delivery Method** (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

If the Delivery Method is **Classroom Based** please complete the following table:

	<b>Activity</b> (lecture, seminar, tutorial, workshop)	<b>Activity Duration - Hrs</b>	<b>Comments</b>	<b>Learning Outcomes</b>
1	Seminars	35		
2	Workshop	1		
3	Tutorial	5		
4	Directed/self-directed learning	159		
	<b>Total Hours</b>	<b>200</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	
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**4. Learning Resources**

*To include contextualised Reading List.*

**Essential:**

Kubler-Ross, E (1997) *On Death and Dying*. London: Simon and Schuster

Parkes, C M & Prigerson, H (2010) *Bereavement - Studies of Grief in Adult Life*. 4th edn. London: Penguin Books Ltd

Worden, JW (2009). *Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner*. 4th edn. New York: Springer Publishing Company, LLC

**Recommended:**

Bryant Jefferies R (2006). *Counselling for Death and Dying: Person-Centred Dialogues*. London: CRC Press.

Parkes, C, M. (2009). *Love and Loss: The Roots of Grief and its Complications*. Hove: Routledge

**Journals and websites:**

*Bereavement Care*

<https://www.cruse.org.uk/>

*Death Studies*

<https://grief.com/>

Keyes, K.M., Pratt, C., Galea, S., McLaughlin, K.A., Koenen, K.C., and Shear, M.K. (2014) 'The burden of loss: unexpected death of a loved one and psychiatric disorders across the life course in a national study', *American Journal of Psychiatry* 2014 Aug;171(8):864-71 [online] Available from: <https://www.ncbi.nlm.nih.gov/pubmed/24832609> (Accessed 18-12-19)

Neimeyer, R., Klass, D. and Dennis, M. (2014) 'A Social Constructionist Account of Grief: Loss and the Narration of Meaning', *Death Studies*, 38:8, 485-498, [online] Available from: <https://www.tandfonline.com/doi/full/10.1080/07481187.2014.913454?src=recsys> (Accessed 18-12-19)

<http://www.profstephenjoseph.com/blog/posttraumatic-growth/>

Stroebe, M. and Schut, H., (1999) 'The Dual Process Model of Coping with Bereavement: Rationale and Description', *Death Studies*, 23:3, 197-224, [online] Available from: <https://www.tandfonline.com/doi/abs/10.1080/074811899201046?src=recsys> (Accessed 18-12-19)