



PCCU-01-BAP-PYOL1049 - PSYCHOLOGY OF LOSS

B.A. (Hons.) Fall Semester 2025

Course Information

Course Duration: 15 weeks

Credit Hours: 3

Meetings: TBD

Location: TBD

Prerequisite: None

Equivalent Courses:

Exclusive Courses:

Instructor Information

Instructor: **Dr. Arpita Gupta**

Biography: I am an assistant professor at JSPC, registered clinical psychologist, and a mental health researcher who is trained at Central Institute of Psychiatry, Ranchi & IIT Kanpur. Every waking moment of my life, I am constantly in awe of people's resilience despite the challenges of life and the world.

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1. Course Description

Loss is an integral part of our lives. We all spend our lives around experiences of losing things, people, or resources that we were emotionally invested in. Understanding how these loss experiences shape our lives and who we are can be an important life skill.

This course is designed to provide you with a comprehensive introduction to the core ideas of loss. It explores a range of biopsychosocial theories and models underlying experiences of loss. Emphasis will be placed on exploring individual experiences of loss and grief and socially situating people's experiences in contextual realities.

This course will utilize didactic presentations, group discussions, case studies, experiential exercises, and videotape materials. The students will be required to submit audio/video reflection, work in groups to develop grief-supporting resources and present their work during the course.

NOTE: The course is going to talk about topics that are heavy and difficult. I will teach with utmost care without avoiding difficult discussions and debates. The course will require you to bring empathy, respect, and compassion to the teaching spaces. In case you have experienced a recent trauma or loss, it is up to you to decide if this is the right time for you to take this course. The course involves reflecting on personal experiences of loss and grief which can sometimes be overwhelming if your loss is still raw. Additionally, this course is not a substitute for therapy or an opportunity for personal healing.

2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/Activities
Demonstrate an understanding of death and non-death related loss by examining various types of losses.	Readings, Discussions, Video	Quiz Pen and paper test
Demonstrate a critical understanding of major theories, models, and frameworks for loss and grief.	Lectures, group discussions, readings, case studies,	Quiz Pen and paper test Group project
Reflect on their lived experiences of loss while situating them within larger theoretical frameworks.	Classroom discussion, experiential exercises, & reflective writing	Reflection assignment, Group project

Scheme of Evaluation and Grading

Evaluation Breakup

Internal Assessment – 70

- Class Participation (10%):
- Quiz (10%): The quiz will comprise multiple-choice questions.
- Reflection (20%): Students will create an audio/video reflection on a literary work about loss or grief.
- Group assignment (30%): This group activity involves picking up a specific aspect of loss/grief (personal or collective), reflecting on the experience, and presenting their work through an infographic.

External breakup – 30

- Final Assessment: There will be a sit-in exam at the end of the semester. The exam comprises of short and long answers.

Grade Definition

Grade	Percentage of Marks	Grade Value	Grade Description
O	80% and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
A+	75 - 79.75%	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
A	70 - 74.75%	7	Very Good: Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
A-	65 - 69.75%	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
B+	60 - 64.75%	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
B	55 - 59.75%	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
B-	50 - 54.75%	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
P1	45 - 49.75%	2	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
P2	40 - 44.75%	1	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
F	Below 40%	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.

P/F	Pass / Fail		Pass or Fail: Pass is awarded a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online.
I	Incomplete		Incomplete: Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work or a supplementary examination.

3. Academic Integrity

Classroom Punctuality and Conduct: JSPC conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality. Please also note that the seminar room is a place for free expression and critical thinking, and this comes with a responsibility on the part of students to respect opinions expressed and actively participate in the work of the classroom discussion.

Participation and Attendance Policy: A central component of the course being simulations during class hours, attendance is necessary to fulfill the totality of the assignments. Students with less than 75% attendance will not pass this course.

Phone Usage: Phones will not be allowed during classroom hours. Phones may be removed from students engaged in texting or other usage during the class.

Plagiarism: In line with JGU policy, JSPC operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within your oral presentations.

Disability Support and Accommodation Requirements: JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>. Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The

DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Safe Space Pledge: To make sure that all students collectively benefit from the course, it is incumbent that everyone maintain respect towards one another. This does not mean that you must feel restrained about what you feel and say—rather, it is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

Mental Health Services: The Centre for Wellness and Counselling Services (CWCS) provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career related, CWCS has a competent and well-qualified group of counsellors available for consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 83969 07312 or write an email to cwcs@jgu.edu.in.

4. Keyword Syllabus

Loss; Grief; Intervention; Social constructivism; Identity

5. Course Material

Gravesen, J. D., & Birkelund, R. (2021). The discursive transformation of grief throughout history. *Nursing Philosophy*, 22(3), e12351.

Gross R. (2016). *Understanding grief: An introduction*. Routledge.
<https://doi.org/10.4324/9781315727936>

Harris, D. L. (2011). The social context of loss and grief. *Counting our losses: Reflecting on change, loss, and transition in everyday life*, 15-24.

Harvey, J. H., & Miller, E. D. (1998). Toward a psychology of loss. *Psychological Science*, 9(6), 429-434.
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=2ba62adbc63e88036608501410badd33c8a75436>

Walsh, K. (2021). *Grief and loss: Theories and skills for the helping professions*. Waveland Press.

6. Session Plan

Week	Topic	Continuous Evaluation
Week 1	Introduction to the Psychology of Loss	
Week 2	Loss experiences: Nature, Types, and Impact	
Week 3	Loss and Attachment	
Week 4	Grief – Normal, Complicated	
Week 5	Grief – Anticipated, Disenfranchised	
Week 6	Stages of Grief	Mid-Sem Quiz
Week 7	Process of Grief	
Week 8	Meaning in Grief	
Week 9	Continuing Bonds	
Week 10	Individual factors in Loss & Grief	Reflection Assignment
Week 11	Contextual factors in Loss & Grief	
Week 12	Trauma, Loss, & Grief	
Week 13	Medicalization of Grief	Group Project Submissions
Week 14	Project Presentations	
Week 15	Revision	

END TERM EXAM

** The course outline is tentative and may be revised in response to changing conditions.*