
MODULE 8

Loss and Grief

What Is in This Module?

The module opens with an activity designed to help participants think about different losses in their lives and the accompanying thoughts and feelings they experienced. After listening to the presentation 'Loss and Grief,' which includes information on the grief cycle, the participants have another discussion in small groups about the types of experiences of loss that occur frequently in the lives of people living with HIV and how they can manage. The module ends with an inspirational quote and a review of the signs of unhealthy grieving that warrant professional intervention.

OBJECTIVES	<p>By the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Define 'grief' ▪ Describe the grief cycle and its different elements ▪ Describe why, when, and how people experience grief ▪ Describe the signs of grief and grieving styles ▪ Define 'coping' ▪ Discuss some of the most common losses that people living with HIV experience and how to grieve healthily during the process ▪ Name at least three signs that indicate that they (or others) need to go see a professional therapist
TIME	2 hours 40 minutes
ACTIVITY OVERVIEW	<p>8.1 Identifying the Emotions, Thoughts, and Behaviours that Accompany Loss (45 minutes)</p> <p>8.2 Loss and Grief Presentation (45 minutes)</p> <p>8.3 Anticipating Losses (30 minutes)</p> <p>8.4 Loss and Grief—When to Refer (10 minutes)</p> <p>8.5 Key Messages, How to Put This Module into Action, and Wrap-up (30 minutes)</p>
MATERIALS	<p>For PowerPoint Presentation</p> <ul style="list-style-type: none"> ▪ PowerPoint: Coping with Loss and Grief ▪ Laptop, projector, screen <p>Handouts</p> <ul style="list-style-type: none"> ▪ Discussion Questions About Loss ▪ Anticipating Losses ▪ Key Messages—Loss and Grief ▪ Putting Learning into Action: How Can I Use What We've Done? Loss and Grief <p>Other</p> <ul style="list-style-type: none"> ▪ Flipchart easel ▪ Flipchart paper ▪ Markers ▪ Pens/pencils
PREPARATION	<p>Facilitator Note: <i>How to manage the emotions that emerge in the session</i></p> <ul style="list-style-type: none"> ▪ Allow people to express how they have felt about the situation. ▪ Talk about the importance of managing one's issues as part of leading and facilitating a

group.

- Talk about ways that you as a facilitator manage issues that trigger strong emotions in you as you facilitate/ advise—e.g., talking to someone who can give you perspective.
- Talk about the fact that some things cannot be addressed in this group process.
- Ensure that a therapist/counsellor is on hand to do one-on-one follow-up/referral.
- Explain the difference between expressing empathy and advising. Talk about the importance of doing the former rather than the latter.

Activity 8.1 Identifying the Emotions, Thoughts, and Behaviours that Accompany Loss¹

Facilitator Note: *If someone has had a traumatic loss within the last year suggest that they not be a part of the same group as their loss. Also, allow the person to decline this exercise if needed. The exercise may risk re-traumatising their grief.*

OBJECTIVES	<p>By the end of this activity, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Describe their thoughts and feelings about a loss they've experienced ▪ Describe some of the ways they manage loss ▪ Discuss that there are different types of losses and that their reactions to each may vary
TIME	45 minutes
MATERIALS	<p>Prepared Flipcharts</p> <ul style="list-style-type: none"> ▪ Receiving an HIV-positive diagnosis ▪ Experiencing the death of a loved one ▪ End of an important relationship ▪ Having to leave a safe space, a home, or a community that you didn't want to leave <p>Handout</p> <ul style="list-style-type: none"> ▪ Discussion Questions About Loss <p>Other</p> <ul style="list-style-type: none"> ▪ Flipchart paper ▪ Flipchart easel ▪ Markers ▪ Paper cut up into strips (large enough to write a sentence) ▪ Tape
STEPS	<ol style="list-style-type: none"> 1. Divide the large group into smaller groups of five to six people. 2. Assign each group one type of loss: <ol style="list-style-type: none"> a. Receiving an HIV-positive diagnosis b. Experiencing the death of a loved one

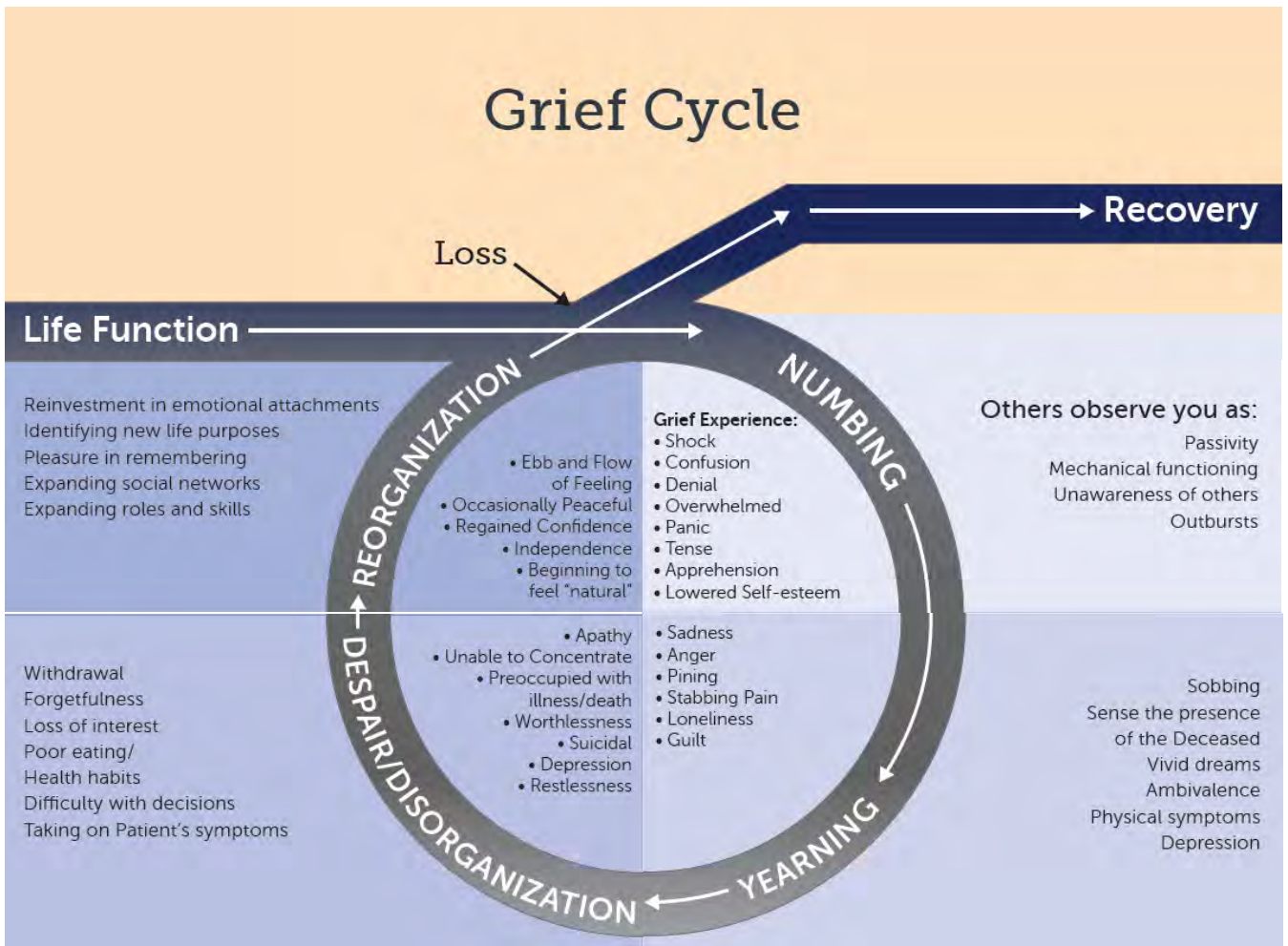
¹ Jarrett, S. 2013. "Loss and Grief." PowerPoint presentation presented at the Positive Health, Dignity, and Prevention (PHDP) Curriculum: Participatory Curriculum Development Workshop.

	<ul style="list-style-type: none"> c. End of an important relationship d. Having to leave a safe space, a home, or a community that you didn't want to leave <ol style="list-style-type: none"> 3. Distribute the handout Discussion Questions about Loss. 4. Distribute pre-cut strips of paper to each group. Each strip represents one response. Tell the groups that they are to write their responses to each question on the strips provided. 5. Instruct people to discuss their assigned loss for 20 minutes, using the discussion questions. 6. Reconvene the large group. 7. Ask for one person from each small group to place their responses on the corresponding flipchart paper. (Each flipchart paper should be taped to the wall beforehand.) 8. Ask the following questions: <ul style="list-style-type: none"> a. What were some of the reactions you had as you watched each group present and heard the discussion around the responses that emerged? b. How do you manage loss and grief? 9. Write the responses on flipchart. 10. End the activity by making the following points: <ul style="list-style-type: none"> a. Many events can be experienced as losses. b. Grief is unique and individual, but there are some aspects that are common to everyone. c. Knowing what to expect makes it easier to accept the accompanying feelings and thoughts, and helps you feel less like you're 'going crazy.' d. The only way to get past it is to feel it; set aside a time for grief and accept your emotions without judgement.
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Activity 8.2 Loss and Grief Presentation

OBJECTIVES	<p>By the end of this activity, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Define 'grief' ▪ Define the grief cycle and its different elements ▪ Describe why, when, and how people experience grief ▪ Describe the signs of grief and grieving styles ▪ Define 'coping' ▪ List examples of emotional and problem-focused coping ▪ Name at least three signs that indicate that they (or others) need to go see a professional therapist
TIME	45 minutes
MATERIALS	<p>For PowerPoint Presentation</p> <ul style="list-style-type: none"> ▪ Handout of Coping with Loss and Grief presentation created from the PowerPoint (optional) ▪ PowerPoint: Coping with Loss and Grief ▪ Laptop, projector, screen <p>OR</p> <ul style="list-style-type: none"> ▪ Prepared flipcharts with the information from the presentation written on them

<p>STEPS</p>	<p>1. Make a presentation on Loss and Grief.</p> <p><i>Facilitator Note: At the point of the presentation where the slide shows 'Activity—Anticipating Losses,' stop and complete the following activity below.</i></p>
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Activity 8.3 Anticipating Losses

<p>OBJECTIVES</p>	<p>By the end of this activity, participants should be able to:</p> <ul style="list-style-type: none"> Identify the types of losses that people living with HIV are more likely to experience Describe some coping skills that will help people living with HIV to grieve healthily
<p>TIME</p>	<p>30 minutes</p>

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MATERIALS	<p>Handout</p> <ul style="list-style-type: none"> ▪ Anticipating Losses <p>Other</p> <ul style="list-style-type: none"> ▪ Flipchart paper ▪ Markers
STEPS	<ol style="list-style-type: none"> 1. Divide the group into smaller groups of four to five people. 2. Distribute the handout Anticipating Losses. 3. Read the instructions on the handout aloud and give each group 15 minutes to complete it. 4. Reconvene the large group and ask the small groups to present what they discussed. 5. Write the responses on flipchart paper, grouping together those that are the same. 6. End by doing the following: <ol style="list-style-type: none"> a. Looking at the findings and talking about similarities and differences b. Encouraging people to remember at least three ways of coping they could use when they next grieve

Activity 8.4 Loss and Grief—When to Refer

OBJECTIVES	<p>By the end of this activity, participants should be able to name at least three signs of unhealthy grieving that suggest that they (or others) need to seek professional help.</p>
TIME	<p>10 minutes</p>
MATERIALS	<p>For PowerPoint Presentation</p> <ul style="list-style-type: none"> ▪ PowerPoint: Coping with Loss and Grief ▪ Laptop, projector, screen <p>OR</p> <ul style="list-style-type: none"> ▪ Prepared flipcharts with the information from the presentation written on them
STEPS	<p><i>Facilitator Note: Refer back to the final two slides of the PowerPoint presentation made earlier to complete this activity.</i></p> <ol style="list-style-type: none"> 1. Show the final two slides (slides 16-17) of the Coping with Loss and Grief presentation: <ol style="list-style-type: none"> a. Slide 16—Quote on gratitude b. Slide 17—Contact a grief counsellor or professional therapist if ... 2. Read each slide aloud. 3. Answer any questions/comments.

Activity 8.5 Key Messages, How to Put This Module into Action, and Wrap-up

OBJECTIVES	<p>By the end of this activity, participants should be able to:</p> <ul style="list-style-type: none"> ▪ Recall the key issues and lessons on loss and grief ▪ Develop a plan of action regarding how they will use the information learnt in their everyday lives
TIME	30 minutes
MATERIALS	<p>Handouts</p> <ul style="list-style-type: none"> ▪ Key Messages—Loss and Grief ▪ Putting Learning into Action: How Can I Use What We've Done? Loss and Grief <p>Other</p> <ul style="list-style-type: none"> ▪ Flipchart paper ▪ Flipchart easel ▪ Markers
STEPS	<p>Review of Key Messages</p> <ol style="list-style-type: none"> 1. Explain that the group has finished the Loss and Grief module. 2. Invite participants to share any further comments or reflections that they have at this time. 3. Explain that the group should conclude this module by reflecting on key take-away messages. 4. Ask participants to take three minutes to discuss with a partner, "What are your key lessons about loss and grief?" Ask participants to note their responses so they can share them out loud. 5. After three minutes, ask for responses to people's discussions. Record responses on a large flipchart. 6. Distribute the handout Key Messages—Loss and Grief. Ask one person to read them out loud. 7. Facilitate a brief discussion, recognising key messages already identified by participants, highlighting any new ones, and clarifying any questions. Invite participants to include their additional responses on the Key Messages handout for their own future reference. <p>How to Put This Module into Action</p> <ol style="list-style-type: none"> 1. Distribute the handout Putting Learning into Action: How Can I Use What We've Done? Loss and Grief. 2. Ask people to complete it individually. 3. Ask select people to volunteer to share what they wrote. <p>Wrap-up</p> <p>Thank participants for their participation.</p>

Handout: Discussion Questions about Loss

1. What were the feelings you had (a) immediately, (b) a week later, (c) a month later, and (d) a year later in relation to the loss? (e) two to five years later in relation to the loss? How long did the feelings last?

2. What were some of the things you did to express these feelings?

3. What were some of the thoughts you had?

4. What did you do to feel better (both good and not-so-good things)?

5. How did the loss change you?

Handout: Anticipating Losses

Select two losses that people living with HIV are likely to experience by putting a tick in the relevant box. Then list three healthy coping skills that can be used to manage each loss.

<input type="checkbox"/>	Death of a loved one
<input type="checkbox"/>	Divorce or relationship breakup
<input type="checkbox"/>	Loss of health
<input type="checkbox"/>	Losing a job
<input type="checkbox"/>	Loss of financial stability
<input type="checkbox"/>	A miscarriage
<input type="checkbox"/>	Retirement
<input type="checkbox"/>	Death of a pet
<input type="checkbox"/>	Loss of a cherished dream
<input type="checkbox"/>	A loved one's serious illness
<input type="checkbox"/>	Loss of a friendship
<input type="checkbox"/>	Loss of safety after a trauma
<input type="checkbox"/>	Selling the family home
<input type="checkbox"/>	(Other, please write)
<input type="checkbox"/>	(Other, please write)
<input type="checkbox"/>	(Other, please write)

FOR LOSS #1

Coping Skill #1

Coping Skill #2

Coping Skill #3

FOR LOSS #2

Coping Skill #1

Coping Skill #2

Coping Skill #3

Handout: Key Messages—Loss and Grief

Some key messages include the following:

- Many events can be experienced as losses.
- Grief is unique and individual, but some aspects of it are common to everyone.
- While grief stages models, such as the grief cycle, are good guides to show us what to expect during the process of grieving, in reality there is much looping back; stages can hit at the same time, or they can occur out of order.
- Knowing what to expect can help people identify the accompanying feelings and thoughts, and helps you feel less like you're 'going crazy.'
- The only way to grieve is to feel it; learn to identify feelings, accept the grief and know that it is a natural response to loss. Additional key messages or lessons include the following (Please fill in, based on your own reflections and those of others; feel free to use the back):

Handout: Putting Learning into Action: How Can I Use What We've Done?

LOSS AND GRIEF

1. How can I use lessons from this module in my own personal life? Please list.

2. How might I want to share information from this module with others? (For example, in support groups, at work, in advocacy with healthcare providers, or ...)

- a. With whom would I want to share? Please list.

- b. For each person or group with whom I would like to share, please consider the following:

PERSON 1 OR GROUP 1: _____

1. What do I want to share?
2. How will I share the information? (For example, conversation, presentation, use of methods or materials from the curriculum, or ...)
3. If I am going to use methods or materials from the activities I've just done, what other preparation or adaptation might I need to consider?

PERSON 2 OR GROUP 2: _____

1. What do I want to share?
2. How will I share the information? (For example, conversation, presentation, use of methods or materials from the curriculum, or ...)
3. If I am going to use methods or materials from the activities I've just done, what other preparation or adaptation might I need to consider?

PERSON 3 OR GROUP 3: _____

1. What do I want to share?
 2. How will I share the information? (For example, conversation, presentation, use of methods or materials from the curriculum, or ...)
 3. If I am going to use methods or materials from the activities I've just done, what other preparation or adaptation might I need to consider?
- 3 What additional support or information do I want? How can I get it?