### **ABSTRACTS**

### Parental bereavement: the crisis of meaning

Wheeler I. Death Studies 2001; 25(1): 51-66

For parents, the death of a child, even of an adult child, is unnatural and untimely. reversing the sequence of events. This study looks at two aspects of the search for meaning in parental bereavement the search for cognitive mastery and the search for renewed purpose. Bereaved parents (176) answered questions about the experience of their child's death and the meaning of their lives since the death. The great majority of the parents were able to find meaning through connections with people, activities often involved with helping others beliefs and values, personal growth, and memories of the child.

# The role of volunteers in hospice bereavement support in New Zealand

Payne S. Palliative Medicine 2001; 15(2): 107-115

The purpose of this study was to assess the role of hospice bereavement volunteers in New Zealand. The support offered face-to-face counselling, befriending, home visiting, telephone contact, social outings and loan of selfhelp books and videos. A large part of the article is concerned with the methodology, but it is clear from the response to interviews and questionnaires that, despite some negative aspects, the volunteers, who reported being highly motivated to help others, overwhelmingly regarded their work as valuable and enjoyable. The author remarks, however, that they 'appeared to be largely unaware of the need for specialist training, or supervision, which raises issues about the quality of services provided.'

# Assumptive world views and the grief reactions of parents of murdered children

Wickie SK, Marwit SJ. Omega 2000-2001; 42(2): 101-113

Child death is perhaps the most incomprehensible of all deaths, and when the child has been murdered the impact upon the parents is particularly devastating. The authors of this article explore the effect such a tragedy is likely to have upon parents: intense anger, the transformation of the world -

in their view - into a place which is no longer orderly or predictable; the unfamiliar social role they may be thrown into by a lack of support from family and friends confused as to what their reaction should be. Compared to parents bereaved by accidents, parents bereaved by homicide showed more negative views of the benevolence of the world, though the survey showed no difference between the two groups with regard to the meaningfulness of the world or the worthiness of the self.

## College student bereavement, scholarship, and the university: a call for university engagement

Balk DE. Death Studies 2001; 25(1): 67-84

The prevalence of bereavement among college students should impel universities to help bereaved students on their campuses. (One study indicates that 22%-30% of college undergraduates in the USA are in the first 12 months of grieving the death of a family member or a friend.) Clearly, this can have serious consequences, both academic and emotional. In this thoughtful and well-reasoned article, the author argues that universities, which should be

communities of care and compassion, could do much to help bereaved students. He sets out a model for a university-based bereavement centre which would provide accessible, sensitive and effective outlets to help in grief recovery, such as training peer helpers, providing social support groups, and raising consciousness about bereavement.

### A woman of many abilities

Sanders C. Illness, Crisis and Loss 2001; 9(1): 50-54

This is the second of two articles from an issue of *Illness, Crisis & Loss* devoted to the personal experiences of women leaders in thanatology. (Silverman's article, 'It makes a difference', was reviewed in the last issue.)

Catherine Sanders lost her seventeen-year-old son in a freak accident. Profound grief led her to explore the psychological basis for the continuing agony of loss. As a result of her research she believes that there are many different types of grief, and that there is no prescribed length for grieving. On the basis of her findings she devised a Grief Experience Inventory which is now widely used.

Sheila Hodges and John Bush

#### INDEX TO BEREAVEMENT CARE

Adolescent parent mourning reactions associated with stillbirth or neonatal death (Ab); No 1: 16

After a terrories attack: supporting the

After a terrorist attack: supporting the bereaved families (A); No 3: 35-36
Aftermath of traumatic incidents, The (A); No1: 3-5

Agee J (R); No1: 11

Assumptive world views and the grief reactions of parents of murdered children (Ab); No3: 48

Baum RR (R); No 1: 15
Bendiksen R (Ab); No 1: 16
Bereavement at Work (R); No 3: 47
Bereavement Counselling (R); No 3: 47
Bergen MB (Ab); No 1: 16
Black D (R); No 1: 15
Bradbury M (R); No 2: 32
Brady D (A); No 3, 43-45
Brittain V (R); No 2: 25
Brilding up a bereavement library (A); No 3: 43-45
But I Didn't Say Goodbye (R); No 3: 45
Button sculpting (A); No 2: 29

Campbell S (R); No 2: 30 Changing identities of miscarriage and stillbirth (A); No 3: 37-40 Charles-Edwards D (A): No 3: 41-42

College student bereavement, scholarship, and the university (Ab); No 3: 48 Companion animal death (R); No 1: 16 Conrad BH (R); No 3: 47

Cox G (R); No 1: 15 Crossley D (R); No 2: 31

Christ GH (R); No 1: 13

David Charles-Edwards (A); No 3: 41-42 David Charles-Edwards (R); No 3: 47 Davies M (R); No 2: 31

Death, Dying and Bereavement (R); No 3: 47 Death, dying, and bereavement in relation to 'older individuals (Ab); No 2: 32 Death in the Family, A (R); No1: 11
Death rites in the San Francisco gay
community: cultural developments of the
AIDS epidemic (Ab); No 1: 16
Dickenson D (R); No 3: 47
Dixon R (A); No 2: 21
Doka K (R); No 2: 30
Dying Game, The (R); No 2: 31

Easterling LW (Ab); No 2: 32 Emswiler J (R); No 3: 47 Emswiler MA (R); No 3: 47

Field D (Ab); No 1: 16 Figley C (R); No 1: 15 Fogarty JA (R); No 1: 13 Folkman S (Ab); No 1: 16

Forgotten Mourners, The, 2nd edn (R); No 1: 14 Franco MHP (A); No 1: 10-11

Frost R (R); No 3: 46 Fundis R (R); No 1: 15 Funeral and Memorial Service Readings,

Poems and Tributes (R); No 1: 15 Gamino LA (Ab); No 2: 32 Gensch BK (Ab); No 1: 16

Gibson M (A); No1: 3-5 Grief adjustment as influenced by funeral participation and occurrence of adverse funeral events (Ab); No 2: 32 Grief and Bereavement Center, São Paulo,

Grief and Bereavement Center, São Paulo, Brazil, The (A); No 1: 10-11 Grief as a Family Process (R); No 2: 31 Grief reactions to the death of a spouse revisited (Ab); No 2: 32

Grieving healthcare provider, The (A); No 2: 26-29

Guiding your Child through Grief (R); No 3: 47

Harris-Hendricks J (R); No 1: 15
Harvey JH (R); No 1: 16
Healing Children's Grief (R); No 1: 13
Health care provider support and grief after
perinatal loss: a qualitative study (Ab);
No 1: 16
Hemmings P (A): No 1: 12

Hemmings P (A); No 1: 12 Hemmings P (A); No 2: 29 Hindmarch C (R); No 2: 31 Home Burial (R); No 3: 46 Howarth G (R); No 3: 40 International work group on death dying and bereavement (Ab); No 2: 32 It makes a difference (Ab); No 2: 32

Johnson M (R); No 3: 47

Kaplan T (R); No 1: 15 Katz JS (R); No 3: 47 Klass D (R); No 2: 31 Kraus F (A); No 1: 6-7

Last Rites (R); No 3: 40 Lovell A (A); No 3: 37-40

McKissock D (R); No 3: 47 McKissock M (R); No 3: 47 Magical Thoughts of Grieving Children, The (R); No 1: 13 Malkinson R (R): No 1: 14

Martin T (R); No 2: 30 Men Don't Cry – Women Do (R); No 2: 30 Midland D (Ab); No 1: 16

Monroe B (A); No 1: 6-7 Mourning for Diana, The (R); No 3: 46 Muddles, Puddles and Sunshine (R); No 2: 31

Never too Young to Know (R); No 1: 13

Older people's attitudes towards death in England (Ab); No 1: 16 On the Death of a Child: 2nd edn (R); No 2: 31

Papadatou D (A); No 2: 26-29
Papadatou D (Ab); No 2: 32
Parental bereavement: the crisis of meaning (Ab); No 3: 48
Parkes CM (A); No 2: 19-21
Parkes CM (A); No 3: 35-36
Perspectives on Loss (R); No 1: 16
Proposed model of health professionals' grieving process, A (Ab); No 2: 32
Putting the child in the frame (A); No 1: 12

Representations of Death (R); No 2: 32 Researching the bereaved: an investigator's experience (part 2) (A); No 1: 8-9 Responding to bereavement at work (A); No3: 41-42

Responding to the needs of schools in supporting bereaved children (A); No 1: 6-7 Richards TA (Ab); No 1: 16 Role of volunteers in hospice bereavement support in New Zealand, The (Ab); No 3: 48 SAMM – support after murder and manslaughter (A); No 2: 21
Scott S (Ab); No 2: 32
Searching the literature on bereavement – a brief guide (A); No 2: 19-21
Sewell KW (Ab); No 2: 32
Shapiro ER (R); No 2: 31
Shimshon S (R); No 1: 14
Shipman C (A); No 0: 6-7
Silverman PR (R); No 2: 30
Silverman PR (R); No 1: 13
Silverman PR (Ab); No 2: 32
Smith SC (R); No 1: 14
Spiritual, Ethical and Pastoral Aspects of Death and Bereavement (R); No 1: 15
Spirtual Lives of Bereaved Parents, The (R); No 2: 31
Sque M (A); No 1: 8-9
Stewart MF (R); No 1: 16
Stirman LS (Ab); No 2: 32

Tackling children's primitive fears during the grieving process (A); No 2: 22-25 Testament of Youth (R); No 2: 25 Traumatic and Nontraumatic Loss and Bereavement (R); No 1: 14 Traumatology of Grieving (R); No 1: 15 Turnbull G (A); No1: 3-5 Turner M (A); No 2: 22-25

Uida RM (Ab): No 1: 16

Welch KJ (Ab); No 1: 16
When a baby dies: a standard of care (Ab);
No 1: 16

When a Child has been Murdered: Ways you can help the grieving parents (R); No 3: 47 When a Community Weeps: Case studies in

group suvivorship (R); No 1: 14
When Father Kills Mother: Guiding
children through trauma and grief; 2nd
edn (R); No 1: 15

edn (R); No 1: 15
Widower: When men are left alone (R); No
2: 30
Williams MB (R): No 1: 14

Witztum E (R); No 1: 14 Woman of many abilities, A (Ab); No 3: 48 Wrubel J (Ab); No 1: 16

Zimmer ES (R); No 1: 14

