

UNIT INFORMATION

UNIT CODE	CO385	
UNIT NAME	Grief and Loss	
ASSOCIATED HIGHER EDUCATION AWARDS	Bachelor of Counselling	
DURATION	One semester	
LEVEL	Advanced	
UNIT COORDINATOR	Toni Neil	
TEACHING STAFF	Dr Stephen Beaumont	
CORE / ELECTIVE	Elective	
WEIGHTING	Unit credit points	10 (0.125 EFTSL)
	Course credit points	240 (3.0 EFTSL)
DELIVERY MODE	Face to face	
	External	
STUDENT WORKLOAD	<i>Face to face</i>	
	Contact hours	35 hours
	Reading, study and preparation	55 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	<i>External</i>	
	Engagement with study materials	90 hours
	Assignment preparation	60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
PREREQUISITES / COREQUISITES / RESTRICTIONS	Prerequisite	
	60 credit points of Introductory Social Sciences units including	
	SO110 The Person of the Practitioner	
	SO111 Introduction to Human Behaviour	
	SO114 Foundational Interpersonal Skills	

RATIONALE

Death, dying, and loss are the ever-present facets of life and living that are the unavoidable experiences of every human being and, as such, are often at the root of the issues clients bring to counselling.

This unit explores the diverse aspects of grief and loss across a spectrum that ranges from the philosophical search for meaning in grief through to the neuroscientific findings of the twenty-first century. The students will examine grief in a variety of contexts including relationship, culture, and the Kingdom of God, as well as investigating the theories and counselling interventions commonly associated with grief and loss.

LEARNING DELIVERY PROCESS

This unit is offered in external mode.

EXTERNAL

Learning outcomes will be addressed through engagement with on-line (Moodle) readings, resources and activities, contact with your lecturer and through assessments.

Students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit you are enrolled in.
- The 10 hours per unit may include: Reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to my lectures online and taking notes.
- Revising and rewriting my notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat the Moodle as if it were your classroom - except it's online! Maximising your engagement with the Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

IMPORTANT STUDENT INFORMATION

Whilst studying counselling, students are often required to record demonstrations of their counselling skills and practice. When submitting written transcripts, reports, reflections or other work, you must ensure that the "client" (this may be a fellow student or another person) has been de-identified. Initials or pseudonyms may be used instead.

Your "client" should be made aware when consenting to the recording of sessions, that the recording and/or transcripts *may be* viewed by academic staff and study support staff.

Students are required to only use initials of clients / peers / family / friends when they write their reflective papers / transcripts, etc.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. Grief, loss, and the human person in relationship.
 - Loss and Relationships
 - Attachment, loss and grief
 - Grief Theory
2. The interplay of intimacy and grief.
 - The reality of loss

- Loss across the lifespan
 - Ambiguous loss and grief
3. The experience of grief and loss – A Christian worldview perspective.
 - A theology of hope
 - Christian responses to death and dying,
 - Practical pastoral and counselling issues, rituals
 4. Lifespan experiences of grief and loss.
 - Loss and being an individual
 - Death and loss over the lifespan
 - Non-death losses
 5. Cultural expressions of grief and loss.
 - Death in Culture, mourning
 - The place of Rituals in healing
 - Working with diverse clients, ethical implications
 - Multiple losses and traumas experienced by Indigenous Australians
 6. Contemporary theories of grief and loss.
 - Functions of grief
 - Understanding bereavement
 - Loss and grief theories, stages of death
 7. Neuroscience and grief and loss.
 - The neuroscience of grief and grieving
 - Emotional trauma of loss and brain function
 - Developing Tools based on neuroscience
 8. Complicated grief.
 - Stage theory of grief
 - Grief and psychological disorders
 - Diagnostic criteria and treatment
 9. Grief, loss and trauma.
 - Grief vs traumatic grief
 - Grief after traumatic loss
 - Grief, trauma and PTSD
 10. Personal Qualities to work as a grief counsellor
 - The practice of presence
 - Role of self-awareness
 - Self care
 11. Counselling interventions for grief and loss.
 - Presence, process and procedure
 - Grief and coping
 - Models - CBT, Narrative, SFT
 - Ethical issues in grief counselling practice
 12. Current Issues and Trends
 - Pandemics and grief and bereavement
 - Current Research
 - Evidence based Treatments

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Defined grief and loss, critically evaluating the interplay of grief and loss and intimacy.
2. Explored the concepts of grief and loss from cultural and Christian worldview perspectives.

3. Identified circumstances that may result in grief and loss responses.
4. Identify ethical and professional aspects of grief and loss counselling practice for individuals of diverse backgrounds
5. Examined historical and contemporary theories and interventions commonly associated with grief and loss.
6. Communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: META-REFLECTION

Post six entries on the Moodle™ forums throughout the semester, reflecting on your personal experiences of loss and/or grief and significant learnings gained throughout the semester. Then write an essay that is a meta-reflection that synthesises your learning from these reflective forum posts and clarifies the significance of your experiences and learning for your counselling practice. The forum posts must be included as an appendix to the essay.

Word Length/Duration: 2,000 words
 Weighting: 50%
 Learning Outcomes: 1-6
 Assessed: Week 9
 Method of Submission: Part A *via* Moodle
 Part B *via* Turnitin

TASK 2: CASE STUDY

Students are to watch a recommended film and then develop an appropriate counselling intervention based on the grief story presented in the film -the intervention is to be supported with research evidence. A Christian worldview perspective on the case is to be included. Ethical issues related to counsellor competence should also be considered (see rubric).

Word Length/Duration: 2,500 words
 Weighting: 50%
 Learning Outcomes: 1-3, 5,6
 Assessed: Week 14
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	PACFA Course Objectives	Course Outcomes
Task 1	1-6	1-6	A, B, C, D	A2, A2, K1
Task 2	1-3, 5, 6	1-12	A, B, C, D, G, H	K1, K2, K3, S1, S2, S5

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Harris, D. L. & Winokuer, H. R. (2021). *Principles and practice of Grief Counselling* (3rd ed.). Springer.

RECOMMENDED READINGS

BOOKS

Hall, C. (2011). *Beyond Kubler-Ross: Recent developments in our understanding of grief and bereavement*. Retrieved from: <http://www.psychology.org.au/publications/inpsych/2011/december/hall/>

Devine, M. (2017). *It's ok that you're not ok: Meeting grief and loss in a culture that doesn't understand*. Sounds True.

Kastenbaum, R. (2016). *Death, society and the human experience* (11th ed.) Allyn & Bacon.

Lewis, C. S. (1961).¹ *A grief observed*. HarperCollins.

Malchiodi, C., & Crenshaw, D. (2014). *Creative arts and play therapy for attachment problems*. Guilford.

Neimeyer, R. (Ed.). (2016). *Techniques of grief therapy: Assessment and intervention*. Routledge.

Rohr, R. (2014). *Silent compassion: Finding God in Contemplation*. Franciscan Media.

Walsh, K. (2012). *Grief and loss: Theories and skills for the helping professions* (2nd ed.). Pearson.

Winokuer, H., & Harris, D. (2021). *Principles and practice of grief counselling*. (3rd ed.). Springer.

JOURNALS

Bereavement Care

Journal of Loss and Trauma: International Perspectives on Stress and Coping

Journal of Social Work in End-of-Life & Palliative Care

Journal of Health Care Chaplaincy

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

¹ Seminal text

SAMPLE