

University of North Texas at Dallas
Spring 2016
SYLLABUS

PSYC 4020D Psychology of Death and Dying; 3 Hrs			
Department of	Sociology & Psychology	Division of	Liberal Arts & Life Sciences
Instructor Name:	Teresa L. Collins-Jones, Ph.D.		
Office Location:	Adjunct Psychology Office, DAL 2 Room 302		
Office Phone:	972.741.5605		
Email Address:	Use email (messages) in Blackboard classroom or Teresa.Collins-Jones@untdallas.edu		
Office Hours:	M/W 1-4 pm and T/R 9am-12 pm as well as by appointment		
Classroom Location:	Virtual		
Course Catalog Description:	Concepts and attitudes concerning death and dying from a psychological perspective; current research on death and dying; development of insights and understanding to prepare the student to interact effectively with people who are terminally ill and their family members.		
Prerequisites:	PSYC 1630D or 1650D		
Required Text:	Corr, C., & Corr, D. (2013). <i>Death and Dying: Life and Living (7th Edition)</i> . Cengage. ISBN-10: 111184061X ISBN-13: 9781111840617		
Recommended Text and References	Reading Assignments: Students are expected to read in advance the chapters designated by week in the outline below; and any additional reading I assign. Come to class prepared to discuss them.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com		
Course Goals or Overview: This course is designed to assist learners to:			
	<ol style="list-style-type: none"> 1. Examine the psychological aspects of confronting death, dying, and bereavement. 2. Explore differences in cultural aspects of death and dying. 3. Utilize a developmental perspective to identify key issues for coping with life-threatening illness, death, and dying. 4. Develop an appreciation for the various clinical approaches to working with the terminally ill and the bereaved. 5. Recognize the ethical and legal issues associated with death and dying. 		
Learning Objectives/Outcomes: At the end of this course, learners will be able to:			
1	Describe changing demographics, attitudes, and practices surrounding death related practices.		
2	Understand and apply theoretical, scientific, and practical knowledge relevant to issues pertaining to death, dying, grief, and bereavement.		
3	Explain how the experience of death, dying, and bereavement changes across the lifespan.		
4	Recognize the needs and tasks of the dying and bereaved.		
	Demonstrate how cultural factors interact with death-related experiences.		
5	Explain current trends and attitudes regarding end of life issues, self-care for helpers, and efforts to cope with life threatening illness.		
6	Identify local, regional, and national resources that are available to assist individuals and families address issues of dying and grief.		
7	Summarize the ethical and legal issues often encountered by those who are facing end of life issues or those of a family member.		

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

Week	TOPICS	Assignment Due Date
Week One January 19-24	Introduction to the Psychology of Death and Dying Learning about Death, Dying, and Bereavement Education about Death, Dying and Bereavement Reading: Corr & Corr, Chapter 1 (pages 1-16) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 1 *participate all week Reflection #1 Due 1/24
Week Two January 25-31	Death Changing Encounters with Death Changing Attitudes Toward Death Reading: Corr & Corr, Chapters 2 and 3 (pages 17-68) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 2 *participate all week Reflection #2 Due 1/31
Week Three February 1-7	Death Related Practices and the American Death System Reading: Corr & Corr, Chapter 4 (pages 69-104) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 3 *participate all week Reflection #3 Due 2/7
Week Four February 8-14	Cultural Patterns and Death Reading: Corr & Corr, Chapter 5 (pages 106-140) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 4 *participate all week
Week Five February 15-21	Dying Coping with Dying Reading: Corr & Corr, Chapter 6 (pages 141-166) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 5 *participate all week Reflection #4 Due 2/21
Week Six February 22-28	Coping with Dying: How Individuals Can Help Coping with Dying: How Communities Can Help Reading: Corr & Corr, Chapters 7 & 8 (pages 167-231) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 6 *participate all week Reflection #5 Due 2/28
Week Seven February 29- March 6	Coping with Loss and Grief Reading: Corr & Corr, Chapter 9 (pages 233-280) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 7 *participate all week Exploring Cultural Differences Presentation Due 3/6
Week Eight March 7- 13 Midterm	Coping with Loss and Grief: How Individuals Can Help Coping with Loss and Grief: Funeral Practices and Other Ways Communities Can Help Reading: Corr & Corr, Chapters 10 and 11 (pages 281-350) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 8 *participate all week Mid-Term Exam DUE 3/13
Week Nine March 14-20	SPRING BREAK	
Week Ten March 21-27	Developmental Perspectives -Children -Adolescents Reading: Corr & Corr; Chapters 12 and 13 (pages 351-436) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 10 *participate all week Reflection #6 Due 3/27

Week Eleven March 28-April 3	Developmental Perspectives -Young and Middle-Aged Adults -Older Adults Reading: Corr & Corr, Chapters 14 and 15 (pages 437-493) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 11 <i>*participate all week</i> Death from a Child's Perspective Paper Due 4/3
Week Twelve April 4-10	Legal, Conceptual, and Moral Issues Legal Issues Reading: Corr & Corr, Chapter 16 (pages 495-541) <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 12 <i>*participate all week</i> Reflection #7 Due 4/10
Week Thirteen April 11-17	Suicide and Life-Threatening Behavior Assisted Suicide and Euthanasia: Intentionally Ending a Human Life Reading: Corr & Corr, Chapters 17 and 18 (pages 543-609) Journal Article: Abels, N, & Barlev, A. (1999). End of life decisions and assisted suicide. <i>Professional Psychology: Research and Practice</i> , 30, 229-234. Journal Article: Blendon, R. J., Szalay, U. S., & Knox, R. A. (1992). Should physicians aid their patients in dying? The public perspective. <i>Journal of the American Medical Association</i> , 267, 2658-2662. <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i>	DQ 13 <i>*participate all week</i> Reflection #8 Due 4/17
Week Fourteen April 18-24	The Meaning and Place of Death in Life Reading: Corr & Corr, Chapter 19 (pages 610-628) <i>In addition to your textbook, please review the lecture notes and videos posted in Blackboard.</i>	DQ 14 <i>*participate all week</i> Reflection #9 Due 4/24
Week Fifteen April 25-May 1	An Example of a Specific Disease Entity Illustrating the Themes of this Book: Alzheimer's Disease Reading: Corr & Corr, Chapter 20 (pages 629-667) <i>In addition to your textbook, please review the lecture notes and videos posted in Blackboard.</i>	DQ 15 <i>*participate all week</i> Exploring Community Resources Blog Entry Due 5/1
Week Sixteen May 2-5	What is a Good Death? Preparing for a Good End of Life Course Reflections <i>In addition to your textbook, please review the lecture notes and videos posted in Blackboard.</i>	DQ 16 <i>*participate all week</i> Reflection #10
Finals Week May 9-13	Final Exam	Final Exam Due 5/11

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Discussions (150 points)

Each week you will be asked to participate in one discussion. You will post your own response to the questions and respond to at least two posts made by your peers or the instructor in each discussion thread on more than one day. Your posts should integrate information that you have learned in class as well as incorporate the scholarly literature that you find in the library or on the web. *Please avoid using websites like Wikipedia or psychology.org, instead try to rely upon .edu or .gov websites.* Your initial posts should be made by Day 4 of each week (Thursday) and you should stay active in the current discussion through the last day of the week (Sunday). Do not work ahead or get behind as points will be deducted for late submissions. Make sure that

you check your spelling and grammar before posting your response. In your replies to your peers, you can expand or clarify a point made in a previous post, offer additional information, or discuss whether you agree or disagree with a post made by a classmate or the instructor. Develop your responses and cite the references that you use to support your position.

Exams (200 total points, 2 exams-100 points each)

There will be a total of two exams worth 100 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions. The exams are not cumulative.

Presentation: Exploring Cultural Differences in Death (100 points)

For this assignment, you will be asked to select a culture that is different from your own to compare and contrast what you have learned about the differences regarding care of the dying and communications with the dying. Although your textbook presents four cultural groups, you are encouraged to go “outside of the box” and choose whatever cultural group is of interest to you. In your presentation, you will also need to discuss the limits of what can be said about cultural differences in death, dying, and bereavement; explore the death-related practices of the cultural group you have chosen that is of interest to you as well as your own group; discuss how you view these two groups as different and how these differences might affect their attitudes towards death. And finally, discuss how the two groups differ in the role that the family plays in death-related matters. You will upload the presentation into the online classroom for other students to view. After reviewing each presentation, you will have the opportunity to ask each other questions and provide feedback. A *minimum* of 15 slides and speaker notes will be required as well as a minimum of 3 references to support the material in your presentation. You also have the option of adding audio and/or video to your presentation.

Paper: Death From a Child’s Perspective (100 points)

You are asked to suggest a book or movie for a school-age child (6-10 years of age) to view who has recently lost his/her parent. What book or movie would you choose and why? Does this book or video provide adequate information about death? Does it address fears and anxieties? Does it reassure the child that he/she is not to blame? Do characters in the book or movie listen to the child? Does anyone validate the character’s feelings or help the character with managing their emotions? Does the book or movie address grief behaviors? How does the character have the opportunity to remember their parent? (Rely upon the list of children’s bereavement needs provided by Worden in your text (pg. 377). How might your book or movie recommendation differ if the child were older (a teenager)? Remember to address the developmental needs of the child as well as the tasks that are addressed in a task-based model of mourning. You will submit a 3-5 page paper utilizing 2-3 scholarly resources to support your recommendations.

Exploring Community Resources Blog Entry (25 points)

Each student will contribute to the Community Resource Blog by posting information about an agency that they have found in our community (can be online or available in the DFW metroplex) that provides assistance for individuals and families who are experiencing anticipatory loss or care for the bereaved. Your contribution should include relevant information about the agency, what type of assistance is available, and a link to the agency’s website. In addition to posting your own information, formulate an insightful question or two about the various agencies that have been posted, add additional information about an agency (building upon it), and/or identify additional resources that may also be of benefit for those who are in need of support.

Reflections (100 total points or 10 points each)

To facilitate discussion and understanding of the material, you will be asked to write a reflection on a specific topic **during ten different weeks**. Each reflection should be 2-3 pages long and should be a “reflection” on what you have learned. You will be asked to demonstrate that you understand the concepts by connecting the ideas or issues we have discussed in class and that you have reviewed in your readings as well as through outside experiences. *Synthesize, analyze and evaluate*. And finally, critically examine your own development through these learning activities.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Weekly Discussions	15 Discussions at 10 points each	150
Exams	2 exams at 100 points each	200
Exploring Cultural Differences in Death Presentation	Power Point Presentation (15-20 slides with speaker notes) at 100 points	100
Death from a Child's Perspective Paper	Paper 3-5 page paper at 100 points	100
Exploring Community Resources Blog Entry	Blog entry at 25 points	25
Reflections	10 reflection activities at 10 points each <i>*Reflections are graded as credit/no credit</i>	100
Total:	100%	675

Grade Determination

A = 604 – 675 pts; i.e., 90% or better

B = 537 – 603 pts; i.e., 80 – 89 %

C = 469 – 536 pts; i.e., 70 – 79 %

D = 402 – 468 pts; i.e., 60 – 69 %

F = 401 pts or below; i.e., less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:

No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Note: If you need to reschedule your exam and the due date has passed, you may be given an alternate form of the exam.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies**Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to

<http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

****This syllabus is subject to change. If changes are made, I will communicate them to you in a timely manner.***