

Introduction, rationale and course Outline for Unit Two

Course Title: Bereavement Counselling Diploma

Course Leader: Ian Woodroffe

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 Psych. Counselling (Roehampton Institute)
MBACP (Accred) Supervisor (Accred)
UK RC Reg indep Counsellor.
Advanced DipNLP Ericksonian Hyp (Distinction)
(CV Appendix F page 14)

Assistant Tutor:

Val Saunders MA.MSc.MBACP(Accred)
Supervisor UK RC Reg indep Counsellor.
(CV Appendix G page 15)

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. The invited external clients complete an ethical agreement for video-recording (See appendix D page 12). The bereaved clients are aware that the course runs according to the Framework of Ethics of BACP and that framework contains a formal complaints procedure. 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 80% attendance (10 out of 12 weekends) is required for the course

Unit 2 Time Analysis

	Face to Face Tutoring	Home study	Total
Theory	20	96	126
Skills	64	48	102
Total Hours	84	144	228

Mode of Delivery:

This course comprises two units, which form the Bereavement Counselling Diploma.
Unit 2 – Bereavement Theory and Bereavement Counselling (30 Credits at Level 3)

Entry requirements and pre-requisites:

Please note that the maximum number of students on the course is 12

The entry requirements for Unit 2 is a pass in theory(the essay-40%) and a pass in the skills from Unit 1 of the Diploma course(a score of 3 or above on the skills assessment scoring scale)

Introduction and Rationale

Healthcare professionals are often exposed to clients who have experienced a loss. This may take the form of a person dying, or a change in body image such as the loss of a body part or scarring. Admission to hospital or nursing home may be a traumatic experience for the client due to loss of personal freedom and familiar surroundings.

Utilising the skills developed in unit 1, this unit will provide further study of grief and grief processes to enable the practitioner to provide confident support to patients in a wide range of healthcare settings. Practitioners will be prepared to counsel the bereaved and will be provided with the opportunities to further develop their counselling theory and skills. Further opportunities will be provided for increasing theoretical knowledge of grief and mourning as well as developing personal awareness and self-confidence.

Unit Aims

- Explore and critically reflect upon the theories of grief mourning and bereavement issues across the life span.
- Explore the grief process and differentiate between the various approaches to grief.
- Develop critical understanding of cultural differences in loss and bereavement and appropriate ways of responding.
- Apply knowledge of counselling skills in relation to grief, mourning and bereavement

Learning Outcomes:

At the end of the unit the student will be able to:

- Demonstrate critical understanding of the counselling process and its application in bereavement counselling across the life span.
- Critically reflect upon the processes of transference, counter transference and contract within the counselling process.
- Critically review the bereavement counselling process through the use of video recording.
- Demonstrate competence in the processes within the therapeutic relationship, taking into account personal and cultural needs.

Indicative content:

Students will be required to study:

- Bereavement rituals, cultural differences, formative influences on the understanding of death.
- The loss of a baby
- Grieving in childhood
- Grief following a death by suicide
- Post traumatic stress reactions and their consequences

- Transference, counter transference, establishing a contract, empathy and rapport challenge, taking into account personal and cultural needs.
- Theories of grief, mourning and bereavement: Colin Murray Parkes, William Worden, Silverman and others.

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	Essay	Level 3 with practice	100%	40%	3000	The students critically analyse a hour counselling tape for skills and theoretical interventions with particular reference to grief theory
Counselling Skills		Level 3 with practice		3 on the assessment scale		The tutor score and the student's self score are averaged for the final assessment of skills competency

Course mapping to demonstrate assessment of Learning Outcomes:

Learning Outcome	Explicit Evidence of how tested	Type of formative assessment identified in T&L strategies	Comments
Demonstrate critical understanding of the counselling process and its application in bereavement counselling across the life span.	Presentation of bereavement counselling theories in a tutorial setting and demonstrating theory in counselling sessions with bereaved clients	Reading of set texts on bereavement and the presentation of at least two theories in the form of a debate within the student group. The debate is summarised in writing with the students identifying their preference for a theory and giving reasons.	The theory of Parkes and Worden are compared and debated
Critically reflect upon the processes of transference, counter transference and contract within the counselling process.	In video recorded counselling sessions with external clients.	Reflection takes place as part of the self-score analysis after each counselling session and is submitted, along with other scores after each session.	To identify transference and counter-transference Requires the student to Study their tape and Reflect using the Formative assessment tool
Critically review the bereavement counselling process through the use of video recording.	In video recorded counselling sessions	Completion of at least two one hour sessions of counselling with a bereaved client that is recorded on video tape	In reviewing the tapes the student is required to reflect based upon grief theory
Demonstrate competence in the processes within the therapeutic relationship, taking into account personal and cultural needs.	In video recorded counselling sessions.	Demonstration in the practical sessions with the competency being assessed by the tutor and peers and recorded in writing.	The competence is assessed using the agreed score scale with student self scores and tutor scores

Indicative Texts:

0-8039-8404-0	Humphrey, G & Zimpfer,D	1996	Counselling for Grief and Bereavement	Sage
0-415-17858-4	Archer J	1999	The Nature of Grief	Brunner-Routledge
0-1462-5754-3	Parkes CM	1998	Bereavement Studies of Grief in Adult Life	Penguin
0-415-39041-9	Parkes CM	2006	Love and Loss	Routledge
0-8596-9882-6	Parkinson	1993	Post Traumatic Stress	Sheldon
1-58391-940-6	Worden	2002	Grief counselling and Grief Theory	Springer New York
0-8070-2306-x	Grollman E	1995	Bereaved Children and Teens	Beacon Press Boston
1-56032-339-6	Klass D, Silverman P, & Nickman S	1996	Continuing Bonds-New Understanding of Grief	Taylor and Francis
1-85775-445X	Hindmarch C	2000	On the Death of a Child	Radcliff Medical Press
1-58391-933-3	Lendrum S and Symme G	2005	Gift of Tears	Routledge
0-415-04795-1	Leick N and Davidson-Nielsen	1992	Healing Pain Attachment, Loss and Grief Theory	Routledge
1-57749-078-9	Levan E	1998	When men Grieve	Fairview Press
	Wretheimer A	1991	A Special Scar-The Experiences of people Bereaved Through Suicide	
0-335 20105 9	Payne S, Horn S, and Relf M	2000	Loss and Bereavement	O. U. Press
1853023868	Bright R	2000	Grief and Powerlessness	Jessica Kingsley

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 (See appendix H page 16 for final evaluation form)
- 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: Guidelines for practice assessment, Unit 2

Student's Name:

Client's Name:

Date and time of session:

1 Assessment :

Ability to assess the presenting problems and the underlying issues.

1	2	3	4
<i>Lack of awareness of major issues.</i>	<i>Perceives problems but is unclear as to their significance.</i>	<i>Assess issues accurately.</i>	<i>Assess issues accurately and is able to explain these to the client within a theoretical orientation.</i>

2 Effectiveness of the counsellor – counselling task, goals and treatment direction:

Able to clarify aims of the session in co-operation with the client and monitor and evaluate own interventions in relation to the overall purpose of the agreed aims (contract).

1	2	3	4
<i>No aims of the session clarified.</i>	<i>Clear aims but interventions not consistently relevant.</i>	<i>Clear aims and most interventions relevant to aims of the session.</i>	<i>Clear aims, interventions relevant to aims and leading to therapeutic movement.</i>

3 Competence of counsellor – general listening skills:

Counsellor: Paying attention, showing interest, clarifying, summarising for content and feelings all of which goes towards providing the core condition of acceptance.

Client: Enabled to explore and clarify their inner world of thoughts and feelings.

1	2	3	4
<i>No evidence of any of the above.</i>	<i>Evidence of two of the above.</i>	<i>All of the above intermittently evident.</i>	<i>All of the above consistently evident.</i>

4 Empathic responding/understanding

Counsellor: may use any of the above skills in a way which reflects accurately the inner world of awareness thought and feeling the client is experiencing.

Client: evidence that the client feels understood and enabled to stay with painful feelings or thoughts as well as to further explore what may have hitherto been avoided or denied.

1	2	3	4
<i>Counsellor demonstrates no understanding of empathic response.</i>	<i>No evidence of empathic response in working relationship.</i>	<i>Intermittent evidence of empathic response.</i>	<i>Consistent evidence of empathic response.</i>

5 Challenge, confrontation, interpretation

Counsellor: noticing and verbalising:

- the discrepancy between aspects of a client's communication
- a client's angry and frustrated feelings/thoughts and the destructive patterns in themselves and their life

c) the connections (common themes) between a client's behaviour in the session, in the life outside and in the past

Client: Enabled to gain a new perspective about themselves and their life story both past and present.

1	2	3	4
<i>No evidence of challenge, confrontation, interpretation.</i>	<i>Evidence of one of the above.</i>	<i>All of the above intermittently evident.</i>	<i>All of the above consistently evident.</i>

6. Working with the therapeutic relationship

The counsellor monitors what is going on in the relationship in the here and now with regard to the unspoken, under the surface thoughts/feelings and the roles which he/she assumes in relation to the client. She/he is aware of her/his own responses to the client. When appropriate, she/he can verbalise this by either saying directly what she/he feels or thinks (countertransference) or by understanding and verbalising what may be the client's experience in that moment.

1	2	3	4
<i>No evidence of awareness.</i>	<i>Evidence of awareness issues, but not verbalised.</i>	<i>Evidence of awareness issues sometimes verbalised.</i>	<i>Awareness issues consistently verbalised.</i>

7 Understanding and application of the relevant professional code of ethics and practice:

The counsellor is able to maintain a professional role, including adherence to appropriate boundaries of time, space and the relationship with the client.

1	2	3	4
<i>No evidence of ability to maintain any boundaries.</i>	<i>Evidence of ability to maintain one or more boundary.</i>	<i>Intermittent evidence of ability to maintain boundaries of time, space and relationship.</i>	<i>Consistent evidence of ability to maintain boundaries of time, space and relationship.</i>

8. Overall performance:

1	2	3	4
<i>Shows low or insufficient level of competence as a practitioner.</i>	<i>Shows intermittent evidence of competence as a practitioner.</i>	<i>Shows moderate level of competence as a practitioner.</i>	<i>Shows high level of competence as a practitioner.</i>

9 Personal awareness – to be filled in after the counsellor has reflected upon session within the group setting:

Counsellor's self appraisal in relation to:

- a) the client work presented
- b) use of feedback information
- c) general development as a counsellor, including future plans

1	2	3	4
<i>Shows little inclination for self-reflection.</i>	<i>Shows limited inclination for self-reflection.</i>	<i>Developing evidence of self-reflection.</i>	<i>Well developed ability for self-reflection.</i>

10. Any other comments?

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

Client agreement form for Video recording of sessions

Bereavement Counselling Diploma 2006

I.....(Please print your name)
confirm that I am willing to be part of the Bereavement Counselling Training
Programme at(Location).....

I understand that:

- I will be counselled by students who have been assessed for their competence as counsellors.
- The sessions will be videotaped. The copyright of the video tapes will remain with Gold Training.
- The tape will be treated as confidential and will only be used for training purposes and assessment on the 2006 course. All tapes will be destroyed at the end of the course.
- I may be asked to attend two counselling sessions on the training weekends. I may have a different counsellor for each session but all the counsellors will have watched all the previous sessions.
- I understand that the course subscribes to the Ethical Framework of the British Association on Counselling and Psychotherapy and that I can submit a complaint to that professional body should the need arise.

Signed

Date.....

Please sign both these agreements, keep one and post the other in the envelope provided. Thank you.

Appendix E Comparative written work for grief theories

Description of comparative written work:

Following the student presentations of the Grief Theory of Parkes and Wordon, the student will write up the Grief Theory Presentations comparing the two theories and indicating which theory is preferred and why.

1500 Words +/- 10%

Please note that this work is a formative requirement and is not marked for the assessment of theory on the course but is a required piece of work for completion of the course.

APPENDIX F Assessment Specification for Essay and Video Analysis, Unit 2

Unit Two Introduction to Counselling and Bereavement Counselling

Credit Points 30

Unit Level Three

Type of Assessment Written Assignment 3000 words

Description of Assessment for video analysis

The focus of this assessment is an analysis of a video recording which reflects upon your strengths and weaknesses in terms of theoretical and practical skills.

As the student, you will:

1. Select an example of your own counselling skills (one of the formative video recordings).
2. Using your knowledge of grief and counselling theory, analyse and evaluate the counselling skills demonstrated.
3. Discuss the strengths and weaknesses of both your theoretical application and use of counselling skills.
4. Produce a detailed action plan, demonstrating those aspects of practice that require further development and identify how these will be achieved.
5. Make reference to relevant contemporary literature

N.B. All videos submitted must be set at the precise start of the counselling session.

Tapes not set in this way will be returned and not marked.

All videos must be labelled with the session date, the name of the counsellor with Greenwich identification number and the length of the session.

Appendix G

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 H 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

Appendix I

COURSE EVALUATION

To be completed at the end of the Course

Name :

Greenwich Code Number :

Date :

1) Please score the course

0 1 2 3 4 5 6 7 8 9 10

Dreadful

Very good

2) What have you valued most about the course?

3) What have you valued least about the course?

4) How would you make the course better?

5) What have you learnt most about yourself during the course?

6) How will you apply your new learning?

7) Any other comments

Appendix J

FORMAT FOR FILM REVIEW WITHIN THE COURSE

Name of film:

Name of student:

- 1) What was most difficult to watch, and why?

- 2) Did you feel ‘drawn’ to any particular character – if so why do you think that happened?

- 3) What were your emotions during the film? (You may find it easier to mentally divide the film into beginning, middle and end and identify emotions at these stages).

- 4) Why do you think the film is so popular?

- 5) What did you learn from the film?

- 6) What influence do you think the film has on ‘the public’s’ understanding of grief?

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	Some evidence of self awareness	Evidence of self awareness and reflection intermittent	Consistent evidence of awareness and reflection
1	2	3	4

(4) Evidence of non-judgemental attitudes and the ability to show understanding and empathy to others

No evidence of understanding of non-judgemental attitudes	Some evidence of understanding of non-judgemental attitudes	Evidence of understanding of non-judgemental attitudes	Evidence of understanding of non-judgemental attitudes with reflection
1	2	3	4

(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	Evidence of consistent challenging of boundaries	Evidence of working within the boundaries	Evidence of working within and understanding the boundaries
1	2	3	4

(6) Demonstration of participating in group presentations:

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

Comments and agreed action points:

Name _____ (Tutor)

Signed _____

Name _____ (Student)

Signed _____

Date _____