Teaching Loss and Grief to Social Work Students: Some Reflections

Martin Ryan

Loss and grief are omnipresent in the work that social workers do, yet there has been little written about the nature and issues involved in teaching loss and grief to social work students. This paper presents the author’s experience of teaching a loss and grief subject to social work students for four years at one Australian university. The development, content and evaluation of the subject are outlined. Issues that arose in teaching this subject, such as relatively large classes, will be reflected upon and lessons such as having students working in small groups throughout the subject, using a variety of inputs and the author being able to draw on current casework experience that may be useful to other social work and welfare educators.

Introduction

Grief as a response to significant loss and/or trauma is a common and important element in human life. Few of us fail to experience grief from either death or non-death losses. The effects of grief will present to social workers as part of their everyday work, regardless of the settings they are practising in.

Therefore given the central place of loss and grief in life and its pervading presence within the social work, it is important that future social workers be exposed to a basic level of knowledge and skills within the social work curriculum in order to assist their grieving clients. Policy and Procedures for Eligibility of the Australian Association of Social Workers (2000) does not require social work schools to specifically integrate content on loss and grief or death and dying into the curricula. Rather what it states is that content needs to be integrated on all stages of the lifecycle and generally this is done in subjects which may be titled something like “human behaviour in the social environment” or “development across the lifecycle” and these would tend to be offered at a first or a second year level of a four year course. The most likely place for an offering on loss and grief appears to be as an elective subject or a specialisation subject in the third or fourth year of courses. Such subjects tend to be generally taken on an elective basis and fewer than 25 per cent of students in any one year would be able to enrol in such subjects. This would mean that there would be many students graduating from courses that would have not undertaken such subjects and therefore would be relatively unprepared to work effectively with clients on loss and grief issues. The purpose of the present paper is to report on one such Australian specialist/elective subject, its development, content and evaluation, and to reflect critically on the issues that arose in delivering it.

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**Literature Review**

Formal education about death which may include dying and bereavement, and which is usually called death education, is reported to have originated in colleges and schools in the United States of America in the 1960s and has since been developed and spread to a number of other countries including Australia (Clark 2001). As well as social work those that receive such training include medical practitioners, nurses, and pharmacists, given their involvement with sick and dying persons and their families. A statement of assumptions and principles concerning such death education has been released by the International Work Group on Death, Dying and Bereavement (1992). A number of specific courses on death education have been described and evaluated in the literature e.g. Heuser (1995), Downe-Wamboldt and Tamlyn (1997), Papadatou (1997), and Corr (2002). Napier (2000) has written about teaching a death education subject to Australian students from a post-modern perspective, but this subject had a focus on death and dying rather than on bereavement.

The literature on educating social workers to work with the bereaved, and those who are dying is relatively sparse. Moore (1984) describes developing a course to train social workers to work with the terminally ill in a U.S. context. Dane and Miller (1990) describe a course that was designed to meet the particular challenges of those dying with AIDS, again within an American context, but neither of these accounts actually evaluated the educational effectiveness of these courses.

Kramer (1998) described a multi-method grief course delivered to graduate social work students. This article also includes an evaluation of the students’ level of death acceptance and sense of preparedness to respond to personal and professional losses both before and after undertaking the course. This was done by a quasi-experimental, non-equivalent control group design. It was found that the course assisted students to perceive that they had greater competence in their knowledge, skills and sense of preparation for working with grieving clients, and that it increased the cognitive and affective dimensions of death acceptance in students.

In an English context, with a twin focus on both students and lecturers, Weinstein (2002) writes about his experiences of teaching about loss and grief to a range of students, most particularly in a multi-disciplinary subject for social workers, radiographers, midwives and nurses. He points to the importance of the acquisition of specific skills in assessment, communication/counselling and working within organisations, as well as the significance of gender, ritual, religion and spiritual beliefs. Unfortunately, the author does not report on any evaluation of the subject that had been done.

Whilst there are relevant writings from overseas e.g. Kramer (1998) and Weinstein (2002), there does not appear to be any literature, apart from Napier’s (2000) work, written by a social work educator about the experience of teaching a loss and grief subject in an Australian context, which social work educators could usefully learn from and apply in their own teaching on this topic. The present paper therefore reports on an Australian specialist subject on loss and grief, its development, content and evaluation as well as a reflection on the issues that arose in delivering it. While I have previously presented a conference paper on this topic, after teaching it as a
novice for one year (Ryan 2005), the present paper will report and reflect upon my experiences of teaching it for an extended period (from 2004 until 2007).

**Subject Development**

At the end of 2002 the academic staff member who had taught loss and grief as an elective retired from the staff of the school. He had taught this subject for a number of years and it was always very popular with students. Therefore his departure left an important gap in the school’s offerings.

I have been a member of the school staff since 1995 and had mainly taught research and community work during that time. Before coming into academia in 1989, I had worked in hospital social work in the oncology field and in a community based palliative care agency where my main role had been coordinating bereavement support which included training volunteers to provide such support. (I am also a trained general nurse and as such I had worked in palliative care and AIDS settings.)

I thought that a loss and grief subject should be very much a part of the school offerings and also at that time was interested in taking a slightly different direction in my teaching, so in 2003 I volunteered to teach this subject. This offer was made with the proviso that I would not start teaching it until 2004 as I was on sabbatical leave for the latter part of 2003.

But in making this offer I also thought that I was out of touch with recent developments in the loss and grief field, particularly in terms of theoretical development. Therefore, I thought I had to update my knowledge and looked around for opportunities to do this.

I decided to undertake a short course in bereavement counselling at the Centre for Grief Education (now the Australian Centre for Grief and Bereavement) in Melbourne. This was essentially a theoretical course run for one evening a week over thirteen weeks culminating in a piece of assessment in the form of completion of an essay based on a case study. I decided to follow the completion of this course with an 80 hour counselling placement at the Centre’s Bereavement Counselling and Support Service. This involved seeing up to three bereaved clients in a half-day session for counselling until a total 80 hours of placement were completed. I commenced this placement in November 2003 and completed it in January 2005. (The successful completion of these two components (coursework and placement) resulted in qualifying for a Graduate Certificate in Bereavement Counselling Practice which was awarded in 2005.) Since that time I have also continued to see clients in a volunteer capacity at the Centre as a Practitioner Associate.

This qualification gave me both up to date knowledge in terms of theory and also a practical opportunity to apply it in working with clients through the counselling placement. The experience gained in this placement became invaluable in teaching this subject as: 1) I could bring concurrent, direct experience into the classroom for illustrative purposes; and 2) gave me well-grounded confidence in what I was teaching.
Context of Subject

At the University, I teach students studying for a social work qualification which they can undertake either as a four year degree if they have not had previous university study i.e. straight from school or as a mature-age entry, or as a two year degree if they are university. At the university I teach in, students are able to choose one elective from a range of practice fields in each of their final two years of the Bachelor of Social Work degree.

As stated previously, loss and grief as an elective subject has always been a popular choice for students and as such has been consistently the subject most often nominated by students for their first preference amongst a choice of six to eight electives. All such electives are not designed just to be a skill-based subject, but are expected to explore “context, policies, programs and practice” within a specific specialist field.

The Students

Fourth or final year students receive priority over third year students in getting their preferred choices in terms of these elective subjects. Therefore in the four years that I have taught the subject the majority of students in the subject have been fourth year ones. It should be noted that fourth year students have completed a field placement at an agency in the previous year of their studies, whereas third year students have yet to undertake a placement which take place for all students at the conclusion of the teaching period in which electives are located i.e. from September to December of each year. The third year students who did gain a place in the subject tended to be mature aged students who often had a previous welfare background. In line with most social work classes, the majority of students were women. There have been males in the class in each year with the lowest number being one in 2006 and the highest being six in 2007. In each year that I have run the subject approximately half of the students have been mature age i.e. over 25 years of age. The numbers in the class have increased each year with the lowest being 28 in 2004 and the highest being 39 students in 2007.

Not surprisingly, a number of students in any one year will have experienced significant bereavements in their life i.e. death of a parent, sibling or a peri-natal death. Up to this point, to my knowledge no one in the class has had a spouse or adult children predecease them.

Objectives and Structure of the Subject

The subject’s broad aims were:

- “To explore the diversity and range of peoples’ experiences of loss, grief and trauma and the meanings they attach to them;
- To examine key theories related to loss, grief and trauma;
- To evaluate your own ideas, experiences, values and learning abut the diversity of personal and public responses to loss, grief and trauma as determined and shaped by a variety of different factors;
• To explore your own ways of responding constructively to such loss and grief experiences in order to be able to assist future clients and communities, both at a personal and policy level.” (Ryan 2007, p.2)

The overall aim of the subject is to expose students to issues related to grief as a response to significant loss and/or trauma. The focus in the subject has tended to be on loss and grief related to death rather than to non-death-related loss more broadly. Through this exposure, it is intended that students will develop beginning level specialist knowledge and skills, in order to both learn about situations of loss and grief and explore/learn ways in which they can respond constructively to such experiences. It is stressed to the students that they will not be able to call themselves fully fledged grief or bereavement counsellors after having completed the subject; it is very much about acquiring beginning level knowledge and skills which will build on the knowledge, skills and values they have acquired in the rest of their social work degree.

The subject has run in second semester for a compacted six week teaching period prior to both third and fourth year students going to their field education placements. In the first two years that the subject was run, the format consisted of two classes per week held one day apart (the first ran for three hours and the second for two hours) to total 30 hours of class time. This meant intensive teaching and learning for both myself and for the students. Given this situation and partly in response to student requests, it was decided in 2006 to run the subject over a full day (Friday) for the first time, with five hours of teaching per day over six sessions to produce the requisite 30 hours of class time.

The classes in the subject are delivered using a variety of input:
• Didactic input from myself as the subject co-ordinator, particularly on theory;
• guest speakers;
• audio-visual material;
• large and small group discussions;
• individual and small group exercises;
• off-campus field visits.

Such variety was thought to be important given the length of each full day’s teaching in order to maintain students’ interest and attention. Prior to even the first class i.e. in the summary of the subject that was circulated to all students with their preference sheets, it was emphasised that they were to bring their own experiences of loss and grief to the subject and that it had an explicit experiential dimension to it. In effect it became part of the “contract” of doing the subject. It was made clear at the outset that experiences in the subject might be uncomfortable, challenging or even distressing for them.

Content of Subject

In developing the following outline of the classes in the subject, I wish to thank Dr June Allan from RMIT (Royal Melbourne Institute of Technology) for kindly giving me her subject outline for her loss and grief subject in the Bachelor of Social Work course there and also her Book of Readings, both of which helped me considerably in developing the content for my subject.
As was stated previously, there are six sessions in the subject. In the first class, there is an introduction to the subject and its requirements, followed by an introduction to loss, grief and trauma as three key concepts in the subject. The experience of loss and bereavement is examined both in lecture format and through exercises in which students reflect on their own experiences of loss. This exercise is titled “the grieving process” and is derived from Jacobsen et al. (1997, pp.42-3). It involves providing students with an opportunity to think about a personal loss of their choice and through this experience identifying the thoughts, feelings and physical sensation that accompany this experience. After the loss experience, they form into pairs and debrief with their partners. This class also commences coverage of the major theories for understanding loss and grief, beginning with modernist and more traditional ones including Lindemann (1944), Freud (1957), Kubler-Ross’s stages of anticipatory grief (1969), Bowlby’s attachment theory (1982), Parkes (1983) and Worden’s tasks of grief (2003).

The second class again focuses on theories for understanding grief, looking at the more recent and post-modern theories e.g. Doka’s disenfranchised grief (1989), Klass et al.’s continuing bonds (1996), Stroebe and Schut’s dual processes (1999), Martin and Doka’s gender stereotypes around grief (2000) and Neimeyer’s meaning reconstruction theory (Neimeyer and Anderson, 2002). Again in this class students were given a further opportunity to reflect on their own experiences of loss and grief through Worden’s (2003, pp.176-177) death awareness exercise which asks participants to consider their responses to questions such as: What is the first death you can remember? What is the most recent death? What is the most painful? What is your primary style of coping with death? How do you know your grief is resolved?

In the third session, there is generally a field visit and in each of the four years this has been a visit to a major local cemetery which also has a crematorium. As part of the tour, students are generally given a behind-the-scenes look at the crematorium’s operation. In the first two years the subject was run, students also had the opportunity to visit the coroner’s court complex in central Melbourne. This has been discontinued for the last two years as it consisted of a lecture about the operation of the court and the coronial process by a member of the staff which was not entirely satisfactory as it did not include an experiential element to it. The students themselves had expressed considerable dissatisfaction with this. Also in this session, students are exposed to bereavement counselling and some of its key components based primarily on Worden’s (2003) and Raphael’s (1984) work. They also have the opportunity in this class to practice bereavement counselling skills via role plays within the class environment. This session also has a section on complicated grief (chronic mourning characterised by intense yearning for the deceased person), with the focus on its identification and assessment largely via exposure to Prigerson’s work on complicated grief (e.g. Ray and Prigerson 2006).

The fourth session examines the grief of children and young people. For each year that the subject has been run, this has involved a guest speaker who has been a bereaved mother who has had a child die. This gives the students the opportunity to be exposed first-hand to the experiences of a person who has been bereaved, which can touch them in a range of ways. Students are provided with the chance to debrief and discuss after the speaker has left. This session also looks at an overview of what
the available research tells us about what works in bereavement counselling. I am keen to get students to read relevant research and then to incorporate that research into their practice. This is deliberately fostered and enacted in this subject by asking students to refer to specific research studies they would utilise in their second piece of assessment. Additionally in 2007 this session examined the role of rituals and how they can be utilised as part of bereavement work.

Session five focuses on 1) bereavement related to suicide and 2) trauma and bereavement, and their interconnection. In the past both of these topics have been delivered by guest speakers. Suicide bereavement is covered by a counsellor from a specialist suicide bereavement service who focuses on the particular features of suicide bereavement and assistance for those bereaved by suicide. The topics of trauma and bereavement are seen as being intimately linked. The aftermath of exposure to trauma incidents may manifest itself in a variety of ways, including posttraumatic stress disorder (PTSD) and bereavement reactions. The guest speaker examines trauma, the range of reactions to it, the range of interventions that can be utilised with it, and its relationship to bereavement.

The sixth and final session begins with looking at the particular features of bereavement resulting from late term miscarriage, stillbirth and neo-natal death. There is a guest speaker to address this issue. As well, this session also examines the influences of culture, social policy and organisational context on the perception of loss and grief and the way it is handled in the community. The handling of bereavement in work places and in schools receives particular attention via the use of case scenarios for which students are required to develop intervention plans. In the final part of this session, students have the opportunity to reflect on and evaluate their experience in the subject over the semester. They are also given the opportunity to formally provide written evaluation on the subject.

**Further Development of the Subject**

In terms of content and delivery of the subject, there have been a number of developments and revisions introduced over the last four years. Some of the key ones will now be outlined.

One of the aims in running the subject was that students would have the opportunity to talk about their own experiences of loss and to share these with the class. I quickly realised after the very first class in 2004 that the group was just too big with 28 students in it for any meaningful sharing by each member of the class with the whole group. I realised I had to find an alternative way of doing this very quickly i.e. in fact before the next class the next day.

Overnight I came up with the notion that students would be in “cells or syndicates” of at least 4 students in which they would discuss their own experiences of loss and grief. The next day in class I gave them the opportunity of forming such groups and also the alternative of either staying in the one group for the length of the subject (which was the students’ own idea) or changing membership each week. I gave them these two alternatives and they chose the first one i.e. staying in the one group for the subject’s duration. The students in 2004 formed their own groups in this second session and my observation was that the groups have tended to consist of a mix of those students they knew and some they were unfamiliar with.
I have used the same notion of forming cells in the subject for each of the subsequent three years and generally this has worked well. Students in these cells come to trust other students with a range of intimate experiences and also become very comfortable at doing role plays within the safety of these cells. As the numbers in the subject have grown over the four years, the formation and successful operation of these cells has become even more important as a key element in the subject. In the last two years, I have also instituted the practice of each cell reporting back to the main group as a way of: a) being able to monitor what is happening in these cells, and b) to have individual cells raise issues for discussion with the whole student group.

Whilst a variety of forms of input have been used in the subject since its inception, a second key development, based on my experience, has been to routinely adopt the following pattern of structuring the class and means of input: 1) an exercise within the cells, followed by 2) reporting back from the cells and general class discussion. This is followed by 3) didactic input and/or video or other audio-visual input which students reflect on and discuss in their cells. This was then often followed by 4) a concluding comment by myself as coordinator prior to students breaking up for the day. Regular breaks need to be taken both for morning and afternoon tea and lunch throughout the course of the day as well.

The third key change in the subject was in relation to the field visits. The class have visited the cemetery and the crematorium for each of the four years of the subject. In the first year that the students visited the crematorium, they were given the opportunity to look at a body being cremated. I did not know that this was going to happen, so all of us were inadequately prepared for this. They were given a choice about whether they wanted to see this or not and many chose not to. However considerable feeling and discussion resulted back in the class soon afterwards as a consequence, and as can be imagined many students were disturbed by this experience.

The lesson I learned from this was to ensure that the students were well prepared for a range of experiences in the visit including seeing a body in the crematorium. It was also important to spell out to them, again in advance, the exact purposes of the visit. It also became important that the tour is run as smoothly as possible including having transport to move around the large cemetery to look at the various sections. I think all these elements came together in 2007 with virtually all students reporting that the visit was a very positive learning experience for them.

**Assessment for the Subject**

Two pieces of assessment are required for the subject:

1) A short self reflective essay (1,000 words) on the students’ responses to the subject and/or a report on the field visits. This is worth 25% of the marks for the subject.

2) A longer essay (3,000 words) asking them to address and reflect on a number of issues in a case study. Initially they had a choice of one of four scenarios which were chosen from Weinstein (2002, pp. 200-201). This piece of work is worth 75% of the marks.
These initial four scenarios involved: 1) bereavement following an AIDS related
death; 2) death due to a degenerative neurological illness; 3) bereavement following a
neo-natal death; and 4) the grief involved for an adolescent refugee in a foreign
country who had witnessed his mother being killed.

The students are asked to address the following issues:

1) Key issues and/or questions they think need to be addressed in this particular
scenario;
2) The approach/theories they would draw on and the goals they would work
towards in providing social work input in their work for those in the scenario;
3) Particular pieces of research that would influence the way they work in the
scenario;
4) The particular issues the scenario presents for them personally if they were to
provided social work and/or bereavement counselling input in this situation.

As my confidence grew and to better suit the content of the subject and the needs of
the students, for the last two years, I have developed four scenarios of my own for the
students to address. These include scenarios on:

1) Bereavement following the sudden death of a spouse;
2) bereavement following the death of a stillborn child;
3) bereavement related to a family suicide;
4) grief and loss of an adult daughter with a mother with Alzheimer’s disease.

The first essay tends to work particularly well as a piece of assessment as it gives
students an opportunity to reflect on their own experiences and express their feelings
and responses to these. Overall the quality of these essays tends to be particularly
high. For a number of students it provides the opportunity to really get in touch with
their own feelings and experiences and then to put them down in writing in a
structured way. I think it also helps that the exercise is only worth 25% of the total
mark for the subject which lessens the pressure on them in doing this piece.

The second piece of assessment, which is more substantial, requires addressing a
number of the key components that the subject attempts to impart i.e. identifying
relevant theory and key issues that require addressing in a case scenario; locating,
reading and applying specific pieces of research to the scenario; and reflection on
personal issues that the scenario would present for the student.

The sequencing of these two pieces of assessment seems to have also worked well.
The first essay requires looking at personal issues and then the second one takes a
more theoretical perspective, but at the same time, it requires application of skills and
knowledge to a direct practice situation. The second piece also requires a degree of
reflection and incorporation of personal issues on the part of the student into the
essay.
Evaluation of Subject

Two different forms of evaluation have been done on the subject in the four years it has run. In the first and third year that it has run, the university’s official quality assurance evaluations have been conducted for the Faculty of Health Sciences in which the social work course is located.

In all four years the subject has run, I have also conducted my own evaluations of the subject. These evaluations also have items asking for ratings (based on 5 point Likert scales) of students’ levels of satisfaction with the subject and ratings of my teaching and coordination of the subject, as well as open-ended questions seeking their views on the parts of the subject that were most useful and suggestions for improvements in the subject for the future which the Faculty quality assurance evaluations did not do.

The Faculty’s evaluations consist of both quantitative data in response to closed questions via Likert-type scales and qualitative data from open-ended questions. In the third year the subject was run (2006), there was an 88% response rate (28 out of 32 students). The quantitative data revealed for overall satisfaction with the subject a mean of 4.7 (on scale of 1 to 5) which was the highest for all social work subjects surveyed in that year. The subject was rated very highly (having means in the top 5% across the Faculty) on items measuring intellectual stimulation, being well presented, aims being met and assisting with understanding.

Over the four years, the evaluations from the students have tended to be overwhelmingly highly positive. Elements that have been commented on positively over the four years, in both the official evaluations and my own, include:

- the different forms of input with a good mix of tasks and delivery;
- the pacing and the tempo of the classes, in terms of teaching;
- the field visits;
- the importance of having guest speakers particularly consumers to speak to the class;
- the use of the cells (small groups) which they found constant comfort in. To quote from one of the students: “… having small groups enabled us to open up and be more honest with our own emotions and experiences”;
- having examples from the coordinator’s current practice;
- enjoying the theory that they were exposed to and finding it useful, particularly in doing the case study;
- the readings and handouts that were given out;
- the reflective exercises they participated in;
- a number also commented on the coordinator’s style i.e. his approachability, humour, knowledge and interest in the subject and in them as students.

In the first year of running the subject, students commented on the need for a book of readings. This was addressed in the next year and the same book of readings was retained for that year and the following year. In 2007 the book of readings underwent substantial revision and expansion which the students commented on favourably. Also in the first year, students suggested there was a need for more guest speakers and this has been actively addressed in subsequent years.
Having the subject run over a full day, rather than over two days has been perceived by nearly all students as being a positive move, even though a number commented that it is emotionally draining and exhausting.

Consistent criticisms that have been made about the subject in evaluations are: 1) that there is too much material to cover in the time available within the six week semester period; 2) that there are too many students in the subject; and 3) the subject should be compulsory for all students in the course rather than being an elective.

Other criticisms that have been made in various years are the need for more multicultural information in regard to loss and grief, and in 2007 there was the comment, by a minority of students, that there was too much emphasis in the subject on the death of a child. Others have commented on the need for more material on non-death related loss to be included in the subject. The subject has tended to focus on death-related loss, but this imbalance needs to be addressed more directly in running the subject in future.

Reflections

Based on my own reflections on the subject, I think what has worked positively have been the following:
1) having students working in the same cells throughout the subject;
2) the combination of teaching methods and various forms of input that have been used in the subject to give both variety and interest for the students;
3) the fact that I have been able to draw on current casework/counselling experience for teaching purposes has made the subject much more real and immediate for the students. Having lecturers who talk about their experience from practice from a number of years ago seems to have been the experience for many students and one that they have commented on negatively;
4) I would also add the important and essential ingredient of the lecturer’s style and personality that is brought to the teaching of the subject. Without sounding immodest, I think without having the right mix of being able to model openness, empathy, skill, knowledge, acceptance of students and their range of abilities and experiences, the subject would not have worked as well as it has, and is indicated in the subject evaluations by students. Part of this care for students is ensuring that individual students who seem distressed in class are followed up. I think also bringing a sense of humour, even to loss and grief as a subject, is important. A crucial element of this is being able to talk about my own losses which I do in the very first class of the subject. This is not something I do easily and it does provoke deep emotions in me that the class can see when I do this, but what it provides for students is a clear model for openness, honesty and emotional vulnerability that I would like to see them expose themselves in the subject in order to optimise their learning.

Some of the other issues and questions that the teaching of this subject raises for me are:
1) is the content of this subject so important and central to social work practice that it should be a core subject and not just an elective or a boutique subject as Sheehan and Ryan (2001) have talked about?
2) The question must be asked is how prepared are students really at the completion of such a subject (as Kramer (1998), also asked)? Kramer found that her students mainly reported being “a little” or “somewhat” prepared to respond to client grief. Is this acceptable? Or is this the best we can hope for given the brevity of the educational experience in such a subject? Research that examined the longer-term impact of such a subject on students would seem to be indicated.

3) The importance of the personal dimension of teaching expertise must be present, particularly at the interpersonal level. Kramer (1998, p.225) put it well when she wrote:

“… instructors must possess the interpersonal skills to respond authentically and respectfully to students so that they may feel supported in exploring the difficult and painful issues covered in such courses”.

In conclusion, this article has attempted to describe my experience of teaching a loss and grief subject and then attempting to draw out some of the lessons I have learnt from this. Wass (2003) concluded her review of death education by writing that “… death education needs to attend to both its scientific and humanistic goals” (p.303). Based on the experience of teaching this subject for four years, I think that this can be achieved through the communication of theory and soundly based empirical research findings combined with the development and communication of self-understanding, respect and caring.

References


