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
Fall 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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Email:	pwhiting@nccu.edu
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, 2nd edition*. New York, NY: Routledge.

Goldman, L. (2013). *Life and loss: A guide to help grieving children, 3rd 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, 2nd 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:

CON 5305 is designed to present contemporary best practice interventions in events of crisis, grief, and trauma. This course synthesizes research and practice models for working with pre-school to elder life stage individuals, intervening with cultural competence, and practicing with individuals, groups, families, and communities impacted by these events. This course educates helping professionals in crisis response leadership, psychological first aid, and trauma-informed care principles in schools, clinics, and communities.

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 Counseling 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 October 6th**.

- **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

CLASS ATTENDANCE POLICY:

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses two weeks of online participation, I will report the facts to the student's academic dean for appropriate follow-up. It is the student's responsibility to inform the instructor of any authorized absence, and to make up all work as determined by the instructor.

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.

STATEMENT OF INCLUSION/NON-DISCRIMINATION:

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

CONFIDENTIALITY AND MANDATORY REPORTING:

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through http://www.nccu.edu/administration/dhr/titleix/index.cfm.

STUDENT DISABILITY SERVICES:

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building.
Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530- 6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES:

- *Student Advocacy Coordinator*. The Student Advocacy Coordinator 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, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

BLACKBOARD:

This class will utilize the campus "Blackboard" system. 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 (August 13th) 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, recordings, and other assignments will be posted for that particular week under course content.

- **Week 1**   Course expectations/introductions
  Aug. 13th   What is healing? What are our goals for intervention? What are the
                          ethical principles of intervention with these types of clients?

- **Week 2**
  Aug. 20th   Offering *presence* and *companioning*. Offering socially just and culturally
                          competent practices. How does culture/ethnicity play a role?

- **Week 3**   How does gender/religion & spirituality play a role in healing?
  Aug. 27th

- **Week 4**
  Sept. 3rd   How does technology offer tools for healing? What dangers exist?

- **Week 5**
  Sept. 10th   Attachment and Coping

- **Week 6**
  Sept. 17th   Two-track Model of Bereavement

- **Week 7**
  Sept. 24th   Task-based Approach to Intervention

- **Week 8**
  Oct. 1st   Interventions with Children & Adolescents

- **Week 9-10**
  Oct 8th   Interventions with Adults & Older Adults

- **Week 11**
  Oct. 15th   Group & Family Interventions
           Fall Break Oct. 16 & 17

- **Week 12**
  Oct. 22nd   Trauma-informed Care in the Community

- **Week 13**   Treating Complicated Grief
  Oct. 29th

- **Week 14**   Expressive arts interventions; Hospice
  Nov. 5th

- **Week 15**   Rituals of Closure.
  Nov. 12th

- **Week 16**
  Nov. 19 – 27th Bridging Research & Practice
           Thanksgiving Holiday – Nov. 22-26th

- **Nov. 30th**   **FINAL PROJECT DUE**

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.

Bemak, F., & Chung, R. C. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development*, *95*(3), 299-308. doi:10.1002/jcad.12144

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.

Cain, W. J., Bradley, L. J., Whiting, P. P., & Moody, E. E. (2016). Socio-emotional vulnerabilities in homeless women: A qualitative study. In *Ideas and research you can use: VISTAS 2016*. Retrieved from http://www.counseling.org/knowledge-center/vistas

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.

Day, K. W., Lawson, G., & Burge, P. (2017). Clinicians' experiences of shared trauma after the shootings at Virginia Tech. *Journal of Counseling & Development, 95*(3), 269-278. doi:10.1002/jcad.12141

DeSpelder, L.A., & Strickland, A.L. (2011). *The last dance: Encountering death and dying* (9th 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 (2nd ed.). New York, NY: Routledge

Figley, C. R. & Kiser, L. J. (2012). *Helping traumatized families, 2nd 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.

Gentry, J. E., Baranowsky, A. B., & Rhoton, R. (2017). Trauma competency: An active
     ingredients approach to treating posttraumatic stress disorder. *Journal of Counseling &*
     Development, 95(3), 279-287. doi:10.1002/jcad.12142

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, 3rd edition*. New York,
     NY: Routledge.

Humphrey, K. (2009). *Counseling strategies for loss and grief.* Alexandria, VA: American
     Counseling Association.

James, R. K. & Gilliland, B. E. (2017). *Crisis intervention strategies, 8th ed*. Boston, MA:
     Cengage Learning.

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.

Lawson, D. M. (2017). Treating adults with complex trauma: An evidence-based case study. *Journal of Counseling & Development, 95*(3), 288-298. doi:10.1002/jcad.12143

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* (4th 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.

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    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.

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    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.

Tarvydas, V. M., Levers, L. L., & Teahen, P. R. (2017). Ethical guidelines for mass trauma and
    complex humanitarian emergencies. *Journal of Counseling & Development, 95*(3), 260-
    268. doi:10.1002/jcad.12140

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.

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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.

Whiting, P., & James, E. (2006). Bearing witness to the story: Narrative reconstruction in grief counseling [Electronic version]. *VISTAS: ACA Online* virtual counseling library.

Whiting, P., & Moody, E. (2009). In the wake of combat: Stories of survivorship and coping, *ADEC Forum,* 35(4), 9-10.

Whiting, P., Wheat, L.S., & Bradley, L.J. (2008). The storyteller'scompanion: Counselors as creative advocates for bereaved children. In G.R. Walz, J.C. Bleuer, & R.K. Yep (Eds.), *Compelling Counseling Interventions: VISTAS 2008.* Alexandria,VA: Counseling Outfitters, LLC & American Counseling Association.

Wolfelt, A.D. (2006). *Companioning the bereaved: A soulful guide for counselors and caregivers.* Fort Collins, CO: Companion Press.

Worden, J.W. (2009). *Grief counseling and grief therapy* (4th ed.). New York, NY: Springer Publishing.