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 5307 OL(1)**
> **Crisis, Trauma, and Grief Counseling**
> **Spring 2021**
> **Distance Education**

Instructor:	**Dr. Peggy P. Whiting**, Ed.D.
	NC Licensed Clinical Mental Health Counselor Supervisor, Fellow in Thanatology
Office:	Room 2124 School of Education
Phone:	(919) 530-6182
Email:	pwhiting@nccu.edu
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:

Webber, J. M. & Mascari, J. B. (2018). *Disaster mental health counseling: A guide to preparing and responding, (4th ed.).* ACA Foundation.

Worden, W. (2018). *Grief counseling and grief therapy (5th ed.).* Springer Publishing.

Recommended Readings:

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

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 ed.).* Routledge.
(3RD EDITION COMING IN 2021.)

Neimeyer, R. A. (Ed.). (2016). *Techniques of grief therapy: Assessment and intervention.* 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.* Routledge.

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

Course Description:

This course will provide specialized instruction for candidates in the Clinical Mental Health Counseling track of the Counselor Education Program. Candidates will learn advocacy, consultation, crisis intervention, and clinical strategies for assisting clients facing life changes, transitions across the lifespan, and grief and traumatic events.

Expanded Course Information:

This course is a requirement for clinical mental health counselors and may be used as an elective for other counseling students and NCCU students in other related clinical programs. This course is designed to offer a broad conceptualization of crisis, trauma and grief as personal experiences resulting from a variety of changes and life events 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. The class defines and distinguishes the concepts of crisis, trauma, and grief.

The class educates students in the recognition of client issues of personal loss/trauma and equips them with knowledge necessary to promote healthy reconciliation of change. Areas of discussion include: theories of transitions across the lifespan; the impact of crisis, disaster, and trauma events upon affected persons; the major theoretical models of crisis intervention, trauma, and grief; the exploration of developmental differences in the way grief is experienced; the principles, skills, and interventions of counselors dealing with those in grief, trauma, and crisis; the impact of diversity upon the individual's experience; *compassion fatigue* for caregivers; and the best practice diagnostic and clinical interventions for situations of uncomplicated and complicated/prolonged grief. 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 rooted within a systems context. Loss reconciliation unfolds when an individual can successfully expand the narrative to add greater depth of meaning of life experiences, including those of grief, crisis, 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. This is an overview class whose scope is extremely large and wide. The aim is to ground the student in current research and practices in these areas and to point students to relevant resources and training for more in-depth study. You should be aware that most CACREP programs do not have a course that addresses all of this so NCCU is unique to have a required class for all clinical mental health majors.

"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. Although the course is designed to be asynchronous, there are synchronous times you may opt to join me & other classmates for discussion. These times will be optional for you.

CACREP Standards Addressed in Course:

This class responds to the 2016 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); help-seeking behaviors of diverse clients (F.2.f); 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 2016 specialty standards for clinical mental health counseling in Section 5 including impact of crisis and trauma on individuals with mental health diagnoses (C.2.f); and professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health (C.2.k).

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 companioning interview and the case examples within the in-class exercises throughout the course. (CACREP 2.F.3.g; CMHC C.2.f)

- **Identify the particular losses precipitated by chronological, situational, and developmental transitions and events of trauma & crisis throughout the lifespan**. This will be assessed through discussion boards and case examples throughout the course. (CACREP 2.F.2.g, 2.F.3.e, 2.F.3.g)

- **Research & apply the major theoretical models/interventions of grief, trauma, and crisis.** This will be assessed through case assignments, the trauma assessment, and the required companioning interview. (CACREP 2. F.5.m)

- **Delineate the operation of an emergency management system within the community**. This will be assessed through the class assignment that reviews the emergency agencies – their roles, responsibilities, and training. (CACREP 2.F.5.m)

- **Observe and assess individual variations to grief reactions including the cultural, ethnic, gender, spiritual, and familial contexts of mourning and the mediating factor of social support.** This will be assessed through discussion boards, the companioning interview, the stress and social support assessments, and the case illustrations included in the class exercises. (CACREP 2.F.2.f; 2.F.2.g; 2.F.3.g)

- **Articulate the journey of reconciliation as understood in the professional research and clinical practice.** This will be assessed through case examples, the trauma assessment, the exploration of technology in reconciliation, and the stress and social support assessments. (CACREP 2.F.1.j; 2.F.2.f; 2.F.2.g; 2. F.3.e; F.5.m; CMHC C.2.f)

- **Utilize an intervention modality that is developmentally appropriate and includes psychological first aid for crisis/trauma intervention and grief counseling with individuals and groups.** This will be assessed through case examples, application demonstrations, all clinical assessments, and the companioning interview. (CACREP 2.F.3.g; 2.F.5.l; 2.F.5.m; CMHC C.2.f)

- **Apply diagnostic criteria and skills for distinguishing crisis, trauma, and grief and between issues of uncomplicated vs. complicated grief and grief counseling vs. grief therapy.** This will be assessed through the trauma assessment, the stress and social support assessments, the case examples, and the companioning interview. (CMHC 2.F.7.e)

- **Access professional organizations, journals, crisis management resources, self-care strategies, and clinical methodologies**. This will be assessed through the class exercises that require students to access grief resources and writings. (CACREP 2.F.1.l; CMHC C.2.k)

Specific Course Assignments and Evaluation Criteria:

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

- **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.**

- **Companioning Assignment:** Each student is expected to complete one companioning assignment to gain experience with listening and responding to persons affected by past crisis and loss. Instructions and a grading rubric will be given as the course unfolds. (worth +60 points).

- **Class exercises/reflections:** Each student is expected to complete class assignments that relate to the major modules of the class. These exercises will include reflections, a trauma assessment of an individual client, completion of stress and social support assessments, and case examples of treatment methodologies with clients in grief. The reflections will be used as a means to augment the cognitive aspect of the course by using experiential prompts to deepen the student's understanding of the material. These will be assigned at strategic weeks during the semester. (+100 total points).

- **Discussion Boards:** Each student is expected to complete discussion board assignments. Individual assignment of topics will be given for a particular week. These topics include discussions of diverse expressions, emergency management systems, resources for various age groups, psychological first aid interventions, assessments & at-risk profiles, and special issues and populations such as military families, expressive arts interventions, suicide/homicide survivorship, and parents losing children. (10 @ +10 points each = 100 total points)

Grading Scale:

Written assignments will be weighted as follows:

Class Exercises/Reflections	= 100 total Points
Companioning Assignment	= 60 total Points
Discussion Boards (10@10 pts. Each)	= 100 total Points
Total Points	= 260 total Points

Final Grading on Written Assignments:

234 - 260 Total Points	=	A
208 - 233 Total Points	=	B
182 - 207 Total Points	=	C
Below 182 Total Points	=	F

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 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. 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, or submitting the online form through the Title IX Reporting Form, located at 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.
- 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. 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 (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 in the weekly assignments in BlackBoard but you can see what is coming for a particular week.

□ **Week 1 -** Course orientation, expectations/introductions
   Jan. 11-17 Introduction to the concepts of death education, thanatology, crisis, trauma, grief, loss, disaster mental health.
   Drop/Add Period Ends Jan. 15th at 4pm.

□ **Week 2 -** Defining reconciliation, narrative construction, healing, outcomes of crisis,
   Jan. 18-24 trauma, & grief events.
   ADEC Introduction and credentialing of grief counselors/educators.
   The intrinsic nature of the grief/trauma/crisis experience.
   Primer in disaster mental health counseling.
   Offering _presence_ and _companioning_
   Exercise/Reflection #1 (+20 points)

☐ **Week 3 -** The historical evolution of grief theory and knowledge; The historical evolution
Jan. 25-31 of crisis intervention; The ethics of practice.

☐ **Week 4 -** How disaster changes the individual's body, brain, & needs.
Feb. 1-7 Reconciliation needs, diverse variations in individual experience,
social support as a mediating factor.
Exercise/Reflection #2 (+20 points)

☐ **Week 5 -**
Feb. 8-14 Types of individual and group crisis
events…sudden/unexpected, anticipated, catastrophic,
ambiguous, community mass violence/trauma.
The anatomy of a crisis – what is predictable.
**Last Day to withdraw from the university with a prorated tuition and
fee adjustment is Feb. 12th!**

☐ **Week 6 -**
Feb. 15-21 Narrative Reconstruction.
Complicated (prolonged) vs. uncomplicated grief.
COMPANIONING ASSIGNMENT DUE (+60 points)

☐ **Week 7 -**
Feb. 22-28 Developmental perspectives on grieving – children & adolescents.
The impact of adverse childhood experiences (ACE's).
Loss of a parent in childhood.
Trauma in youth.

☐ **Week 8 -**
March 1-7 Developmental perspectives on events in adulthood as one ages.
Parental loss of a child.
Last Day to withdraw from the class with a WC is March 5th!

☐ **Week 9 -** School/university crisis & disaster planning, response & recovery.
March 8-14 **Exercise/Reflection #3 (+20 points)**

☐ **Week 10 -**
March 15-21 Psychological First Aid principles.
Trauma-informed practice principles.

☐ **Week 11 -** Assessment & treatment planning. DSM indications.
March 22-28 Interventions for trauma, complicated/prolonged grief (including
telehealth considerations)
Exercise/Reflection #4 (+20 points)

- **Week 12 -**   Military Culture & Trauma – veterans & their families.
  March 29-   Post traumatic stress symptoms/disorder.
  April 4   **Exercise/Reflection #5 (+20 points)**

- **Week 13 -**   The function of rituals – what is closure?
  April 5-11   The use of expressive arts interventions.

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

  April 12-18 Next directions in the field…
        CLASSES END APRIL 20TH (ALL ASSIGNMENTS DUE)

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):

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

Beauregard, C. (2019). Being in between: Exploring cultural bereavement and identity expression through drawing. *Journal of Creativity in Mental Health.* Online first publication.

Bellet, B. W., Holland, J. M., & Neimeyer, R. A. (2018). The Social Meaning in Life Events Scale (SMILES): A preliminary psychometric evaluation in a bereaved sample. *Death Studies*, 103-112. https://doi.org/10.1080/07481187.2018.1456008

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

Berger, J. S. (2006). *Music of the soul: Creating life out of loss*. Routledge.

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

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

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

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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.

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Capuzzi, D. (Ed.). (2004). *Suicide across the life span: Implications for counselors.* American Counseling Association.

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Chow, A. Y. M. (2013). Developing emotional competence of social workers of end-of-life and bereavement care. *British Journal of Social Work. 43*(2), 373-393.

Clute, M. A. (2017). Living disconnected: Building a grounded theory view of bereavement for adults with intellectual disabilities. *Omega, 76*(1), 15-34.

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.

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Doka, K. J. (2014). *Counseling individuals with life-threatening illness* (*2nd ed.*). Springer.

Doka, K. J., & Martin, T. L. (2011, Winter). Grieving styles: Gender and grief. *Grief Matters,* 42-45.

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