

**University of North Texas at Dallas**  
**Summer 2 5w 2016**  
**SYLLABUS**

<b>PSYC 4020 Psychology of Death and Dying; 3 Hrs</b>			
<b>Department of</b>	<b>Sociology &amp; Psychology</b>	<b>Division of</b>	<b>Liberal Arts &amp; Life Sciences</b>
<b>Instructor Name:</b>	Teresa L. Collins-Jones, Ph.D.		
<b>Office Location:</b>	Adjunct Psychology Office, DAL 2 Room 302		
<b>Office Phone:</b>	972.741.5605		
<b>Email Address:</b>	Use email (messages) in Blackboard classroom or Teresa.Collins-Jones@untdallas.edu		
<b>Office Hours:</b>	<b>M/W 1-4 pm and T/R 9am-12 pm as well as by appointment</b>		
<b>Classroom Location:</b>	<b>Virtual</b>		
<b>Course Catalog Description:</b>	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.		
<b>Prerequisites:</b>	PSYC 1630D or 1650D		
<b>Required Text:</b>	Corr, C., & Corr, D. (2013). <i>Death and Dying: Life and Living (7<sup>th</sup> Edition)</i> . Cengage. ISBN-10: 111184061X   ISBN-13: 9781111840617		
<b>Recommended Text and References</b>	<b>Reading Assignments:</b> 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.		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>		
<b>Course Goals or Overview:</b> This course is designed to assist learners to:			
	<ol style="list-style-type: none"> <li>1. Examine the psychological aspects of confronting death, dying, and bereavement.</li> <li>2. Explore differences in cultural aspects of death and dying.</li> <li>3. Utilize a developmental perspective to identify key issues for coping with life-threatening illness, death, and dying.</li> <li>4. Develop an appreciation for the various clinical approaches to working with the terminally ill and the bereaved.</li> <li>5. Recognize the ethical and legal issues associated with death and dying.</li> </ol>		
<b>Learning Objectives/Outcomes:</b> 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 (July 11-17 <sup>th</sup> )	<p>Introduction to the Psychology of Death and Dying            Learning about Death, Dying, and Bereavement            Education about Death, Dying and Bereavement            Death            Changing Encounters with Death            Changing Attitudes Toward Death            Reading: Corr &amp; Corr, Chapters 1, 2, and 3 (pages 1-68)  <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i></p>	<p>DQ 1            DQ 2            *participate all week            Reflection #1            Due 7/17</p>
Week Two (July 18-24 <sup>th</sup> )	<p>Death Related Practices and the American Death System            Cultural Patterns and Death            Dying            Coping with Dying            Reading: Corr &amp; Corr, Chapters 4, 5, and 6 (pages 69-166)  <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i></p>	<p>DQ 3            DQ 4            *participate all week            Reflection #2            Due 7/24</p>
Week Three (July 25-31 <sup>st</sup> )	<p>Coping with Dying: How Individuals Can Help            Coping with Dying: How Communities Can Help            Coping with Loss and Grief: How Individuals Can Help            Coping with Loss and Grief: Funeral Practices and Other Ways Communities Can Help            Reading: Corr &amp; Corr, Chapters 7, 8, 9, 10, and 11 (pages 167-350)  <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i></p>	<p>DQ 5            DQ 6            *participate all week            Reflection #3            Due 7/31             Exploring Cultural Differences Presentation            Due 7/31</p>
Week Four (August 1-7 <sup>th</sup> )	<p>Developmental Perspectives            -Children            -Adolescents            -Young and Middle-Aged Adults            -Older Adults            Reading: Corr &amp; Corr; Chapters 12, 13, 14, and 15 (pages 351-493)  <i>In addition to your textbook, please review the lecture notes and videos posted on Blackboard.</i></p>	<p>DQ 7            DQ 8            *participate all week            Reflection #4            Due 8/7             Exploring Community Resources Blog Entry            Due 8/7</p>
Week Five (August 8-12 <sup>th</sup> )	<p>Legal, Conceptual, and Moral Issues            Legal Issues            Suicide and Life-Threatening Behavior            Assisted Suicide and Euthanasia: Intentionally Ending a Human Life            The Meaning and Place of Death in Life            What is a Good Death?            Preparing for a Good End of Life            Course Reflections            Reading: Corr &amp; Corr, Chapters 16, 17, 18, and 19 (pages 495-628)             Journal Article: Abels, N, &amp; 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., &amp; 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.</p>	<p>DQ 9            DQ 10            *participate all week            Reflection #5            Due 8/12   <b>Final Exam Open 8/8-8/12 Due 8/12 at 5 pm</b></p>

## 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 (100 points)**

**Each week you will be asked to participate in two discussions. 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.

### **Final Exam (100 points)**

There will be one exam worth 100 point each. The exam will cover material from the text, 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.

### **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 (50 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 each week**. 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	10 Discussions at 10 points each	100
Final Exam	1 exam at 100 points	100
Exploring Cultural Differences in Death Presentation	Power Point Presentation (15-20 slides with speaker notes) at 100 points	100
Exploring Community Resources Blog Entry	Blog entry at 25 points	25
Reflections	5 reflection activities at 10 points each <i>*Reflections are graded as credit/no credit</i>	50
<b>Total:</b>	<b>100%</b>	<b>375</b>

### Grade Determination

A = 336-375 pts; i.e., 90% or better

B = 300-335 pts; i.e., 80 – 89 %

C = 264-299 pts; i.e., 70 – 79 %

D = 224-263 pts; i.e., 60 – 69 %

F = 223 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](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://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](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.***