

Chapter Key People

CHAPTER 15

Group Work: Loss

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Chapter Key Terms

CHAPTER 15

Group Work: Loss

Grief
Mourning
Bereavement
Facilitative Leadership
Elected Transitions
Sleeper Transitions
Surprise Transitions
Reactive Transitions
Developmental Transitions
Nonevents
Emotional support
Empathy
Informational Groups
Instructional Leadership
Instrumental Support
Instrumental Tasks
Material tasks
Psychosocial Tasks
Physical loss
Primary Loss
Secondary Loss
Psychosocial loss
Symbolic loss
Nonfinite loss
Ambiguous loss
Intangible loss
Silent loss
Six “R” processes of mourning
Timeless emotional involvement
Reminiscing
Telling one ' s story

Chapter Summaries

CHAPTER 15

Group Work: Loss

Throughout the life cycle, we are faced with losses described as necessary and having subsequent gains. If we fail to mourn, grief will be expressed in a delayed or a distorted form. Mourning involves accepting the reality of the loss, experiencing the pain of grief, acknowledging and resolving conflicting feelings, adjusting to a new environment, and withdrawing and reinvesting emotional energy. People need varying degrees of support in dealing with loss, and group counseling is an effective way to assist mourners of all ages in the adjustment and grieving process.

Many of the needs resulting from a loss can be addressed within a group setting, which allows people to share common problems, provide mutual aid, and develop coping skills. The leader can play an important informational and educational role, in addition to facilitating discussion and helpful activities. The leader should model respect, acceptance, nonjudgmental attitudes, and encouragement and should be empathetic. Another function of the leader is to encourage group members to reminisce and to acknowledge the truth of the loss.

The death of a partner is the number one stressor of all losses because of the bonds established in a marital relationship. The survivor faces loneliness, a sense of deprivation, the possibility of freedom and growth, change, and new relationships. Another type of loss results from life transitions signified by developmental passages or marker events. To adjust to losses associated with life transitions, people have to accomplish material (or instrumental) tasks and psychosocial (or affective) tasks. The transition to late adult years involves potentially difficult losses because people are faced with adapting to diminished abilities and relinquishing social roles.

Children experience loss somewhat differently than adults according to their developmental stage. Therefore, counseling professionals have to recognize children's conceptions of loss and their manifestations. Techniques in working with children incorporate games, role-playing, puppetry, and the like to help the children deal with fears surrounding losses, probably most strongly felt as a result of death, divorce, or separation.

Chapter URLs

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Group Work: Loss

Northern County Psychiatric Association

<http://www.ncpamd.com/bereavement.htm>

National Mental Health Association

<http://www.nmha.org>

Grief Healing

<http://www.griefhealing.com/index.htm>

Rivendell

<http://rivendell.org>

Compassionate Friends

<http://www.compassionatefriends.org>

AARP

www.aarp.org/griefandloss

Knowledge

<http://www.knowledge.com>

Family Caregivers Online

<http://www.familycaregiversonline.com>

Healing After Loss

<http://www.healingafterloss.org>

Griefnet

<http://griefnet.org>

Grief Loss & Recovery

www.grieflossrecovery.com

Test Your Knowledge

CHAPTER 15

Group Work: Loss

1. T F Loss is an inescapable and prevalent theme throughout our lives, a theme intricately tied to change and growth.
2. T F Adapting to loss can be used as a vehicle for change and growth, which involves adjusting to new patterns, relationships, roles, and events.
3. T F The impact a loss has on a person depends on many factors including whether the loss is temporary or permanent, the psychological makeup of the individual, and whether the loss is visible or invisible.
4. T F Mourning and grief are interchangeable terms.
5. T F The process of mourning is influenced by an individual's culture, traditions, and customs.
6. T F According to Worden, the identified basic tasks of mourning include: accepting the reality of the loss, blocking out the pain of grief so that one does not dwell on the loss, adjusting to a new lifestyle, and creating a new philosophy incorporating what one learned regarding the loss.
7. T F Loss can threaten fundamental life values and beliefs.
8. T F The task of withdrawing and reinvesting emotional energy involves withdrawing from the person or object of loss and moving on to another relationship or situation.
9. T F The feelings least commonly associated with most types of loss are anger, guilt, anxiety, frustration, and depression.
10. T F Zimpfer identified five purposes for loss groups: support, sharing of feelings, developing coping skills, gathering information and education, and considering existential issues.
11. T F Many negative feelings surface after a loss.
12. T F It is not often that existential issues arise as a result of a loss.
13. T F The facilitative leader's primary goal is to provide information.

14. T F Empathy is defined as “the bridge between altruism and helping”
15. T F Reminiscing is vital to the grieving process.
16. T F Group leaders should help members acknowledge the truth and affirm that the member’s loss did occur.
17. T F Most experts recommend homogeneous group membership for loss groups.
18. T F Three important functions of a support group for persons who have lost a partner are: instrumental support, emotional support, and validation support.
19. T F A sleeper transition is a transition that involves a gradual process rather than a significant identifiable beginning.
20. T F According to Worden, there is little difference between how children, adolescents, and adults express bereavement.

Chapter 15 Answers

1 T, 2 T, 3 T, 4 F, 5 T, 6 F, 7 T, 8 T, 9 F, 10 T, 11 T, 12 F, 13 F, 14 T, 15 T, 16 T, 17 F, 18 T, 19 T, 20 F