

Course Outline

Course Title: Advanced Diploma in Grief and Loss

Course Leader: Ian Woodroffe

Unit One Counselling Theory and Practice

Introduction and Rationale:

Gold Training was established in 1995 to provide training in bereavement counselling and to provide bespoke training.

Structure of Gold Training:

Director and Principal Tutor:

Ian Woodroffe: Dip Pysch. Counselling (Roehampton Institute)
MBACP (Accred) Supervisor (Accred)
UK RC Reg indep Counsellor.
Advanced DipNLP Ericksonian Hyp (Distinction),
(CV Appendix E page 11)

Assistant Tutor:

Val Saunders MA.MSc.MBACP(Accred)
Supervisor UK RC Reg indep Counsellor.
(CV Appendix F page 12)

Administrator: Situation vacant

There is a national shortage of Bereavement Counselling Courses, which comprehensively examine theory and practice. There is no national standard for training bereavement counsellors. The course designer believes that there is an ethical requirement to work towards raising the profile for minimum standards in bereavement counselling training. In most Bereavement Counselling Courses there is little or no opportunity to examine in depth the counselling skills of course participants whilst working with clients. In Unit one the students work with each other in Unit 2 bereaved clients are invited to participate. This Bereavement Counselling Course seeks, over twelve weekend sessions in a calendar year (Unit 1 six sessions and Unit two six sessions), to integrate theory and practice; this is in contrast to other courses that tend to separate theory and practice.

National reports have highlighted the need for improved training for healthcare professionals in counselling skills and bereavement support and understanding:

- Department of Health DH1985; Department of Health 1992 (HSG (92)8).
- The report of a Working Group - The British Association for Accident and Emergency Medicine and the Royal College of Nursing, March
- The Royal Liverpool Children's Inquiry Report (House of Commons January 2001) recommends the appointment of Bereavement Advisers – people who 'should be trained in the management of bereavement' P376 1:3
- National Service Framework for Mental Health 2000 – requires that positive mental health be promoted for all.

This course addresses these issues and will continue to provide the skills required by healthcare professionals to provide quality care to patients and their families during periods of stress and vulnerability.

This course is suitable for multidisciplinary professional development and will continue to offer course participants an opportunity to develop intra-professional collaboration. The course may be used appropriately towards BACP accreditation by submitting the contact tutor hours.

The course is delivered over 6 weekends of 17 hours each weekend.

Please note that the course requires 80% attendance (10 out of 12 weekends)

Unit 1 Time Analysis

	Face to Face Tutoring	Home study	Total
Theory	30	96	126
Skills	54	48	102
Total Hours	84	144	228

Mode of Delivery:

This course comprises two units, which form the Bereavement Counselling Diploma.

Unit 1 - Introduction to Counselling and Bereavement Counselling.

Entry requirements and pre-requisites:

The target group for the course are health-care workers, social workers, counsellors and those who have contact with bereaved people in their place of work or who intend to make a career change into the field of work. **The maximum number of students on the course is 12.**

1. Applicants for the course will need to demonstrate that they have at least completed an introductory counselling course of a minimum of ten weeks part time study from a recognised body.

2. Students will be required to sign a contract agreeing to arrange emotional support for themselves with a person who is not part of the course structure.
3. Participants should not normally have had a personal bereavement in the two years prior to commencing the course.
4. Prospective students will be required to supply two references – one from a tutor of a previous counselling training course and one character reference.
5. Applicants will be asked to provide evidence of recent academic study or professional development. Those applicants who have not undertaken recent study may be directed towards appropriate study aids i.e. Open University Study packs, Learn Direct etc.

Aims:

UNIT ONE-Counselling Theory and Practice

Introduction and Rationale

There are many situations within the healthcare - and other - professions, where improved listening skills and confidence would enable a more satisfactory outcome for patients, their families/carers and staff. This unit will focus on developing the participants understanding of counselling and grief theory and listening skills, which will enable the participants to handle emotional and difficult situations with greater confidence, self awareness and enhanced listening skills.

Unit Aims

1. To explore psychodynamic, person centred and cognitive behavioural counselling theories.
2. To provide the opportunity for considerable practice in counselling skills and to reflect upon the practice in the context of the BACP ethical framework for good practice in counselling.
3. To provide students with opportunities to grow in self-awareness and confidence.
4. To enable the students to explore the effect of personal loss upon their own lives.

Learning Outcomes:

Unit 1

At the end of Unit 1 the student will be able to:

- Demonstrate an understanding of the counselling process and skills based upon three models – psychodynamic, humanistic and cognitive behavioural.
- Compare and contrast the different counselling theories and be able to analyse and comment on the counselling process from each model.
- Analyse and reflect upon the effect of personal losses and the significance of those losses on their lives.
- Demonstrate developing competence in enhanced listening skills.
- Reflect and review the role of counsellor and professional parameters of counselling practice.

Indicative content:

Unit 1

- Listening skills, interventions, questioning, summarising, paraphrasing, rapport building and matching, tonality, representational systems and the use of silence.
- Role of the counsellor and the counsellor/client relationship.
- Psychodynamic, person centred and cognitive behavioural counselling theories.
- An introduction to the skills of reflection.
- Values, clarification and ethical framework.

Pattern of Learning and Teaching Activities:

The students will demonstrate their competency in Unit 1 by counselling each other in front of their peers and these sessions will be videoed or audio-taped. There is a requirement that the counsellor will analyse their tape using the formative assessment tool provided in the course handbook. (See appendix C page 9)

A competency scoring system is used after each session with scores awarded from the tutor, peers and a self-score from the counselling student. (See appendix A page 7)

A client feedback form is given to the counselling student at the end of each session. (See appendix B page 8)

There are set guided reading topics to be accomplished each month. In Unit1 at least one presentation from the set books is required from each student. **Failure to deliver a presentation means that the student will fail their assessment.**

An essay identifying a personal loss and examining the emotional affect of that loss is required in Unit 1.(see appendix D page 10)

Assessment Details:

Methods of Assessment	Please identify the LAST item of assessment that a student sits with a tick	Grading Mode	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Essay	*	Level 2 without practice	100%	40	3000	
Counselling skills		Level 2 without practice-agreed score assessment (See Appendix A	Pass/Fail practise	Level 3 on skills score sheet.		
Counselling Theory presentation		Completion of the presentation	Pass/Fail			

Course mapping to demonstrate assessment of Learning Outcomes:

Unit 1

Learning Outcome	Explicit Evidence of how tested	Type of formative assessment identified in T&L strategies	Comments
Demonstrate an understanding of the counselling process and skills based upon three models – psychodynamic, humanistic and cognitive behavioural	Theory presentation each weekend And skills practice	Presentation of the set reading on the three counselling models. Tutor led group discussion on the model set for the month.	Group tutorial at which students present different counselling theories
Compare and contrast the different counselling theories and be able to analyse and comment on the counselling process from each model.	Written Formative assessment each weekend	Incorporation into the practical counselling sessions the methods of working from the models and being able to provide a rationale in the formative assessment documentation	Group tutorial at which students present different counselling theories and written formatives from each counselling practice session
Analyse and reflect upon the effect of personal losses and the significance of those losses on their lives.	Essay	Set tasks to record Personal Loss History. Personal reflection with the use of time-lines and genealogies.	Some of the personal losses are identified in set tasks completed in home study and then shared with peers in exercises within the study weekend
Demonstrate developing competence in enhanced listening skills	Counselling practice sessions	Practically assessed counselling sessions in front of peers. Competency skills scored by peers, self and the tutor.	Each counselling session is videoed or audio-taped and analysed as home study
Reflect and review the role of counsellor and professional parameters of counselling practice.	Counselling practice sessions	Examination of the role whilst undergoing practical counselling sessions. Reading and reflecting on the Framework and Code of Ethics produced by the British Association of Counselling and Psychotherapy	Feedback on counselling sessions is given by tutor and peers using the agreed feedback formula and standardised score sheets.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0-5823-6279-2	Hough, M	(2002	A Practical Approach to Counselling	Longman
1-56032-339-6	Klass D, Silvernan P, Nickman S	(1996)	Continuing Bonds-New Understandings of Grief	Taylor Francis
0-415-07730-3	Holmes, J	(1995)	, <u>John Bowlby & Attachment Theory</u>	Routledge
0-415-05651-9	Parkes, C M, Stevenson-Hinde, J and Marris, P eds	(1996)	<u>Attachment across the life cycle</u>	Routledge
0-415-04326-3	Bowlby, J	(1995)	<u>The making and breaking of affectional bonds</u>	Routledge

Evaluation:

- The course will be evaluated in a number of ways including:
- Informal feedback at the end of each study weekend.
- Formal evaluation , involving the completion of a questionnaire at the end of each Unit
- Counselling skills assessment results and essay grades
- Feedback from the Tutors of the course on a participant' performance
- Self-appraisal by the course Tutors at the end of each Unit
- External Examiner reports

Staffing and Management

The management of the course is the responsibility of the Course Director. The Course Director is the main lecturer. An assistant lecturer will assist him particularly with the counselling skills assessments. Tutorial support is offered to the students on the teaching weekends and by telephone consultations. All students on the course receive all the necessary teaching material and all the assessment documentation before beginning the course in a course handbook. The participants are required to purchase set books and refer to the indicative reading lists. Participants use public libraries. As the course at present runs in the Education Centre of the Children's Hospice negotiations are underway to determine if the participants could have access to the library on site. Audio-visual and other equipment is provided by the Education Centre.

APPENDIX A Client Work: Student Evaluation, Unit 1

Student's Name:

Client's Name:

Date and time of session:

Ability to help the client feel 'at ease' at the beginning of session:

1	2	3	4
<i>There was no evidence of the client being helped to feel at ease.</i>	<i>There was some evidence of the client being helped to feel at ease.</i>	<i>There was sound evidence of the client being helped to feel at ease.</i>	<i>The student exhibited excellent skills to enable the client to feel at ease.</i>

General listening skills:

Counsellor paying attention, showing interest, clarifying, summarising. Client enabled to explore and clarify their inner world of thoughts and feelings

1	2	3	4
<i>None of the above were evident.</i>	<i>Some of the above were evident.</i>	<i>Most of the above were evident.</i>	<i>All of the above were evident.</i>

Empathic responding/understanding:

1	2	3	4
<i>No empathy or understanding was shown in the session.</i>	<i>Intermittent evidence of empathy and understanding was exhibited.</i>	<i>Empathic responses and understanding were consistently evident in the session.</i>	<i>Empathy and understanding were exhibited consistently and used to great therapeutic benefit for the client.</i>

Knowledge of previous sessions:

1	2	3	4
<i>No knowledge of previous sessions was evident.</i>	<i>Some knowledge of previous sessions was evident, but not used.</i>	<i>Sound knowledge of previous sessions was evident.</i>	<i>Consistent knowledge and clear understanding of previous sessions was evident and used.</i>

1	2	3	4
<i>The counsellor was unable to stay with uncomfortable material.</i>	<i>The counsellor was able to stay with some uncomfortable material.</i>	<i>The counsellor was able to stay with the uncomfortable material.</i>	<i>The counsellor was able to stay with uncomfortable material and incorporate the material in the therapeutic work.</i>

Overall score of session:

1	2	3	4
<i>The counsellor showed very few counselling skills and little understanding.</i>	<i>Some counselling skills and understanding were demonstrated.</i>	<i>A competent level of counselling skills was used within the session.</i>	<i>An excellent level of skills was used to great client benefit.</i>

APPENDIX B Client Feedback.

Student's Name:

Client's Name:

Date and time of session:

Please circle the appropriate number

Were you helped to feel at ease at the start of the session?

1	2	3	4
<i>I felt I was not helped to be at ease.</i>	<i>I felt some effort was made to help me feel at ease.</i>	<i>I felt the counsellor helped me to feel at ease.</i>	<i>I felt the counsellor helped me very well to be at ease.</i>

Do you think you were listened to?

1	2	3	4
<i>I do not think I was listened to.</i>	<i>I think I was listened to some of the time.</i>	<i>I think I was listened to well.</i>	<i>I think the counsellor listened to me with great skill and attention.</i>

Did you feel able to say anything to the counsellor?

1	2	3	4
<i>I felt unable to talk freely to the counsellor.</i>	<i>I felt able to say some things to the counsellor.</i>	<i>I felt able to say most things to the counsellor.</i>	<i>I felt able to say anything I wanted to the counsellor.</i>

Do you think the session could have been better for you

YES/NO If yes, how?

Was anything said by the counsellor which was particularly helpful?

Was anything said by the counsellor which you found particularly unhelpful?

APPENDIX C Formative Assessment of Practice

From your videotape:

1. Provide two examples of your interventions in the session. For each intervention:
 - a) explain why you needed that intervention
 - b) explain the theoretical orientation of the intervention

2. Select a specific moment on the tape and give a short written summary of the moment.

3. Answer the question below with regard to the specific moment:
 - a) What thoughts were going through your mind?
 - b) What emotions – any other below those?
 - c) What did you sense in your body? Where?
 - d) Anything about your breathing?
 - e) Was there anything you wanted to do?
 - f) What did you imagine the other person was thinking about you?
 - g) Was there anything you wanted them to think/feel about you?
 - h) What did you imagine the other person really wanted of you?
 - i) Were there any risks involved?
 - j) Did you have any fantasies or images about the other person, or about the outcomes?
 - k) Were there any images going through your mind?

4. At the end of the session:
 - a) Anything you did which pleased you?
 - b) Anything you did which is usually difficult for you?
 - c) What enabled you to do it this time?
 - d) What kind of image were you aware of projecting – was it the image you wanted to project?
 - e) What aspects of your practice do you feel you need to develop further?

APPENDIX D Assessment Specification for 'Loss or Transition' Essay, Unit 1

Unit One	Introduction to Counselling and Bereavement Counselling
Credit Points	30
Credit rating	Level two
Type of Assessment	Reflective paper 3000 words

Question:

The student will identify a personal loss or period of transition in their lives and produce a reflective account of approximately 3000 words, analysing and identifying the emotional content of the loss or transition and demonstrating understanding of the related counselling theory.

Description of Assessment

The purpose of this paper is for you to examine the experience of a significant loss or transition in your own life. The assumption is that if we can learn from our experience and understand our reactions and way of adjusting to loss/transition, crises, situations or events, it may help us cope more effectively in the future and, in turn, help us to help others do the same.

As the student, you will (the structure of the essay should follow the six points below):

1. Identify a personal loss or period of transition in you own life.
2. Write a statement of what actually happened and state the reason for selecting and analysing the experience.
3. Discuss the thoughts and feelings of self and others involved in the incident based on previous knowledge and experience of loss or transition.
4. Analyse the experience with reference to literature, counselling theory, either psychodynamic, person centred or cognitive behavioural therapy.
5. Evaluate how you coped with the loss or transition. Review what you learnt about yourself and/or the situation or event. Identify what, if anything, you could have done differently to help yourself cope more effectively.
6. A conclusion in which you reflect on your experience of writing this paper.
7. Make reference to relevant contemporary literature

Appendix E

Curriculum Vitae

Surname Woodroffe

First Name(s) Ian

Current Position: Psychological Support for parents on the Neonatal Intensive Care Unit Addenbrookes – Cambridge University Foundation Trust Cambridge

Qualification With Dates

General Ordination Exams Edinburgh 1972
Diploma in Psychological Counselling Roehampton Institute London 1998
Accredited Counsellor/Psychotherapist BACP 1998
Certificate in Counselling Supervision University of East London 1999
Accredited Supervisor BACP 1999

Previous Post(s) With Dates

Anglican Minister 1972-1987
Hospital Chaplain 1987- 2000
Director of Staff Counselling St Helier Hospital Carshalton Surrey 2000-2004
Trainer for The Child Bereavement Trust 2004-2005
Psychological Support for parents on NICU Cambridge 2005-

Recent Staff Development Activities

The most recent development was to plan and deliver a presentation to an international conference on the 'High Risk Infant' on multiple-grief in a NICU, before a baby dies, and programmes to attend to that grief.

Research and Consultancy

Informal research into the thoughts, feeling, and behaviours of parents in the vulnerable environment of a neonatal unit

Publications:

Multiple Grief in a Neonatal Intensive Care Unit –Journal of Neonatal Nursing 2006
12, 144-147

Teaching Activities in the Last 5 Years

Teaching the Bereavement Counselling Diploma
Teaching for Homerton School of Health Care (now HSHS) on the Neonatal Intensive care course.
Various nationwide workshops for hospices on issues of loss and grief.

Appendix F

Curriculum Vitae

Surname SANDERS First Name(s) Valerie Elizabeth

Current Position: Part-time Lecturer, University of Greenwich (on MSc Counselling)
Internal Verifier, Tower Hamlets College
Freelance Counsellor and Clinical Supervisor in private practice
and primary care

Qualification With Dates: BA Hons (2:1) (Bantu Languages) – August 1986
MA (An African Language) – July 1990
MSc (Therapeutic Counselling) – December 2000
Postgraduate Diploma in Counselling – July 1999
PGCE (PCET) – July 2004
Postgraduate Diploma in Clinical Supervision – June 06
Bereavement Counselling Diploma – March 2007

Previous Post(s) With Dates:

Lecturer B in Counselling, Newham College of FE (September 2000 – July 2006)
Complaints Lead, Directorate of Cancer Services and Clinical Haematology, Barts
and the London NHS Trust (July 1994 – March 2001)
Research Assistant, SOAS, University of London (July 1990 – June 1993)
All part-time posts, plus ongoing counselling and supervision work in private practice
and primary care (counselling since 1997; supervision since 2000)

Recent Staff Development Activities

Attachments and Loss: Conference with Colin Murray Parkes – April 2007
Issues in working with gay, lesbian, bisexual and transgendered clients: Conference
with Dominic Davies – March 2007

Research and Consultancy

Research in African language and archive departments, SOAS, University of London
Ongoing consultancy work as Eating Disorders specialist for Precision Care
(therapeutic homes for young women)

Publications

Mann, M and Sanders, V (1994), “A Bibliography of African Language Texts”, Hans
Zell, London

Teaching Activities in the Last 5 Years

As detailed above:

University of Greenwich, MSc Counselling programme session 2006-07
Newham College of Further Education, Diploma counselling programme 2000-2006

Self-Awareness Assessment.

(1) **Evidence of group participation:**

Shows ability to debate and contribute to the topic being discussed and a willingness to share personal opinions.

No evidence to debate or share	Agrees with others but does not self express	Contributes intermittently with self expression	Contributes consistently with confidence and able to express self held views
1	2	3	4

(2) **Evidence of ability to give feedback to others:**

Able to give feedback, specific and relevant and to be able to identify a 'do differently' learning comment.

No evidence	Evidence without being specific	Feedback evidence but not consistent with 'do differently'	Consistently evident feed back
1	2	3	4

(3) **Evidence of ability to receive feedback from others:**

Feedback contributes to learning when it is received without a defensive response is reflected upon and implications are considered for future practice.

Unable to receive feedback	Listens to feedback and responds defensively	Receives feedback without consistently showing reflection	Consistently receives feedback and shows reflective skills on feedback
1	2	3	4

(4) Evidence of self awareness:

Awareness of attitude and language with others in the group. Awareness of behavioural consequences on course members. Self awareness is crucial in understanding self and reactions to others

Unaware of attitudes towards others and self 1	Some evidence of self awareness 2	Evidence of self awareness and reflection intermittent 3	Consistent evidence of awareness and reflection 4
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(4) Evidence of non-judgemental attitudes and the ability to show understanding and empathy to others

No evidence of understanding of non-judgemental attitudes 1	Some evidence of understanding of non-judgemental attitudes 2	Evidence of understanding of non-judgemental attitudes 3	Evidence of understanding of non-judgemental attitudes with reflection 4
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(5) Evidence of being able to work within the boundaries of the course:

Boundaries include time keeping, confidentiality, work submission agreements, acceptance of course programme.

No evidence of working within boundaries 1	Evidence of consistent challenging of boundaries 2	Evidence of working within the boundaries 3	Evidence of working within and understanding the boundaries 4
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(6) Demonstration of participating in group presentations:

No evidence of group participation on presentations 1	Evidence of some individual contribution to presentations 2	Consistent evidence of team work 3	Excellent co-operation within team on presentations 4
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Comments and agreed action points:

Name _____ **(Tutor)**

Signed _____

Name _____ **(Student)**

Signed _____

Date _____