

When Someone Dies

Teaching resources



Using the DVD to support CPCAB qualifications

In this DVD we have focused on a range of **activities** which can be used creatively to help trainee counsellors **deepen their experience and understanding** of specific CPCAB learning criteria. In order to understand this more fully **a little background is probably helpful.**

Who is CPCAB?

CPCAB is a small specialist awarding body approved by Ofqual (Office of the Qualifications and Examinations Regulator) to award accredited qualifications in counselling, supervision and helping skills. CPCAB owns and is responsible for the structure (units and assessment criteria) and the assessment standards of the qualifications.

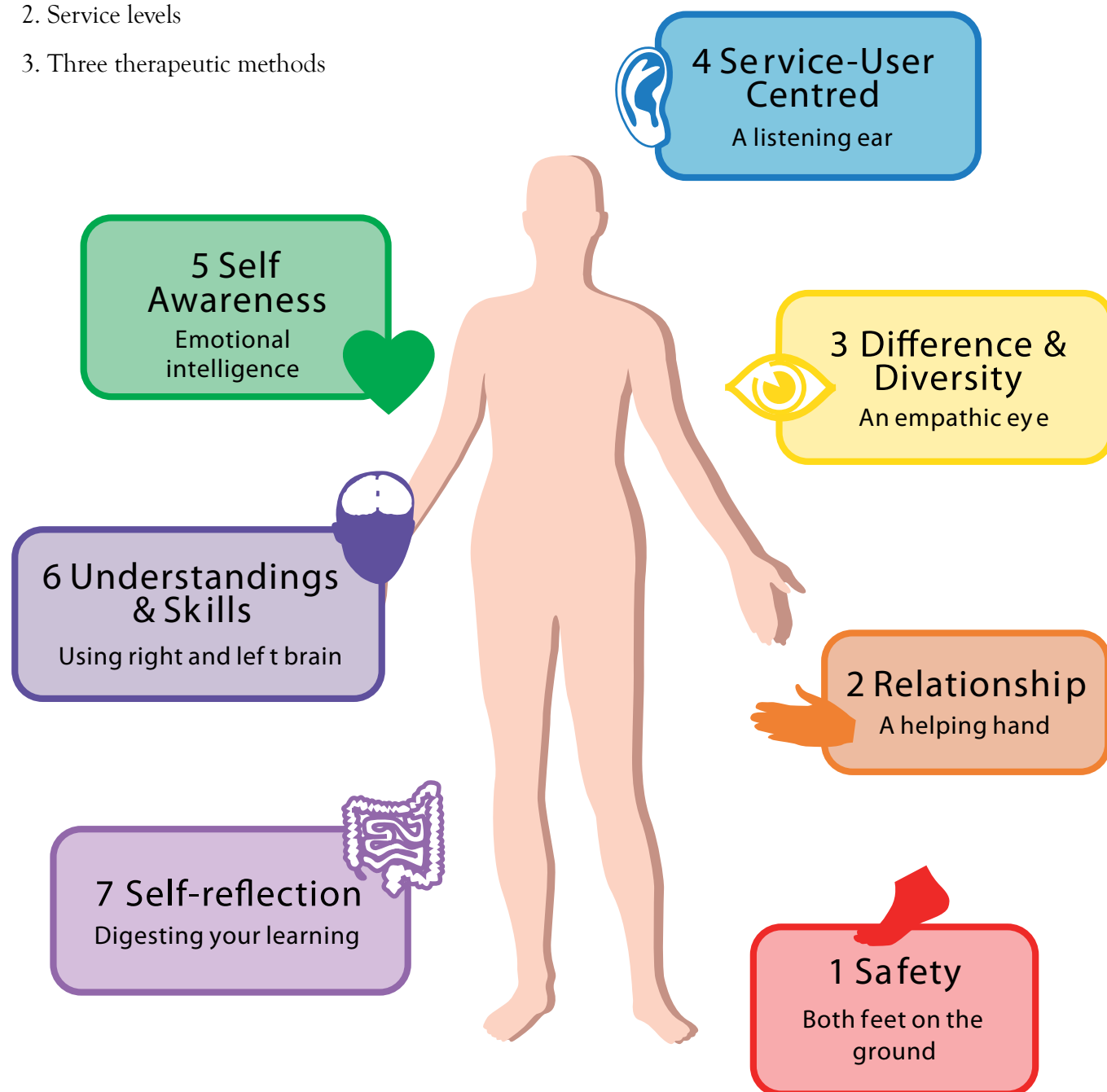
Training centres have to apply to CPCAB to run its qualifications. Tutors must meet CPCAB requirements to be approved to teach these qualifications. CPCAB issues certificates to successful candidates.

Centres own the course which is offered. Courses must meet CPCAB requirements but can be very different in design and content (e.g. theoretical approach) because the qualification specifications are generic. Some centres choose to use approved course material designed by CSCT - an organisation that writes and sells training material.

The CPCAB model

The CPCAB model underpins all CPCAB qualifications. This is made up of 3 parts:

1. Seven processes
2. Service levels
3. Three therapeutic methods



Seven processes

These 7 processes are what makes CPCAB unique. Each one of these processes links to a unit and each unit has elements and 'tasks' that are required to be completed to provide the evidence your candidates need to produce, showing they have reached the required standard.

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The key concept here is that whenever a 'helper' is working with a 'helped', a counsellor with a client, or a supervisor with a supervisee there are seven processes at work. These 7 processes form the 7 units of each qualification at all levels.

Each unit has a learning outcome which expresses what the candidate will have learned on completion of the unit. Units are divided into:

- » elements – a group of related 'criteria'
- » assessment criteria – these can be thought of as 'learning tasks'

1. Service levels

The CPCAB model uses a framework which links the skills and competency needed by the helper/counsellor/supervisor to the needs of the helped/client/or supervisee. Each qualification is clearly positioned on this framework and it is important for candidates to have an understanding of the wider picture.

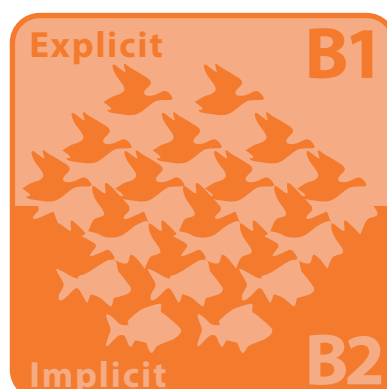
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The levels are:

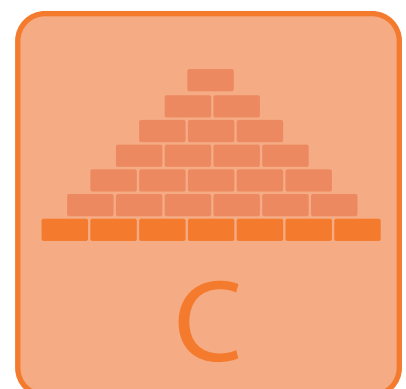
- » **Helping work** – using counselling skills to work with personal concerns
- » **Service level A** – working with clients' difficulties associated with common life events
- » **Service level B1** – working with common mental health problems with a focus on explicit psychological patterns
- » **Service level B2** – working at a deeper level with implicit psychological patterns
- » **Service level C** – identifying supporting and referring clients with complex mental health problems



Working on my problems



Working on my self



Working on the foundations of my self

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2. Three therapeutic methods

The CPCAB model focuses on 3 therapeutic methods:

- » working on the structure of the self – how different parts of the self interact and relate to each other (approaches will have their own language for parts of the self)
- » working on personal history – how our personal history has shaped us and still affects us
- » working on the self-in-relation – looking at our patterns of relating (with others)

This aspect of the model becomes more important at the higher qualification levels, especially the structure of the self. This part of the model is less relevant to helping work, but it is important to get a sense of the underpinning structure.



Activities to support learning

outcomes

The following activities can be used across the whole programme range. Depending on the qualification, tutors will need to ensure that students are addressing the issues at an appropriate level.

Rather than give a detailed account of activities, we have simply given a set of learning questions to stimulate exploration on the specific issues. For example, the general question in Unit 1 asks 'What ethical issues might you need to address when working with someone who is experiencing grief and loss?' This could be set as a homework or assignment question. Inviting students to write a summary of 500 words would mean that you require less depth than if you were asking for a piece of work of 2500 words. Equally, the same question could be modified with the addition of 'in your agency' or 'with children'. We trust that you will wear your creativity hat every step of the way.

All of the activities in the personal and professional development section can be used to evidence learning. These are also indicated in the unit sections. However, you will probably be able to amend them in order to meet the learning outcomes you specifically wish to focus on. Unit 5 is likely to be well covered by many of the reflective exercises in the personal and professional development section.

Unit 1

Using counselling skills ethically and safely within a professional framework

You will also find the Knowing Limits exercise useful for this section. This activity can be used for all groups. Invite participants to work with a partner or in small groups, taking time to reflect on the following question:

What ethical issues might you need to address when working with someone who is experiencing grief and loss?

Using the DVD set it to run with Mary or Clare.

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For students working towards CSK-L2/CST-L3 the following guided activities can be used to help students to evidence their learning and also create an opportunity for personal reflection:

- a. Note additional sources of support that Mary, Clare or Michael might need
- b. Reflecting on Mary, Clare or Michael's story – what issues arise for you and how might this impact on the limits of your ability?

For students working towards TC-L4 the following questions require a deeper response:

- a. If you had a sense that Mary, Clare or Michael were 'at risk', what action would you take?
- b. How might you use supervision to raise your awareness regarding limits of ability?



Unit 2

Managing the counselling relationship

Set the DVD to run with either of the stories of Mary, Clare or Michael. If you have enough time you might choose to watch all three (with a break in between). It will be helpful to give the relevant questions to students prior to the start of the DVD so that they can watch it with a particular focus in mind.

For students working towards CSK-L2:

- a. What limits to confidentiality would you need to address with Clare, Michael or Mary?

- b. Working with a partner, practice explaining your limits to confidentiality. (In this triad exercise, one person acts as the listener, one as the helpee and another as observer. CPCAB skills proformas can be used to write down observations.
- c. Give each other feedback on how well you completed the task. (This also meets Unit 7)

For students working towards CST-L3:

- a. Imagining that you were working in a counselling agency, what issues would you need to address when working with either Mary, Clare or Michael?

For students working towards TC-L4

- a. Imagining working with Mary, Michael or Clare.
How would you use supervision to help aid the developing therapeutic relationship?
- b. Managing the boundaries of therapeutic work is especially important when working with issues of grief and loss.
What issues might arise in the conclusion of your work with someone who is working with issues of loss?
How, for example, might Mary, Michael or Clare experience the ending of the counselling process?

Unit 3

Working with difference and diversity - issues of diversity in working with loss

The DVD features three different ways in which people make sense of loss.

Loss invariably touches on some of our major existential concerns as human beings – where do we go? What meanings are there in life? Why do things happen? Why me? These questions go to the heart of our existence and all cultures try to address them socially, politically and spiritually. This begins to get addressed in the ways in which grief and death itself is understood, e.g. how long should a person grieve for? What is an appropriate ritual for saying farewell to the dead person?

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Clare, Mary and Michael all begin to find and construct meanings from their particular spiritual perspectives. As Kubler Ross notes, there is a strong pull to try and find 'God' as a way to understand what is happening.

There are many definitions of 'God' and when working with people it is helpful to gather a range of understandings on the different perspectives. The following activities can be used across the programme range – higher level qualifications such as TC-L4 will require both deeper and fuller answers.

Activity 1

Review and discuss the ways in which Mary, Michael and Clare tried to understand the loss of their loved ones from a spiritual perspective, e.g. Mary drew on Rumi, a Sufi poet, to understand the idea of a being a 'guest'. Michael spoke of Tathata, the Eastern (Buddhist and Hindu) idea of 'suchness'. Clare gained a depth of understanding in her reading of the bible.



Activity 2

This activity is likely to meet some of the CPCAB criteria in Unit 3 and also Unit 5.

Using both library materials and the internet look at the ways in which different traditions understand death, e.g. Humanism; Buddhism; Christianity; Sikhism; Judaism; Islam; Hinduism etc.

Explore both differences and similarities.

Notice any personal difficulties you have with regard to any of these perspectives.

Activity 3

The DVD focuses on three people – two women and a man. You will need to watch extracts from all three people.

With a partner/ small group take time to reflect on any differences you noted around gender and the experience of loss.

Unit 4

Working from a user centred approach

For students working towards CSK-L2

Watch the section with Clare

Note any areas that touched you. What feelings / reactions would you need to keep to one side when working with her?

For students working towards CST-L3

Watch the section with Mary

In small groups set up a case discussion and make notes of any points you would need to monitor in your work with her. How often would you review your work?

For students working towards TC-L4

Watch the section with Michael

How might you enable Michael to explore difficult, painful and uncomfortable experiences and feelings?

Unit 5

Working with self awareness

Several of the activities in the personal development section could be utilised here. A good source for gathering evidence will be reflections written in the learning journal.

Here are some specific activities.

For students working towards CSK-L2

Watch the section where Jan introduces some basic theories about loss

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How might your own experience of loss help you in your counselling work?

For students working towards CST-L3

Watch the section where Jan introduces some basic theories about loss

Thinking of your own relationships and story, how does the Loss Cycle apply to you?

For students working towards TC-L4

Watch the section with Mary, Michael or Clare

Notice and identify how your own story of loss may impact on your work with Mary, Clare or Michael

Unit 6

Working within a framework of counselling theory and skills

Listening to the bereaved person's story.

Remembering the deceased is an important part of coming to terms with loss. The stories and memories that are created is one way of holding an aspect of the dead person and thus allowing them to become part of a new day-to-day being. In the DVD all three people describe their stories and Jan puts this together in a theoretical framework.

For students working towards CSK-L2

For this activity you will need to set the DVD to play a section of either Mary's, Clare's or Michael's story

Listening to the story of Clare, Michael or Mary, summarise how one or each of them describes the life and death of their loved one

Work with a partner to compare and contrast your summaries

Make a note of any differences in your findings

Is there any reason for what you heard (or didn't hear?)

For students working towards CST-L3

Watch the section where Jan describes some of the theories around loss and grieving

Using your awareness of theories of counselling, how might you understand Mary, Clare or Michael and their process of grieving? (This activity could be set as either a homework activity, with additional guided reading or as a fuller piece of work in the form of an assignment)

For students working towards TC-L4

Watch the section of the DVD focusing on Clare, Mary or Michael. Working with a partner, research and address one of these questions:

How might Mary, Clare or Michael's past impact on their experience of grieving?

Noting some of the work by Worden, Kubler Ross and others, how would you 'apply' it to Clare, Mary or Michael?

What service level would you assign your work with Mary, Clare or Michael to? Why?

Unit 7

Working self reflectively

This section is likely to be met when students take time to reflect on their learning and any needs that arise subsequently.

Many of the learning outcomes can be evidenced in giving and receiving feedback (and points learned from this process). Working self reflectively is also demonstrated in the skills of learning from supervision.

For students working towards CSK-L2

Reflect on any feedback you have received from your work with others around the theme of loss.

What have you gained from the feedback and how might you integrate it in your counselling work?

For students working towards CST-L3

Make a note of any points you would take to supervision. What have you learned from this?

For students working towards TC-L4

Identify and note any further learning needs you have identified. How might you meet these?