



North Carolina Central University  
“Communicating to Succeed”  
**School of Education**

*The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners*

**MISSION**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is “to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services”. Central to this aim is “the development of leaders who promote social justice and dedicate themselves to the well-being of a global society”. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

*Syllabus*  
**CON 5305 OL(4)**  
**Clinical Interventions in Events of Crisis, Grief, & Trauma**  
**Spring 2017**  
**Distance Education**

**Instructor:** Dr. Peggy P. Whiting, Ed.D., NC Licensed Professional Counselor Supervisor, K-12 Licensed School Counselor, Certified Thanatologist  
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**Office Hours:** This semester you may meet with me on campus or by phone on these days:  
Monday 2-4pm; Tuesday 1-4pm; Wednesday 11-3pm; Thursday 10-noon.  
Please email me to schedule.  
Other times by appointment. Please feel welcome to schedule.

### **Required Textbooks:**

Neimeyer, R.A., Harris, D.L., Winokeur, H.R., & Thornton, G.F. (Eds.). (2011). *Grief and bereavement in contemporary society: Bridging research and practice*. New York, NY: Routledge.

### **Recommended Readings:**

Balk, D.E. (2014). *Dealing with dying, death, and grief during adolescence*. New York, NY: Routledge.

Figley, C. R. & Kiser, L. J. (2012). *Helping traumatized families, 2<sup>nd</sup> edition*. New York, NY: Routledge.

Goldman, L. (2013). *Life and loss: A guide to help grieving children, 3<sup>rd</sup> edition*. New York, NY: Routledge.

Meagher, D. K. & Balk, D. E. (Eds.). (2013). *Handbook of thanatology: The essential body of knowledge for the study of death, dying, and bereavement, 2<sup>nd</sup> edition*. New York, NY: Routledge.

Neimeyer, R. A. (Ed.). (2012). *Techniques of grief therapy: Creative practices for counseling the bereaved*. New York, NY: Routledge.

Salloum, A. (2015). *Grief and trauma in children: An evidence-based treatment manual*. New York, NY: Taylor & Francis.

Stillion, J.M., & Attig, T. (Eds.). (2015). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices*. New York, NY: Springer Publishing Co.

Webber, J., & Mascari, J. B. (2016). *Disaster mental health counseling: A guide to preparing and responding, fourth edition*. Alexandria, VA: American Counseling Association Foundation.

Wolfelt, A. (2014). *Reframing PTSD as traumatic grief: How caregivers can companion traumatized grievers through catch-up mourning*. Fort Collins, CO: Companion Press.

### **Course Description:**

This course will provide elective specialized instruction for students in a variety of clinical disciplines within the university. This course is designed to present contemporary best practice interventions in events of crisis, grief, and trauma. Students will synthesize research and practice models for working with individuals of varying ages (pre-school to elder life stages). The course will also examine counseling methods for intervening with diverse families and groups. The class will heavily utilize case examples to demonstrate and model best practice with those

affected by crisis, grief, and trauma and will include individual, group, family, and community interventions.

### **Expanded Course Information:**

This course may be used as an elective for counseling students and NCCU students in other clinical programs such as communications disorders, psychology, and social work. This course is based upon a broad conceptualization of personal loss/trauma and grief as a generic experience resulting from a variety of changes throughout the lifespan. Personal loss is therefore defined in this course as “any experience across the lifespan that demands the surrender of something personally significant and/or familiar”. This grounding loss definition teaches students to recognize multiple client issues as concerns of loss, including but not limited to death events. Personal loss is an inevitable and universal human experience with the power to imprint its impact upon an individual’s life and become an influencing factor in his/her development. The influence either promotes or retards development, functioning, and resilience depending upon how loss is accommodated and incorporated into the psychological structure of the affected individual.

This course assumes a familial and environmental context of grieving. The course is founded upon the premise of an individual’s evolving personal narrative, a social story of identity and meaning within one’s life. Loss reconciliation unfolds when an individual can successfully expand the narrative to add greater depth of meaning of life experiences, including those of grief and trauma. This is not a sociology course on death and dying. The spirit of the class is to teach clinical persons the best intervention practices in client issues of personal trauma, crisis, and grief.

*As reflective practitioners*, I encourage each of us to come to know our own grief sources and processes and to reflect upon how we can engage in helping others heal. We will experiment with some means for encouraging grief expression in ourselves and in our clients. While it is healthy, appropriate, and unavoidable to reflect upon the learning from our own lives, it is critical to understand the educational intention of this context. Personal experiences can be rich illustrations of the content of the class. Confronting our own grief allows us to *presence* with others in an uncontaminated way. This is, however, an educational learning environment that is separate from a more therapeutic method of assisting with a personal grief journey. As the instructor, I assume the responsibility of protecting the educational goal of the course. Should you find yourself in need of greater support regarding your own losses, please consult with the university counseling center or the instructor for outside referral options.

### **Methods of Teaching:**

Students will learn through video lectures, reading, active interaction in the discussion boards, and through the use of a variety of technological instruction methodologies. The course will utilize online instruction through the Blackboard platform. Students will be expected to assume responsibility for independent learning. Students will be active learners as they demonstrate knowledge, competencies, and skills. It is my belief that learner success is linked to learner

engagement. I strive to offer research-based knowledge, evidence-based practice interventions, higher order rigorous and reflective learning and to do so within the safety of an online community of learners.

### **CACREP Standards Addressed in Course:**

This class responds to the counseling national standards listed in Section II. These include curricular experiences and demonstrated knowledge in the areas of roles and responsibilities as members of crisis management response teams (G.1.c); theories of transitions across the lifespan (G.3.a); effects of crises, disaster, & trauma events (G.3.c); understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior (G.3.f); and crisis intervention and suicide prevention models, including the use of psychological first aid strategies (G.5.g). Additionally, this course responds to the specialty standards for clinical mental health counseling including understanding of the impact of crises, disasters, and other trauma-causing events (A.9); understanding of the operation of an emergency management system (A.10); understanding of the principles of crisis intervention (C.6); understanding the appropriate use of diagnosis during crises (K.5); and differentiation between diagnosis and developmentally appropriate reactions to crises (L.3).

### **Specific Student Learning Outcomes and Assessments:**

The content and experiences of this course are sequenced such that students will be able to:

- **Discover and evaluate the effects of loss, crisis, and trauma events throughout the lifespan.** This will be assessed through the case examples throughout the course. (CACREP G.3.c; CMHC A.9)
- **Research & apply the contemporary clinical conceptualizations and major theoretical models of grief/trauma and crisis.** This will be assessed through the written examinations, the assessments, and case examples throughout the course (CACREP G.5.g; CMHC C.6)
- **Utilize developmentally appropriate best intervention practices/modalities across the lifespan with individuals, families, groups, and in the community.** This will be assessed through examinations and case examples throughout the course. (CACREP G.3.a & f; CACREP G.5.g; CMHC K.5 & L.3)
- **Apply diagnostic criteria and skills for distinguishing between issues of uncomplicated vs. complicated grief and grief counseling vs. grief therapy.** This will be assessed through the trauma assessment and the case examples. (CMHC K.5 & L.3)

### **Specific Course Assignments and Evaluation Criteria:**

- **Readings:** Each student will complete all assigned texts and other readings as given in class each week.

- **Dispositions:** Each student will demonstrate dispositions consistent with an inclusive, multicultural, and ethical professional role in promoting well-being, healthy relationships, academic success, and career mastery.
- **Attendance:** Each student is expected to complete all scheduled weekly activities and be prepared and willing to participate in discussion boards and class exercises. If you miss more than two weeks of assigned modules you will be dropped from the course. **The last day to withdraw from a class with a WC grade is March 8th.**
- **Quizzes:** Each student is expected to complete quizzes of a summary and reflective nature on assigned readings and content for particular weeks. No makeup quizzes will be offered. (all quizzes will equal 100 total points).
- **Project:** Each student is expected to successfully complete a final project (worth 100 total points – a rubric will be given). This is a self-selected topic, approved by the instructor, that relates to the student’s interest and career goals.
- **Class exercises:** Each student is expected to complete five class assignments that relate to the major modules of the class. These will include assessment, individual, family, group, and community interventions. These will be assigned at strategic weeks during the semester. (these will total 125 total points, 25 points each).
- **Discussion Boards/Reflections:** Each student is expected to complete weekly discussions and personal reflections. Individual assignment of topics will be given each week. (These will total 200 points).

**Grading Scale:**

**Written assignments will be weighted as follows:**

Class exercises (5 @ 25 pts. each)	= 125 total Points
Quizzes	= 100 total Points
Final Project	= 100 total Points
Discussion Boards (10 points x 12 weeks)	= 200 total Points
 Total Points	 = 525 total Points

**Final Grading on Written Assignments:**

472 - 525 Total Points	=	A
420 - 471 Total Points	=	B
367 –419 Total Point	=	C

## **ACADEMIC HONESTY REMINDER:**

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one's own, another's words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of "F" in the course.

### **Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Please contact the SDS Staff at (919) 530-6325 or email [sds@nccu.edu](mailto:sds@nccu.edu). If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and clicking on the **Accommodate Link**. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

### **Student Support/Ombudsperson**

The Student Ombudsperson is available to assist students in navigating unexpected life events, (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or [bsimmons@nccu.edu](mailto:bsimmons@nccu.edu).

## **VETERANS SERVICES:**

*One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](mailto:veteransaffairs@nccu.edu).*

## **BLACKBOARD:**

This class will utilize the campus "Blackboard" system. Every student will be set up with a username and password (if you don't already have one). You will be required to log on to the Blackboard system in order to fulfill all assignments during the semester (e.g., complete discussion boards, submit assignments, obtain handouts). If you have questions about your

Blackboard (Bb) account, please call Bb or the IT department **first** at 919-530-7676. The instructor will use only your NCCU email address for contact.

**TENTATIVE CLASS SCHEDULE & TOPICS** (*subject to change by instructor*).

The class weeks will run from the first Sunday night at 11:59 pm (January 8<sup>th</sup>) until the following Sunday night at 11:59 pm. The Blackboard shell for this class will organize the materials by weekly modules with corresponding assignments. What is listed here is a topical outline. Weekly readings, discussions, quizzes, and other assignments will be posted for that particular week under course content.

- **Week 1**  
**Jan. 8th** Course expectations/introductions  
What is healing? What are our goals for intervention? What are the ethical principles of intervention with these types of clients?
  
- **Week 2**  
**Jan. 15th** Offering *presence* and *companionship*. Offering socially just and culturally competent practices. How does culture/ethnicity play a role?
  
- **Week 3**  
**Jan. 22nd** How does gender/religion & spirituality play a role in healing?
  
- **Week 4**  
**Jan. 29th** How does technology offer tools for healing? What dangers exist?
  
- **Week 5**  
**Feb. 5th** Attachment and Coping
  
- **Week 6**  
**Feb. 12th** Two-track Model of Bereavement

- **Week 7**  
**Feb. 19th** Task-based Approach to Intervention
  
- **Week 8**  
**Feb. 26th** Interventions with Children & Adolescents
  
- **Week 9-10**  
**March 5th** Interventions with Adults & Older Adults  
**SPRING BREAK MARCH 11th-19th**
  
- **Week 11**  
**March 19th** Group & Family Interventions
  
- **Week 12**  
**March 26th** Trauma-informed Care in the Community
  
- Week 13** Treating Complicated Grief  
**April 2nd**
  
- **Week 14** Expressive arts interventions; Hospice  
**April 9th**
  
- **Week 15** Rituals of Closure.  
**April 16<sup>th</sup>**
  
- **Week 16**  
**April 23rd** Bridging Research & Practice  
**FINAL PROJECT; wrap-up**

**Selected References (see recommended readings also)**

- Balk, D.E. (2014). *Dealing with dying, death, and grief during adolescence*. New York, NY: Routledge.
- Balk, D.E., & Corr, C.A. (2009). *Adolescent encounters with death, bereavement, and coping*. New York, NY: Springer Publishing Company.
- Becvar, D.S. (2001). *In the presence of grief: Helping family members resolve death, dying, and bereavement issues*. New York, NY: The Guilford Press.



- Beder, J. (2004). *Voices of bereavement: A casebook for grief counselors*. New York, NY: Brunner-Routledge.
- Bradley, L. J., Whiting, P. P., Hendricks, B., & Wheat, L. S. (2010). Ethical imperatives for intervention with elder families. *The Family Journal*, 18(2), 215-221.
- Bradley, L. J., Whiting, P., Hendricks, B., Parr, G., & Jones, G. (2008). The use of expressive techniques in counseling. *Journal of Creativity in Mental Health*, 3(1), 44-60.
- Buckle, J. L. & Fleming, S. (2010). *Parenting after the death of a child: A practitioner's guide*. New York, NY: Routledge.
- Capuzzi, D. (2009). *Suicide prevention in the schools: Guidelines for middle and high school settings, second edition*. Alexandria, VA: American Counseling Association.
- Capuzzi, D. (Ed.). (2004). *Suicide across the life span: Implications for counselors*. Alexandria, VA: American Counseling Association.
- Corr, C.A., & Corr, D.M. (2013). *Death & dying, life & living* (7th ed.). Belmont, CA: Wadsworth.
- DeSpelder, L.A., & Strickland, A.L. (2011). *The last dance: Encountering death and dying* (9<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishing Company.
- Doka, K.J. (Ed.). (2002). *Living with grief: Loss in later life*. Washington, DC: Hospice Foundation of America.
- Doka, K.J. (Ed.). (2008). *Living with grief: Children and adolescents*. Washington, DC: Hospice Foundation of America.
- Doka, K.J. (2009). *Counseling individuals with life-threatening illness*. New York, NY: Springer Publishing.
- Doka, K.J., & Lattanzi-Licht, M. (Eds.). (2003). *Living with grief: Coping with public tragedy*. Washington, DC: Hospice Foundation of America.
- Doka, K. J., & Martin, T. L. (2011). Grieving styles: Gender and grief. *Grief Matters*, Winter 2011, 42-45.
- Doka, K. J., & Martin, T. L. (2010). *Grieving beyond gender: Understanding the ways men and women mourn* (2<sup>nd</sup> ed.). New York, NY: Routledge

- Figley, C. R. & Kiser, L. J. (2012). *Helping traumatized families, 2<sup>nd</sup> edition*. New York, NY: Routledge.
- Freeman, S. M., Moore, B. A., & Freeman, A. (Eds). (2009). *Living and surviving in harm's way: A psychological treatment handbook for pre-and post-deployment of military personnel*. New York, NY: Routledge.
- Goldman, L. (2005). *Raising our children to be resilient: A guide to helping children cope with trauma in today's world*. New York, NY: Brunner-Routledge.
- Goldman, L. (2009). *Great answers to difficult questions about death: What children need to know*. Philadelphia, PA: Jessica Kingsley Publishers.
- Goldman, L. (2013). *Life and loss: A guide to help grieving children, 3<sup>rd</sup> edition*. New York, NY: Routledge.
- Humphrey, K. (2009). *Counseling strategies for loss and grief*. Alexandria, VA: American Counseling Association.
- James, L., Oltjenbruns, K., & Whiting, P. (2008). Grieving adolescents: The paradox of using technology for support. In K.J. Doka (Ed.), *Living with grief: Children and adolescents* (pp. 299-316). Washington, DC: Hospice Foundation of America.
- Kauffman, J. (2005). *Guidebook on helping persons with mental retardation mourn*. Amityville, NY: Baywood Publishing.
- Kauffman, J. (2010). *The shame of death, grief, and trauma*. New York, NY: Routledge.
- Kübler-Ross, E. (1993). *On children and death*. New York, NY: Collier Books.
- Kübler-Ross, E. (1995). *Death is of vital importance*. Barrytown, NY: Station Hill Press.
- Leong, F. T. L., & Leach, M. M. (Eds.) (2007). *Suicide among racial and ethnic minority groups: Theory, research, and practice*. New York, NY: Routledge.
- Lewis, C.S. (2001b). *A grief observed*. San Francisco, CA: Harper.
- Moody, E. E. (2008). *First aid for emotional hurts*. Nashville, TN: Randall House Publications.
- Moody, E. E. & Whiting, P. (April 2011). Trauma, aftermath & opportunity: The Fort Hood tragedy. *ADEC Forum*, 37(2), 15-16.
- Neimeyer, R. A. (Ed.) (2012). *Techniques of grief therapy: Creative practices for counseling the bereaved*. New York, NY: Routledge.

- Neimeyer, R.A., Harris, D.L., Winokeur, H.R., & Thornton, G.F. (Eds.). (2011). *Grief and bereavement in contemporary society: Bridging research and practice*. New York, NY: Routledge.
- Parkes, C.M. (2011). Recent developments in loss theory and practice: Individual, family, national, and international implications. *Grief Matters, Winter 2011*, 36-40.
- Parkes, C. M. (2013). *Responses to terrorism: Can psychological approaches break the cycle of violence?* New York, NY: Routledge.
- Parkes, C.M.& Prigerson, H. G. (2009). *Bereavement: Studies of grief in adult life* (4<sup>th</sup> ed.). New York, NY: Brunner-Routledge.
- Robinson, E.H., Rotter, J.C., Robinson, S.L., Fey, M.A., & Vogel, J.E. (2004). *Fears, stress, and trauma: Helping children cope*. Alexandria, VA: CAPS Press & ACA Foundation.
- Rosenblatt, P.C., & Wallace, B.R. (2005). *African American grief*. New York, NY: Brunner-Routledge.
- Rubin, S. S., Malkinson, R., & Witzum, E. (2011). *Working with the bereaved: Multiple lenses on loss and meaning*. New York, NY: Brunner-Routledge.
- Salloum, A. (2015). *Grief and trauma in children: An evidence-based treatment manual*. New York, NY: Taylor & Francis.
- Saul, J. (2013). *Collective trauma, collective healing: Promoting community resilience in the aftermath of disaster*. New York, NY: Routledge.
- Scaer, R. (2014). *The body bears the burden: Trauma, dissociation & disease, 3<sup>rd</sup> edition*. New York, NY: Routledge.
- Sheehy, G. (2010). *Passages in caregiving: Turning chaos into confidence*. New York, NY: Harper.
- Sheehy, G. (1995). *New passages: Mapping your life across time*. New York, NY: Random House.
- Silverman, P.R. (Ed.). (2004). *Widow to widow: How the bereaved help one another*. New York, NY: Brunner-Routledge.
- Stillion, J.M., & Attig, T. (Eds.). (2015). *Death, dying, and bereavement: Contemporary perspectives, institutions, and practices*. New York, NY: Springer Publishing Co.
- Stroebe, M.S., Hansson, R.O., Stroebe, W., & Schut, H. (Eds.). (2001). *Handbook of bereavement research: Consequences, coping, and care*. Washington, DC: American Psychological Association.

- Webber, J., & Mascari, B. (Eds.). (2010). *Terrorism, trauma, and tragedies: A counselor's guide to preparing and responding* (3rd ed.). Alexandria, VA: American Counseling Association.
- Werth, J. L., & Blevins, D. (Eds.) (2008). *Decision-making near the end of life: Issues, developments, and future directions*. New York, NY: Routledge.
- Wheat, L.S. & Whiting, P. (2015). The forget-me-not book of reminders during deployment. In Degges-White, S., & Colon, B. (Eds.), *Expressive arts interventions for school counselors* (pp. 239-243); New York, NY: Springer.
- Whiting, P. (January 2012). The bereavement pathways project: Bridging the gap between research and practice: *ADEC Forum*, 38 (1), 9-10.
- Whiting, P. (2012, December). Authoring a story of meaning after the suicide of a son: The case of Renee. *Texas Association for Adult Development and Aging Today*, 2 (2), 2-5.
- Whiting, P., & Bradley, L. (2007). Artful witnessing of the story: Loss in aging adults. *Adultspan*, 6(2), 119-128.
- Whiting, P., & Bradley, L.J. (2009). Dad just fell again: Out of AA and into grief. In L. Golden (Ed.), *Case Studies in Counseling Older Adults* (pp. 139-148). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Whiting, P. P., Bradley, L. J., Moody, E. E., & Wheat, L. S. (2010). Care of war wounded: Counseling considerations. In G.R. Walz, J.C. Bleuer, & R.K. Yep (Eds.), *Ideas and Research You Can Use: VISTAS 2010* (pp.1-11). Alexandria, VA: Counseling Outfitters, LLC & American Counseling Association.
- Whiting, P., & James, E. (2005a). Bearing witness to the story: Responses to shadow grief in diverse family contexts. *Journal of Healing Ministry*, 12(1), 31-34.
- Whiting, P., & James, E. (2005b). Shadows of grief: Experiences of loss within transitional families. In G.R. Walz & R.K. Yep (Eds.), *VISTAS: Compelling Perspectives on Counseling 2005* (pp. 313-316). Alexandria, VA: Counseling Outfitters, LLC & American Counseling Association.
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- Wolfelt, A.D. (2006). *Companioning the bereaved: A soulful guide for counselors and caregivers*. Fort Collins, CO: Companion Press.
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