

## **Assessment 1: Academic Essay**

Note: Students are encouraged to use this scaffold to develop their assessment. The scaffold has been developed in keeping with the marking rubric and aids with marking and grading your paper.

### **Purpose**

The purpose of this academic essay is to develop a deeper and practical understanding of theories of grief and loss as they apply to grief counselling and the relevance to two diverse populations.

### **Process:**

Students will describe two theories of grief and loss from the list provided (see below). They will critically review, interrogate and synthesize these ideas to form a conceptualisation of grief counselling. Within these conceptualizations, students will outline some of the following areas: the founder, underlying principles and theoretical and practical orientations of the two frameworks in the scope of grief counselling. Students will then discuss their two diverse groups (e.g., First Nations people, Gender and Sexual Diverse people, women, men, elderly, refugees, etc.) and their responses/reactions to grief and loss. This will be followed by a critical evaluation of the strengths and limitations of the two theories of grief and loss as it applies to their chosen diverse groups.

You are required to select two frameworks from the list below.

1. Kubler Ross's Five Stages of Dying
2. Wright's Seven Stages of Grief Model
3. Wolfelt's Six Needs of Mourning
4. Worden's Four Tasks of Grieving
5. The Six Rs of Mourning
6. The Dual Process Model

Please consider the following headings/recommendations when developing your paper:

Paragraphs and approx. word count	Paragraph delineation	Criteria within the marking rubric
INTRODUCTION Para 1 250 words approx.	<ul style="list-style-type: none"> <li>• <u>Scene setting</u> - As way of offering some context, students are required to provide some <u>generalized background information on grief counselling</u>. This information is sourced from the literature and needs to be referenced. – aim for 150 words approx.</li> <li>• <u>Thesis statement</u> - Students are also required to <u>outline the thesis statement by describing the aims/objectives of the assessment</u>. This information can be located from the unit outline (or refer to page 1). – aim for 100 words approx. For example, you can say – This assessment intends on exploring....</li> </ul>	This section is in line with the ‘academic literacies’ criteria.
BODY Para 2 300 words approx.	<ul style="list-style-type: none"> <li>• <b><u>Delineation of grief and loss framework 1</u></b> – Students will describe the <u>first grief and loss framework</u> by reporting on some of the following areas: <ul style="list-style-type: none"> <li>✚ <u>Founder</u> of the framework</li> <li>✚ <u>Principles/ideologies</u> that informs the framework’s underpinnings</li> <li>✚ <u>Applicability/suitability</u> of the framework within grief counselling with supporting examples (if possible)</li> <li>✚ Other <u>relevant information</u> as necessitated illuminating on the framework</li> </ul> </li> </ul> <p>Note: Ensure all claims reporting on the framework are supported and substantiated by references.</p>	This section is in line with the ‘content’, ‘application’ and ‘evidence’ criteria.
BODY Para 3 300 words approx.	<ul style="list-style-type: none"> <li>• <b><u>Delineation of grief and loss framework 2</u></b> – Students will describe the <u>second grief and loss framework</u> by reporting on some of the following areas: <ul style="list-style-type: none"> <li>✚ <u>Founder</u> of the framework</li> </ul> </li> </ul>	This section is in line with the ‘content’, ‘application’ and ‘evidence’ criteria.

	<ul style="list-style-type: none"> <li>✚ <u>Principles/ideologies</u> that informs the framework's underpinnings</li> <li>✚ <u>Applicability/suitability</u> of the framework within grief counselling with supporting examples (if possible)</li> <li>✚ Other <u>relevant information</u> as necessitated illuminating on the framework</li> </ul> <p>Note: Ensure all claims reporting on the framework are supported and substantiated by references.</p>	
<p>BODY Para 4 200 words approx.</p>	<ul style="list-style-type: none"> <li>• <b><u>Delineation of diverse group 1</u></b> - Students will describe the <u>first diverse group</u> by considering/reporting on the following areas: <ul style="list-style-type: none"> <li>✚ <u>Define and discuss</u> on your <u>diverse group</u> (who are they?) and why have you chosen to explore this group (comment briefly)</li> <li>✚ How do they <u>discern/interpret grief and loss experiences</u> with supporting examples (if possible)</li> <li>✚ How do they <u>respond to grief and loss experiences</u> with supporting examples (if possible)</li> <li>✚ Other <u>relevant information</u> as necessitated</li> </ul> </li> </ul> <p>Note: Ensure all claims reporting on the chosen diverse group are supported and substantiated by references.</p>	<p>This section is in line with the 'content', 'application' and 'evidence' criteria.</p>
<p>BODY Para 5 200 words approx.</p>	<ul style="list-style-type: none"> <li>• <b><u>Delineation of diverse group 2</u></b> - Students will describe the <u>second diverse group</u> by considering/reporting on the following areas: <ul style="list-style-type: none"> <li>✚ <u>Define and discuss</u> on your <u>diverse group</u> (who are they?) and why have you chosen to explore this group (comment briefly)</li> <li>✚ How do they <u>discern/interpret grief and loss experiences</u> with supporting examples (if possible)</li> <li>✚ How do they <u>respond to grief and loss experiences</u> with supporting examples (if possible)</li> <li>✚ Other <u>relevant information</u> as necessitated</li> </ul> </li> </ul> <p>Note: Ensure all claims reporting on the chosen diverse group are supported and substantiated by references.</p>	<p>This section is in line with the 'content', 'application' and 'evidence' criteria.</p>

<p>BODY Para 6 500 words approx.</p>	<ul style="list-style-type: none"> <li>• Delineation of <b>strengths and limitations of grief frameworks 1 and 2</b> with <b>diverse group 1</b> - Students will consider/report on the following areas: <ul style="list-style-type: none"> <li>✚ Report on the <u>strengths of grief and loss framework 1</u> (if any) when used to <u>support diverse group 1</u>?</li> <li>✚ Report on the <u>limitations of grief and loss framework 1</u> (if any) when used to <u>support diverse group 1</u>?</li> <li>✚ Report on the <u>strengths of grief and loss framework 2</u> (if any) when used to <u>support diverse group 1</u>?</li> <li>✚ Report on the <u>limitations of grief and loss framework 2</u> (if any) when used to <u>support diverse group 1</u>?</li> </ul> </li> </ul> <p>Note: Ensure all claims reporting on the frameworks and chosen diverse group are supported and substantiated by references. Please also offer examples when possible.</p>	<p>This section is in line with the 'critical evaluation', 'application' and 'evidence' criteria.</p>
<p>BODY Para 7 500 words approx.</p>	<ul style="list-style-type: none"> <li>• Delineation of <b>strengths and limitations of grief frameworks 1 and 2</b> with <b>diverse group 2</b> - Students will consider/report on the following areas: <ul style="list-style-type: none"> <li>✚ Report on the <u>strengths of grief and loss framework 1</u> (if any) when used to <u>support diverse group 2</u>?</li> <li>✚ Report on the <u>limitations of grief and loss framework 1</u> (if any) when used to <u>support diverse group 2</u>?</li> <li>✚ Report on the <u>strengths of grief and loss framework 2</u> (if any) when used to <u>support diverse group 2</u>?</li> <li>✚ Report on the <u>limitations of grief and loss framework 2</u> (if any) when used to <u>support diverse group 2</u>?</li> </ul> </li> </ul> <p>Note: Ensure all claims reporting on the frameworks and chosen diverse group are supported and substantiated by references. Please also offer examples when possible.</p>	<p>This section is in line with the 'critical evaluation', 'application' and 'evidence' criteria.</p>
<p>CONCLUSION Para 8 250 words approx.</p>	<ul style="list-style-type: none"> <li>• <b>Summarizing</b> what has been discussed - Students will report on the following areas: <ul style="list-style-type: none"> <li>✚ Offer a succinct/focused <u>summary of the sections</u> discussed <u>within the body of essay</u>. Please do not include new datum.</li> <li>✚ Offer <u>some recommendations</u> that can be useful at a <u>policy and practice level</u> to aid with the <u>furtherance and</u></li> </ul> </li> </ul>	<p>This section is in line with the 'content', 'application' and 'evidence' criteria.</p>

	<u><i>betterment</i></u> either of the <u><i>two grief and loss frameworks</i></u> <u><i>and/or two diverse groups.</i></u>	
REFERENCE LIST	<ul style="list-style-type: none"> <li>• Please ensure your <u><i>in-text references and reference list</i></u> are in line with <u><i>APA 7<sup>th</sup> edition.</i></u></li> <li>• Please aim for <u><i>10 peer reviewed sources</i></u> (e.g., journal articles) and <u><i>scholarly sources</i></u> (e.g., books/book chapters) <u><i>as a minimum.</i></u></li> </ul>	This section is in line with the 'academic literacies' criteria.
OTHER CONSIDERATIONS	<ol style="list-style-type: none"> <li>1. With the word count, <u><i>+/- 10% of 2500 words</i></u> is permissible.</li> <li>2. Ensure <u><i>ALL claims</i></u> reporting on evidence generated from the literature are <u><i>supported and substantiated by references.</i></u></li> <li>3. <u><i>Subheadings are welcomed</i></u> where suitable.</li> <li>4. Please <u><i>adhere to academic writing conventions</i></u> when writing your essay. This is NOT a reflective paper. Please always <u><i>write in third person and report objectively.</i></u></li> <li>5. Please note, <u><i>NOT ALL grief and loss frameworks are researched extensively and/or published in a scholarly format.</i></u> Keep this in mind when choosing your preferred grief/loss frameworks.</li> <li>6. Please only choose <u><i>diverse groups</i></u> that are <u><i>reported scholarly.</i></u></li> <li>7. <u><i>Cover page</i></u> is not needed.</li> <li>8. Ensure draft copies of your assessment are submitted on <u><i>Turnitin</i></u> prior to submitting your final copy for grading.</li> <li>9. <u><i>Penalties</i></u> will apply for <u><i>late submissions.</i></u></li> <li>10. Please <u><i>upload</i></u> the <u><i>correct copy of your assessment.</i></u></li> </ol>	

