



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 5350 (OL1)
Clinical Interventions in Events of Crisis, Grief, & Trauma
Fall 2018
Distance Education

Instructor: Dr. Peggy P. Whiting, Ed.D., NC Licensed Professional Counselor Supervisor, K-12 Licensed School Counselor, Certified Thanatologist
Office: Room 2124 School of Education
Phone: (919) 530-6182
Email: pwhiting@nccu.edu
Office Hours: Because this is an online class, you may meet with me virtually on these days: Monday 2-4pm; Tuesday 1-4pm; Wednesday 11-3pm; Thursday 10-noon. I am also available to schedule on campus if that is preferred. Additionally, I can arrange evening conferences if this works better for your schedule. **Please email me to schedule.**

Required Textbooks:

Kerr, M. M. (2009). *School crisis prevention and intervention*. Long Grove, IL: Waveland Press.

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. (2018). *Disaster mental health counseling: A guide to preparing and responding, 4th 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 5350 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. This is a required course for students in the school counseling track at NCCU.

Expanded Course Information:

This course is a requirement in the school counseling curriculum effective Fall 2018. 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, environmental, and developmental context of experiencing crisis, trauma, and grief. 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 crisis, 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 losses 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 2016 CACREP counseling national standards listed in Section II. These include technology's impact on the counseling profession (F.1.j); self-care strategies appropriate to the counselor role (F.1.l); the impact of spiritual beliefs on clients' and counselors' worldview (F.2.g); biological, neurological, and physiological factors that affect human development, functioning, and behavior (F.3.e); effects of crisis, disasters, and trauma on diverse individuals across the lifespan (F.3.g); suicide prevention models and strategies (F.5.l); crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (F.5.m); and the use of assessments for diagnostic and intervention planning purposes (F.7.e).

Additionally, this course responds to the specialty standards for school counseling including school counselor roles in school leadership and multidisciplinary teams (G.2.d); school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (G.2.e); and characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (G.2.g).

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 F.3.e; F.3.g; SC G.2.g)
- **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 F.1.l; F.1.j; F.5.l; F.5.m; SC G.2.e; G.2.g)
- **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 F.2.f; F.2.g; F.3.e; F.3.g, F.5.1; F.5.m; SC G.2.d; G.2.e)
- **Analyze the roles within emergency services including school crisis response teams.** (CACREP F.5.l; F.5.m; SC G.2.d; G.2.e)

- **Apply diagnostic criteria and skills.** This will be assessed through the crisis & trauma assessments and the case examples. (CACREP F.7.e; SC G.2.g)

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 Oct. 5th.**
- **Action Assignments:** Each student is expected to complete 4 action assignments related to major modules of the class. (These assignments will equal 100 total points, +25 each).
- **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 reflective exercises:** Each student is expected to complete reflective exercises 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 points).
- **Discussion Boards:** Each student is expected to complete assigned discussion boards on topics that augment material of the class. Most weeks will include these discussions. (These will total 200 points).

Grading Scale:

Written assignments will be weighted as follows:

Reflective exercises	= 125 total Points
Action Assignments	= 100 total Points
Final Project	= 100 total Points
Discussion Boards	= 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.

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 cannot any 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.

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.

Student Accessibility 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 Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/SAS 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.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

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 01.04.4). 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) 530-7944 or TitleIX@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- *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. Ms. Star Dorsett can assist you.
- *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, nccupinfo@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. I 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 weekly modules/course content.

- **Week 1**
Aug. 13th Course expectations/introductions
What is healing? What are our goals for intervention? What are the ethical principles of intervention with these types of clients?
Drop/Add Period Ends Aug. 17th at 4pm
Reflective Exercise #1 due Aug. 19th (+25)

- **Week 2**
Aug. 20th Grief Primer; Meaning Reconstruction; Crisis Planning
Trauma-Informed Care; Offering *presence* and *companionship*. Offering socially just and culturally competent practices. How does culture/ethnicity play a role?

- **Week 3**
Aug. 27th How does gender/religion & spirituality play a role in healing?
Action Assignment #1 due Sept. 2nd (+25)

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

- **Week 5**
Sept. 10th Attachment and Coping; Parents & Children Losing Each Other
Action Assignment #2 due Sept. 16th (+25)

- **Week 6**
Sept. 17th Task-based Approach to Intervention

- **Week 7**
Sept. 24th Two-track Model of Loss;
Reflective Class Exercise #2 due Sept. 30th (+75)

- **Week 8**
Oct. 1st Interventions with Children & Adolescents; School Crisis Response;
Last Day to withdraw from a class with a WC or from the university with a W is Oct. 5th!

- **Week 9**
Oct. 8th Interventions with Adults & Older Adults; Hospice
Action Assignment #3 due Oct. 14th (+25)

- **Week 10**
Oct. 15th Group & Family Interventions
Fall Break Oct. 15th – 16th

- **Week 11**
Oct. 22nd Military Families/Children
Reflective Exercise #3 due Oct. 28th (+25)

- **Week 12**
Oct. 29th When Risk Factors Indicate Referral/Complications

- **Week 13**
Nov. 5th Expressive arts interventions
Action Assignment #4 due Nov. 11th (+25)

- **Week 14**
Nov. 12th Rituals of Closure

- **Week 15**
Nov. 19th Bridging Research & Practice
Nov. 21st – 25th THANKSGIVING HOLIDAY

- **Week 16**
Nov. 26th **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.
- Scaer, R. (2014). *The body bears the burden: Trauma, dissociation & disease, 3rd 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.
- 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. M. & Mascari, J. B. (2018). *Disaster mental health counseling: A guide to Preparing and responding, (4th edition)*. Alexandria, VA: ACA Foundation.
- 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. P. (2018). Sacred privilege: Using narrative reconstruction as a postmodern approach with grieving children and adolescents. In Scholl, M. B., & Hansen, J. T. (Eds.), *Postmodern perspectives on contemporary counseling issue* (pp. 93-120). New York, NY: Oxford University Press.
- 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.
- 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's companion: 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. (2018). *Grief counseling and grief therapy* (5th ed.). New York, NY: Springer Publishing.