

The authors point out that there are increasing numbers of children with HIV/AIDS in schools, but that because parents often do not disclose the health status of their children, school staff are usually unaware of their presence. The book helps address this phenomenon by offering recommendations that provide a guideline for developing effective policy, even in those instances where disclosure has not taken place.

The authors do an exemplary job of documenting the impact of HIV/AIDS on the quality of life of the entire family. Therefore, while *School Children with HIV/AIDS* may be particularly invaluable for administrators, teachers, counsellors, and psychologists working in schools, it is also a useful resource for any helping professional working with children and families outside of the school setting.

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Niemeyer, R. (2001). *Meaning Reconstruction and the Experience of Loss*. Washington DC.: American Psychological Association

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*Reviewed by:* Ann Laverty, University of Calgary

*Meaning Reconstruction and the Experience of Loss* offers a refreshing look at bereavement and loss studies. Traditionally, work in these areas has focused on symptoms, stage theories, and different types of loss experiences. This text does not rehash that work, but rather describes current conceptualizations and speculates on future directions. Robert Neimeyer and over two dozen contributors provide complex perspectives on loss as a meaning-making process and strengthen the link between counselling theory and the experience of loss.

Part One of the text presents arguments for the need to re-conceptualize psychoanalytic and stage models of loss to account for postmodern realities. Issues addressed include mourning as unique rather than universal, potentially positive functions of continuing bonds with the deceased, and the need to consider loss as both sad and growth producing. Careful attention is given to meaning-making and cognitive processes used to guide these endeavours.

The second part of the book examines personal and interpersonal domains of grieving with chapters addressing death of a child, dynamics of family grieving, and losses when a disabled child dies. The authors critique views of grieving as primarily individual and they address issues of societal norms and the importance of coping strategies, including social support.

Part Three is completely devoted to the potentially positive outcomes of loss, with special consideration given to healing from trauma. Through exploring individual difference and coping styles, reviewing empirical research which supports functional aspects of loss, and addressing spiritual and life meaning issues, this section presents new possibilities for more comprehensively conceptualizing loss.

Part Four of the book thoroughly explores loss through a narrative theory lens. Exploring issues of counsellor self-care, the role of personal and cultural stories, and the use of narrative approaches in research and counselling, these writers support knowledge generation through the power of metaphor, reflexivity, and storytelling.

They place central emphasis on the interdependence of our research and practice in these efforts.

The final section of this text is geared primarily for practicing counsellors and places meaning reconstruction in a clinical context. In particular, this part branches out to explore loss experiences other than bereavement, and addresses narrative and constructivist counselling for post-traumatic stress, survivors of sexual assault, and the dying. The authors include session transcripts to substantiate these efforts.

I found this text to be thoroughly engaging and filled with a wealth of useful ideas. Neimeyer and his colleagues from Canada and the United States have produced a very comprehensive and worthwhile text not only to guide our practice but to help us envision future directions. Coming from backgrounds in psychology, counselling, nursing, medicine, philosophy and religious studies, their interdisciplinary perspectives strengthen the quality of this text and encourage further work of this nature. They bring together a vast amount of material and make the necessary links to connect these areas to constructivist counselling approaches. Helping professionals and researchers who are working to build bridges between theory and practice in loss issues will benefit from this evocative text.

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McCullough, M. E., Pargament, K. I., & Thoresen, C. E. (Eds.). (2000). *Forgiveness: Theory, Research, and Practice*. New York, NY: The Guilford Press.

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*Reviewed by:* Sonia Williams, Orleans, Ontario

The edited volume, *Forgiveness: Theory, Research, and Practice*, is a clear signal to social scientists and counselling practitioners that forgiveness research, despite its limited empirical data, is coming of age. The editors of the volume, Michael McCullough, Kenneth Pargament, and Carl Thoresen, are well-published researchers in the field of psychology, religion, and health. They have succeeded in compiling a thought-provoking resource, not only for fellow researchers, but also for teachers, students, and clinicians who have a serious interest in the topic.

Part One sets forth the conceptual and measurement issues involved in forgiveness research. The editors make it clear that defining what forgiveness is *not* is a much easier task than providing a definition of the psychosocial construct. They propose a minimalist definition of forgiveness as prosocial change within an individual toward a perceived offender. Readers are challenged to test this definition against their own perceptions and those of other theorists throughout the book.

In addition to a helpful review of five diverse religious perspectives on the subject, Part One concludes with an assessment of existing forgiveness measures. The reader is left astonished by the plethora of forgiveness constructs and the psychometric challenges they face. Such information, however, is primarily useful to researchers rather than clinicians.

Part Two, on the other hand, offers ideas that are relevant to both researchers and clinicians. This fascinating section of the book presents new psychological theories