

Example Module Outline Template

Form for Partners

2023/24

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Approval by: Head of Partnerships
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Related documents:

Version log

Date	Version no.	Summary of changes	Updated by	Approved by
25/2/22	V2	Amendment of delivery methods	RG	
July 2023	V3	Added section for transferable skills and instructions on optionality in assessment types.	AS	Academic Partnerships

Module Outline**Part 1- as validated**

1.	Title	Loss and Bereavement
2.	Level *	6
3.	Credits	20
4.	Indicative Student Study Hours	Class contact hours: 36 Self-Directed Study Hours: 164 Total study hours: 200
5.	Compulsory (must be taken) OR Optional	Compulsory
6.	Core (must be passed and cannot be compensated) or Non-core	Non - Core

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

PG (Masters) = 7

7. Brief Description of Module (purpose, principal aims and objectives)

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. The decolonisation of grief theories will be explored in relation to marginalisation and toward inclusivity.

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

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

1.	Critically discuss models of loss and bereavement and the complexities of these in the context of therapeutic practice.
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.
4.	Evaluate diverse case material with reference to a range of theories.

9. Assessment**Pass on aggregate or Pass all components****Pass on aggregate****Summary of Summative Assessment Plan**

If there is an option to select between different types of assessments (for example, presentation or essay), please ensure this is clearly outlined in the table below and further details of assessment section.

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Reflective Essay	100%	Yes	3500	1,2,3 & 4	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.
2.						

Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students will draw their own journal material to critically reflect and apply theory to their own experiences. Students will critically theories of loss through the lens of case study material.

Summary of Formative Assessment Plan

Weekly Journal entries: Students write short reflective pieces on their understanding of loss and bereavement theory, relating them to personal experiences. Reflection on personal bias, cultural assumptions, and how these might impact counselling practice, will be encouraged for inclusion.

Case study material: Students will analyse and evaluate a range of case study material that's supports their ability to apply grief theory to a range of client experience, in the context of culture and diversity.

Reflective Essay workshop: This will be offered halfway through the module and revisited towards the end of the module to ensure students are making effective use of their journalling and how this is impacting their developing knowledge.

10. Summary of Pre and / or Co Requisite Requirements

Pass Level 5 – year 2 of counselling training

11. For use on following programmes

BA Counselling and Psychotherapy

Module Specification

Part 2- to be reviewed annually

1.	Module Leader	Kelly Rothery
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2.	Indicative Content
	<ol style="list-style-type: none"> 1. Introduction to Module & Assignment; assessment and presenting issues in relation to Loss and Grief experience in the context of culture and working with diverse clients. 2. And grief Loss in the Life Course and personal responses to Loss and Grief experience in the context of students' own culture, beliefs, and personal experience. 3. Person-Centred Approach to Loss & Bereavement, examining how cultural differences may impact the therapeutic relationship. 4. Historical appreciation of Freud and his contributions to grief theory, in further context of Attachment Theory by Bowlby; evaluating diverse case study material and its implications for practice. 5. Colin Murray Parkes and Worden phase stage models of loss and grief and their application to therapeutic practice with diverse clients, through case study material and experiential activities. 6. Kubler-Ross and therapeutic work with terminally ill clients, in the context of cultural differences. Developments from David Kessler as an extension of Kubler-Ross, through the lens of meaning-making in grief experience. 7. The Hospice Movement and contributions to palliative care from a therapeutic perspective, considering person-centred counselling practice and its role in Hospice settings. 8. Guest speaker – Counsellor working within NHS palliative care and hospice setting. 9. Silverman & Klass; continuing bonds in experience and contemporary understanding in grief theory development in relation to attachment, through the lens of diverse case material. 10. Stroebe & Schut; Dual Process Model and its application to therapeutic practice from a person-centred approach. 11. Evaluating Equality, Diversity & Loss through the lens of religion, spirituality, and cultural variations in client experience. Specific focus on critical evaluation of grief theory as set out in the module in relation to decolonisation of grief theory and how practice can move toward inclusivity. 12. Exploration of Psychopathology in relation to the DSM-V. Traumatic and complicated loss and bereavement; post-traumatic growth in loss and existentialism in loss experiences.

3.	Transferable Skills
	<p>Cultural Competence and Sensitivity: The study of loss and grief in cultural contexts will build an understanding of how different cultures perceive and process grief, enhancing cultural sensitivity. This skill is vital for working with diverse clients across all helping professions.</p> <p>Critical Thinking and Theory Evaluation: Analysing various theories (e.g., Freud, Bowlby, Parkes, Worden, Kubler-Ross, Kessler) and comparing them to newer, more inclusive perspectives encourages critical thinking and the ability to assess frameworks objectively.</p> <p>Understanding Complex Client Needs through Grief Theory: Exploring various grief theories within the context of diverse and complex client needs will enable students to recognise and address both normal and complicated grief.</p> <p>Adaptability and Flexibility in Therapeutic Practice: Learning how to adapt grief models to a diverse range of clients helps develop flexible approaches to therapeutic practices. Learning about</p>

the Dual Process Model, continuing bonds, and person-centred approaches within hospice and palliative care provides students with grief-specific therapeutic techniques.

Empathy and Compassion: Exposure to real-life cases, as well as the personal exploration of loss and grief, nurtures a deepened ability to empathise with clients.

4. Delivery Method (please tick appropriate box)						
Classroom Based	Blended Learning	Flipped Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
Yes		Yes				
If the Delivery Method is Classroom-based please complete the following table:						
	Activity (lecture, seminar, tutorial, workshop, practical, self-directed study)	Activity Duration - Hrs	Comments	Learning Outcomes		
1.	Lecture	33		1,2,3 & 4		
2.	Workshop	3		1,2,3 & 4		
3.	Self-directed learning	164	Includes 2x20 min. tutorials	1,2,3 & 4		
Total Hours		200				
If delivery method is <i>not</i> classroom-based state lecturer hours to support delivery						

5. Learning Resources
<i>To include contextualised Reading List.</i>
<p>Core Reading:</p> <p>Kubler Ross, E. (2019) <i>On Death and Dying: what the dying have to teach doctors, nurses, clergy and their own families</i>, 50th anniversary edition, New York: Scribner.</p> <p>Parkes, C., M. & Prigerson, H. (2010) <i>Bereavement: studies of grief in adult life</i>, 4th edition, London: Penguin Books.</p> <p>Worden, J. W. (2018) <i>Grief Counselling and Grief Therapy: a handbook for the mental health practitioner</i>, 5th edition, New York: Springer Publishing.</p>
Additional Reading:

Bryant-Jefferies, R. (2006) *Counselling for Death and Dying: person-centred dialogues*, London: CRC Press.

Machin, L. (2014) *Working with Loss and Grief: a theoretical and practical approach*, 2nd edition, London: Sage.

Martin, P. (2023) *Personal Grief Rituals: creating unique expressions of loss and meaningful acts of mourning in clinical or private settings*, Abingdon: Routledge.

Parkes, C. (2009) *Love and Loss: the roots of grief and its complications*, Hove: Routledge.

Key Journals/Articles and Websites/Webpages:

Bereavement Care (2025) Bereavement care website [Online]. Available from:

<https://bereavementcare.uk/> [Accessed 3 January 2025].

Cruse (2025) *Cruse bereavement support* [Online]. Available from: <https://www.cruse.org.uk/> [Accessed 3 January 2025].

Kessler, D. (2022) *Grief.com* [Online]. Available from: <https://grief.com/> [Accessed 3 January 2025].

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* 171(8), 864-71.
doi: 10.1176/appi.ajp.2014.13081132.

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. doi:10.1080/07481187.2014.913454.

Stroebe, M. and Schut, H. (1999) 'The dual process model of coping with bereavement: rationale and description', *Death Studies* 23(3), 197-224. doi:10.1080/074811899201046.