



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**  
**Spring 2021**  
**Distance Education**

**Instructor:** Dr. Peggy P. Whiting, Ed.D., NC Licensed Clinical Mental Health Counselor Supervisor, K-12 Licensed Professional School Counselor (former), Fellow in Thanatology  
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**Office Hours:** All office hours will be online given the university is limiting on campus contact for graduate students. You may schedule with me virtually on these days: Monday 2-4pm; Tuesday 4-7pm; Wednesday 1-4pm; and Thursday 5-7pm. Additionally, I can arrange other times if this works better for your schedule. Please email me to schedule a WebEx meeting with me. <https://nccu.webex.com/meet/pwhiting>

**Required Textbooks:**

Kerr, M. M. & King, G. (2019). *School crisis prevention and intervention*, 2<sup>nd</sup> ed. 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*. Routledge.

**Recommended Readings:**

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

Figley, C. R., & Kiser, L. J. (2013). *Routledge psychosocial stress series. Helping traumatized families (2nd ed.)*. Routledge/Taylor & Francis Group.

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

Harris, D. (Ed.). (2020). *Non-Death Loss and Grief*. Routledge.  
<https://doi.org/10.4324/9780429446054>

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

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

Wolfelt, A. (2012). *Companioning the grieving child: A soulful guide for caregivers*. Companion Press.

Worden, W. (2018). *Grief counseling and grief therapy (5<sup>th</sup> edition)*. Springer Publishing.

**Course Description:**

CON 5350 is designed to present contemporary best practice concepts and interventions in events of crisis, grief, and trauma. This is a required course for students in the school counseling track and therefore has a focus around school-aged children and school crisis response. This course synthesizes research and practice models for working with school settings, 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 and exposes students to valuable resources for counselors.

**Expanded Course Information:**

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 arenas of crisis, trauma, & grief are wide and deep. We could address each of these situations in a separate class. However, students should know that a course of this nature is indeed rare in counseling programs and I am grateful NCCU offers required education on these topics.

### **“Reflective Practitioner” Idea:**

The power of the material of this course often prompts recollection of very personal loss situations. As *reflective practitioners*, I encourage each of us to come to know our own loss sources and processes. We will experiment with some means for encouraging 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 course. 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 loss 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.

I am deeply concerned about your well-being, especially during this time of multiple crisis. We are all overloaded with necessary adaptations and ambiguity about the future. This is a stressful time and I encourage you to pace yourself with small/attainable goals, to stay present-oriented so you don’t get ahead of yourself, and to let flexibility flow. Please engage in self-care every day!

### **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 2. 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 2. F.3.e; 2.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 action assignments and case examples throughout the course (CACREP 2.F.1.l; 2.F.1.j; 2.F.5.l; 2.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 the action assignments & case examples throughout the course. (CACREP 2.F.2.f; 2.F.2.g; 2.F.3.e; 2.F.3.g; 2.F.5.1; 2.F.5.m; SC G.2.d; G.2.e)
- **Analyze the roles within emergency services including school crisis response teams.** This will be assessed through the action assignments. (CACREP 2.F.5.l; 2.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 2.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 March 5th.**
- **Action Assignments/Reflections:** Each student is expected to complete 5 action assignments and reflections related to major modules of the class. Students should be aware that personal reflections help the material come alive as illustrations of the core concepts of the class. (5 assignments @ +25 each = 125 total points).
- **Project:** Each student is expected to successfully complete an applied 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.
- **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. (13 @ +15 points each = 195 total points).

### Grading Scale:

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

Action Assignments/Reflections	= 125 total Points
Final Project	= 100 total Points
Discussion Boards	= 195 total Points
Total Points	= 420 total Points

### Final Grading on Written Assignments:

378 - 420 Total Points	=	A
336 - 377 Total Points	=	B
294 - 335 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.

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.

## **COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:**

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](#) (Code). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](#) plan. The [plan](#) highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

**Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the [Operations, Recovery and Continuity](#) plan.**

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

### **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](mailto: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 NCCU Accommodate Website at <https://nccu-accommodate.symplicity/students/index.php> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised 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 must register with SAS.

### **Confidentiality and Mandatory Reporting**

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

### **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 that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto: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](mailto: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](mailto:nccupdinfo@nccu.edu)

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

**The class weeks will run from the first Sunday night at 11:59 pm (Jan. 10th) until the following Sunday night at 11:59 pm.** The Blackboard shell for this class is organized by weekly modules for clarity of expectations. What is listed here is a topical outline with major assignment due dates. I reserve the right to pace the course differently if something unusual occurs or if I believe your learning will be enhanced by doing so. Weekly readings will be posted for that particular week under weekly assignments.

**THIS IS INTENDED TO BE AN OVERVIEW ORGANIZED WEEKLY! DISCUSSION BOARDS WILL BE ASSIGNED MOST WEEKS DURING THE SEMESTER. You should watch the weekly modules on BB to see discussion instructions. All listed dates are from Monday of that week until the following Sunday. Specific assignment dates will be given.**

- |                                |   |
|--------------------------------|---|
| <b>Week 1 -<br/>Jan. 11-17</b> | Course orientation, expectations/introductions?<br>What is healing? What are our goals for intervention? What are the ethical principles of intervention with these types of clients? What is the scope of loss & trauma for kids, the importance?<br><b>Drop/Add Period Ends Jan. 15th at 4pm.</b> |
| <b>Week 2 –<br/>Jan. 18-24</b> | Grief Primer; Meaning Reconstruction; Crisis Planning; Trauma-informed Care<br><br>Offering socially just and culturally competent practices...how does culture & ethnicity play a role?<br><b>Action Assignment #1 (+25 points)</b>  |



<b>Week 3 - Jan. 25-31</b>	Resilience; How does gender/religion & spirituality play a role in healing? Offering <i>presence</i> and <i>companioning</i> .
<b>Week 4 – Feb. 1-7</b>	Crisis Teams & Communication; Technology & Grief Support Crisis Intervention; Current crises as examples <b>Action Assignment #2 (+25 points)</b>
<b>Week 5 - Feb. 8-14</b>	Attachment & Coping; Parents & Children Losing Each Other <b>Last Day to withdraw from the university with a prorated tuition and fee adjustment is Feb. 12th!</b>
<b>Week 6 - Feb. 15-21</b>	Task-based approaches to intervention; Death of a Child/Sibling <b>Action Assignment #3 (+25 points)</b>
<b>Week 7 - Feb. 22-28</b>	Two-track model of loss. Developmental perspectives on grieving – children & adolescents. The impact of adverse childhood experiences (ACE's). Loss of a parent in childhood.
<b>Week 8 - March 1-7</b>	Primer on School Crisis Response; Special Populations of Youth Prevention, Intervention, Post-vention; Trauma/suicide in youth. <b>Last Day to withdraw from the class with a WC is March 5<sup>th</sup>!</b>
<b>Week 9 - March 8-14</b>	Group Interventions <b>Action Assignment #4 (+25 points)</b>
<b>Week 10 - March 15-21</b>	Psychological First Aid principles. Trauma-informed care in schools.
<b>Week 11 - March 22-28</b>	Family Interventions; Military Families/Children <b>Action Assignment #5 (+25 points)</b>
<b>Week 12 - March 29- April 4</b>	When Risk indicates referral/complications; Suicide
<b>Week 13 - April 5-11</b>	The function of rituals – what is closure? The use of expressive arts interventions.

**Week 14 -** Compassion fatigue & self-care. Our own grief.

**April 12-18** Bridging research & intervention;

**CLASSES END April 20th- FINAL PROJECT DUE AT 11:59 PM**

**Selected References (older citations are classic in thanatology or illustrations of the scope of this material; I also included some of my publications so you can see a bit of my work):**

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

Balk, D.E., & Corr, C.A. (2009). *Adolescent encounters with death, bereavement, and coping*. Springer Publishing.

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

Bordere, T. (2017). Disenfranchisement and ambiguity in the face of loss: The suffocated grief of sexual assault survivors. *Family Relations*, 66(1), 29-45.

Boss, P. (2010). The trauma and complicated grief of ambiguous loss. *Pastoral Psychology*, 59, 137-145. <https://doi.org/10.1007/s11089-009-0264-0>

Bowlby, J. (1961). The Adolf Meyer lecture: Childhood mourning and its implications for psychiatry. *American Journal of Psychiatry*, 118, 481-498.

Bowlby, J. (1980). *Loss: Sadness and depression*. Basic Books, Inc.

Bowlby, J. (1982). *Attachment*. Basic Books, Inc.

Bowlby, J. (1988). *A secure base*. Basic Books, Inc.

Buckle, J. L. & Fleming, S. (2011). *Parenting after the death of a child: A practitioner's guide*. Routledge.

Burns, D. M. (2010). *When kids are grieving: Addressing grief & loss in school*. Sage.

Burns, M., Griese, B., King, S., Talmi, A. (2020). Childhood bereavement: Understanding prevalence and related adversity in the United States. *American Journal of Orthopsychiatry*. Advanced online publication.

- Capuzzi, D. (2009). *Suicide prevention in the schools: Guidelines for middle and high school settings, 2nd edition*. American Counseling Association.
- Chapple, H. S., Bouton, B. L., Chow, A. Y. M., Gilbert, K. R., Kosminsky, P., Moore, J., & Whiting, P. P. (2017). The body of knowledge in thanatology: An outline. *Death Studies, 41*(2), 118-125.
- Corr, C.A., & Balk, D.E. (Eds.). (2004). *Handbook of adolescent death and bereavement*. Springer.
- Corr, C.A., Corr, D.M., & Doka, K. (Eds.). (2019). *Death & dying, life & living* (8th ed.). Wadsworth.
- Crunk, A. E., Burke, L. A., & Robinson, E. H. M., III (2017). Complicated grief: An evolving theoretical landscape. *Journal of Counseling & Development, 95*, 226-233.
- Culbreth, M., Newsome, G. & Whiting, P. (2015). Bridging the gap between veterans and civilian counselors. *VISTAS*. Article 78, Counseling Outfitters, LLC & American Counseling Association.
- 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. <https://doi.org/10.1002/jcad.12141>
- DeSpelder, L.A., Strickland, A.L., & Potts, J.M. (2020). *The last dance: Encountering death and dying (11<sup>th</sup> ed.)*. Mayfield Publishing Company.
- Doka, K. J., & Martin, T. L. (2011, Winter). Grieving styles: Gender and grief. *Grief Matters, 42*-45.
- Doka, K. J., & Martin, T. L. (2010). *Grieving beyond gender: Understanding the ways men and women mourn (2<sup>nd</sup> ed.)*. Routledge.
- Duffey, T., & Haberstroh, S. (2020). *Introduction to crisis and trauma counseling*. American Counseling Association.
- Feiler, B. (2020). *Life is in the transitions: Mastering change at any age*. Penguin Press.
- Figley, C. R., & Kiser, L. J. (2013). *Routledge psychosocial stress series. Helping traumatized families (2nd ed.)*. Routledge/Taylor & Francis Group.
- Gamino, L.A., Sewell, K.W., Prosser-Dodds, L., & Hogan, N.S. (2020). Intuitive and instrumental grief: A study of the reliability and validity of the grief pattern inventory. *Omega, 81*(4):532-550. <https://doi.org/10.1177/0030222818786403>

- Gamino, L. A., & Ritter, R. H., Jr. (2009). *Ethical practice in grief counseling*. Springer.
- Goldman, L. (2014). *Life and loss: A guide to help grieving children (3<sup>rd</sup> ed.)*. Routledge.
- Griese, B., Burns, M.R., Farro, S.A., Silvern, L., & Talmi, A. (2017). Comprehensive grief care for children and families: Policy and practice implications. *American Journal of Orthopsychiatry*, 87(5), 540-548.
- Harris, D. L. (Ed.). (2020). *Non-death loss and grief: Context and clinical implications*. Routledge.
- Harris, D. L., & Bordere, T. C. (Eds.). (2016). *Handbook of social justice in loss and grief: Exploring diversity, equity, and inclusion*. Routledge.
- Harris, D. L., & Winokuer, H. R. (2021). *Principles and practice of grief counseling (3<sup>rd</sup> ed.)*. Springer.
- Howell, P.B., Thomas, S., Sweeney, D. & Vanderhaar, J. (2019) Moving beyond schedules, testing and other duties as deemed necessary by the principal: The school counselor's role in trauma informed practices, *Middle School Journal*, 50:4, 26-34, <https://doi.org/10.1080/00940771.2019.1650548>
- Hoy, W. G. (2016). *Bereavement groups and the role of social support: Integrating theory, research, and practice*. Routledge.
- James, R. K. & Gilliland, B. E. (2017). *Crisis intervention strategies, (8<sup>th</sup> ed.)*. 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* (299-316). Hospice Foundation of America.
- Kastenbaum, R., & Moreman, C. M. (2018). *Death, society, and human experience (12<sup>th</sup> ed.)*. Routledge.
- Kauffman, J. (2008). *Guidebook on helping persons with mental retardation mourn*. Routledge.
- Kissane, D. W. & Bloch, S. (2011). *Family focused grief therapy*. Open University Press.
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- Kübler-Ross, E. (1993). *On children and death*. Collier Books.
- Lewis, C.S. (2001b). *A grief observed*. HarperOne.
- Lowenstein, L. (2006). *Creative intervention for bereaved children*. Hignell Book Printing.
- McClatchey, I. S., & Wimmer, J. S. (2018). *Bereavement camps for children and adolescents: Planning, curriculum, and evaluation*. Routledge.
- McNeil, A., & Gabbay, P. (2018). *Understanding and supporting bereaved children: A practical guide for professionals*. Springer.
- Meagher, D. K., & Balk, D. E. (Eds.). (2013). *Handbook of thanatology* (2<sup>nd</sup> ed.). Routledge.
- Miller, BJ, & Berger, S. (2019). *A beginner's guide to the end: Practical advice for living life and facing death*. Simon & Schuster.
- Mitchell, M. B. (2018). No one acknowledged my loss and hurt: Non-death loss, grief, and trauma in foster care. *Child & Adolescent Social Work Journal*, 35, 1-9.
- Moore, S. E., Jones-Eversley, S. D., Tolliver, W. F., Wilson, B., & Harmon, D. K. (2020). Cultural responses to loss and grief among Black Americans: Theory and practice implications for clinicians. *Death Studies*. Online first publication.
- Moody, E. E. (2010). *First aid for emotional hurts: Grief*. Randall House Publications.
- Neimeyer, R.A. (Ed.). (2001). *Meaning reconstruction and the experience of loss*. American Psychological Association.
- Neimeyer, R. A. (Ed.) (2012). *Techniques of grief therapy: Creative practices for counseling the bereaved*. 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?* Routledge.
- Piaget, J. (1954). *The construction of reality in the child*. Basic Books.
- Rando, T.A. (1986). *Parental loss of a child*. Research Press Company.

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- Rosenblatt, P.C., & Wallace, B.R. (2005). *African American grief*. Routledge.  
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