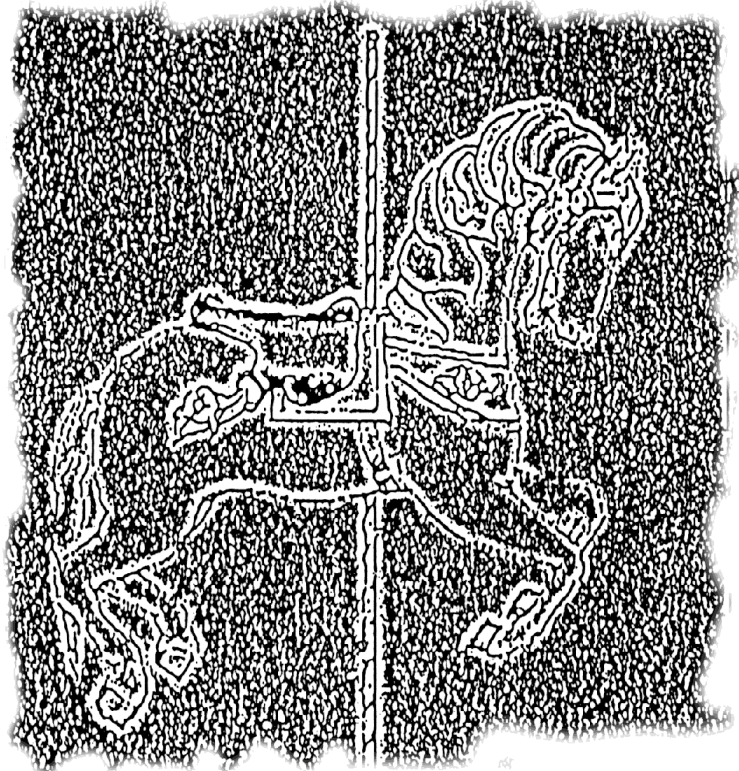


Aging, Dying & Death

Course Overview and Requirements - Class Syllabus

*The moon ups
and the sun
downs,
and life goes
'bout
like a merry-
go-round.*



Bookmark New Course Section Webpage
<https://santarosajc.instructure.com/courses/28585>

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*Behavioral Sciences Department
Santa Rosa Junior College
Academic Years – 2024 - 2025*

Psychology 56 - Death & Dying

Class Schedule – 2024 – 2025

Week 01	01-20-23	Course Introduction, Theme, and Organization <i>Grieving Days</i> , pp: 1, 6, 7, 8, 15, 16-17, 18, & 230.
Week 02	01-27-23	TLD, Ch. 1: Attitudes Towards Death: A Climate of Change <i>Grieving Days</i> , pp: 9, 10-11, 12, 13, 19-20, 22-23, 28-29, 30, 32-33 Suggested: <i>Who Dies</i> , 1 & 2; <i>Grief</i> , Review
Week 03	02-03-23	TLD, Ch. 2: Perspectives on Death: Cross-Cultural & Historical Ch. 3: About Death: The Influence of Sociocultural Forces <i>Grieving Days</i> , pp: 21, 24, 25, 26, 27, 31, & 70. Suggested: <i>Who Dies</i> , 3 & 4; <i>Grief</i> , 1 Santa Rosa Memorial Park--- Cemetery Field Trip
Week 04	02-10-23	TLD, Ch. 4: Health Care Systems: Patients, Staff, & Institutions <i>Grieving Days</i> , pp: 72-73, 74, 75-76, 77, 78, 79-81, 82, 90-91, 117-121, & 138-140, Suggested: <i>Who Dies</i> , 5 & 6; & <i>Grief</i> , 2 Film: <i>Death: Trip of a Lifetime</i> , Part 1 Exam One - Chapters 1-3, TLD
Week 05	02-17-23	TLD, Ch. 5: Facing Death: Living with Life-Threatening Illness <i>Grieving Days</i> , pp: 71, 83, 84, 85-86, 89, 93, 94, 95, 96, 97-99, 121, 122, 123, 129, & 130-131 Suggested: <i>Who Dies</i> , 7; & <i>Grief</i> , 3 Daniels Funeral Home Field Trip - Patsy Daniels
Week 06	02-24-23	TLD, Ch. 6: Medical Ethics: Dying in a Technological Age <i>Grieving Days</i> , pp: 92, 124, 141, 142, 143, 144, 145-146, & 147-153 Suggested: <i>Who Dies</i> , 8 & 9; & <i>Grief</i> , 4 Bio-Medical Ethics - Michael Montgomery
Week 07	03-03-23	TLD, Ch. 7: Survivors: Understanding the Experience of Loss <i>Grieving Days</i> , pp: 176, 177-179, 180-181, 182, 183, 184-185, 186, 187-190, 191, 192-193, 194, 204-205, 206, 207, 210, & 211 Suggested: <i>Who Dies</i> , 10; & <i>Grief</i> , 5 No Class-Rural Cemetery Tour – Saturday October 9 th 12 Noon
Week 08	03-10-23	TLD, Ch. 8: Last Rites: Funerals and Body Disposition <i>Grieving Days</i> , pp: 101-103, 195, 196, 197, 198, 237-238, & 239 Suggested: <i>Who Dies</i> , 11 & 12 & <i>Grief</i> , 6 Film: <i>Death: Trip of a Lifetime</i> , Part 2 Exam Two - Chapters 4-6, TLD
Week 9	03-17-23.	TLD, Ch. 9: The Law and Death <i>Grieving Days</i> , pp: 34-35, 100, 104-107, 108-116, 232-233, 234-236, & 240-241 Suggested: <i>Who Dies</i> , 13 & 14; & <i>Grief</i> , 7. Hospice Panel Discussion

Week 10	03-24-23	<i>TLD</i> , Ch. 10: Death in the Lives of Children and Adolescents <i>Grieving Days</i> , pp: All of Chapter Two exercises and activities Suggested: <i>Who Dies</i> , 15 & 16; & <i>Grief</i> , 8 Hospital Chaplaincy Services, Linda Bacci
Week 11	03-31-23	<i>TLD</i> , Ch. 11: Death in the Lives of Adults & Ch. 12: Suicide <i>Grieving Days</i> , pp: 11, 14, 61, 62-63, 64-65, 137, 184-185 160-163, 164-165, & 166 Suggested: <i>Who Dies</i> , 17 & 18; <i>Grief</i> , 9 Film: <i>Death: Trip of a Lifetime</i> Part 3 Exam Three - Chapters 7-9, <i>TLD</i>
Week 12	04-07-23	<i>TLD</i> , Ch. 13: Risks of Death in the Modern World <i>Grieving Days</i> , pp: 66, 67, 68-69, 132-137, 154, 155-156, 157-158, 159, 167-171, & 207-209 Suggested: <i>Who Dies</i> , 19 & 20; <i>Grief</i> , 10 AIDS Panel - Face to Face Community Organization
Week 13	04-14-23	<i>TLD</i> , Ch. 14: Beyond Death-After Life <i>Grieving Days</i> , pp: 125-126, 172-173, 199-201, 202-203, 212, 213, 214. Suggested: <i>Who Dies</i> , 21 & 22; & <i>Grief</i> , 11 Aba Gayle Presentation – Capital Punishment See Website at http://www.catherineblountfdn.org
Week 14	04-21-23	<i>TLD</i> , Ch. 15: The Path Ahead: Personal and Social Choices Finish up all readings – Semester Project! Film: <i>Death: Trip of a Lifetime</i> , Part 4 Exam Four - Chapters 10-12, <i>TLD</i>
Week 15	04-28-23	Designated Make-Up Exam or Grade Enhancer Exam Five: Chapters 13-15, <i>TLD</i>
Week 16	05-05-23	Final Exams and Grades

Course Organization

Life's Short, East Dessert First!

Dianne Apland

1. Textbooks: *The Last Dance* (11th ed.) by Lynne Ann DeSpelder and Albert Lee Strickland (Boston: McGraw Hill). *Grieving Days, Healing Days* by Dr. J. Davis Mannino and the *Death and Dying Syllabus and Study Guide*, also by the instructor.
2. Recommended Books: *Who Dies?* by Stephen Levine. *The Grief Recovery Handbook*, by John W. James, et al. These books may all be purchased at the campus bookstore. Also purchase a package of *scantron* test blanks for testing purposes.
3. There will be two random in-class or take-home quizzes given. One quiz will occur sometime during the first half of the semester (25 questions each) and another one will occur sometime during the second half of the semester. These quizzes will derive from chapter readings and other preparation expected completed for that day's class. In-class quizzes weight in at 50% of a regular exam.
4. There will be five exams of 50 questions covering the five parts the textbook. Each exam is worth 100 points. You must sit for four out of five exams.
5. There will be a *Research Essay* assigned. This essay will be worth 100 points. Topic choices are on page 226-227 in *Grieving Days, Healing Days*. Examples of good research essays are on reserve at Plover Library.
6. The *Grieving Days, Healing Days* workbook can also assist you in receiving a better grade. Near the end of the semester, those students wishing consideration for a higher grade may submit their workbooks for evaluation. Depending upon the quality of your work, you may receive up to 10 points that will be averaged into your final score. To receive the full 10-points you must complete a significant part of the workbook.
7. There is an expectation you will participate positively during group work and during class discussions. Students may be expected to present in front of the class from time-to-time.
8. If you: (1) do your textbook readings, (2) arrive to class prepared to participate, (3) take seriously your "take-home" assignments, and (4) utilize your assigned class materials, I know of no reason why you should not receive a good grade.

*Guest Speakers and Field Trips**

Often the test of courage
is not to die but to live.

Conte Vittoria Alfieri

⇒ *Overview and Directions*

My personal review of death education courses taught at the college level has shown the following list of guest speakers and field trips were most frequently used. I've added a couple of others that have proven to be of interest to my classes. You may wish to work with your instructor in arranging some of these guest speakers and field trips. Field trips and guest speakers are not always applicable to all teaching situations. Work with your instructor or facilitator, who will know best.

1. Funeral Home Field Trip
2. City or County Morgue Field Trip
3. Cemetery Field Trip
4. Crematorium Field Trip
5. Home Hospice Agency
6. HIV/AIDS Panel
7. Biomedicine and Ethics
8. Program on Aging
9. War & Post-Traumatic Shock Syndrome - Vietnam Vet
10. Death and Dying in the Lives of Children and Youth
11. Suicide Prevention
12. Beyond Death, After Life - Religion-Philosophy
13. Law and Death - Probate Attorney
14. Para-Psychology and the After Life - Psychic
15. Violence and Murder - Forensic Psychologist, Police Sciences
16. Capital Punishment
17. Environmental Death
18. Hospital Chaplaincy Services
19. Organ Procurement Center
20. Support Groups - Advocacy Groups (i.e., MADD, Parents of Murdered Children, etc.)

* See your "Course Overview," which was given out during the first class, for a list of those guest speakers have been invited and those field trips arranged for this semester.

Grading Policies

Be ashamed to die until
you have won some victory for humanity.

Horace Mann

9. Grade Weighting of course components. Quizzes, Essay Paper, Exams, Projects, Attendance, Presentations, and other class Assignments and Class Participation count for 100% of a numerical final grade. Other options may increase a grade.
10. Please note the following. All students must sit for four out of five exams. Each exam is multiple choice and worth 100 points. The Semester Essay is worth 100 points as well.
11. Class Participation is Pass/Fail. None or little Class Participation results in an automatic deduction of up to 10 points off the final numerical grade. *This decision is at the full discretion of the instructor.* Students who have valid reasons for not participating in class may make arrangements to do a special project *acceptable to instructor.* (Rationale: Class participation helps you address fear of public speaking, addresses self-esteem and takes you to the edge of learning. It assists you in asserting that you can become more in your lives. It also allows you an opportunity to express yourself in an individualistic fashion usually not available in the large classroom setting. The experience is invaluable for a host of other reasons as well.)
12. Attendance Policy. Since this class meets only once every other week, attendance is vital. You may miss no more than two classes. As much of the class is field trips and guest speakers, there really is no practical way to make-up missed work. This policy will be explained better during the first class as well.
13. Any quiz-exam question answer that 75% of the class has a wrong will not be factored into the final quiz-exam grade.
14. If any assigned quiz is missed and no make-up quiz completed, each missed quiz will be graded as an automatic zero for purposes of determining a final numerical grade. (Rationale: At some point we all have to pay the piper.)
15. Any assignment not completed by the instructor's deadline will result in the loss of 10 points off the final numerical grade for each project assignment. (i.e., genetic defect exercise, book report, etc.) *per each day.* Please note this also includes any missed class presentations.
16. Letter grades translate into numerical grades as follows:

A	= 90
B	= 80
C	= 70
D	= 60
F	= 57 or less
17. Students who find themselves within 1-2 of points of a higher letter grade will have such factors as attendance, class participation, special projects, etc., factored in as consideration for receiving a higher letter grade. This decision is totally at the discretion of

the instructor. Students who have gone the *whole nine yards* to earn possible points (i.e., perfect attendance or good class attendance, special projects, class participation, both essays, etc.) and are within a couple of points from a higher letter grade will automatically receive the higher grade as an acknowledgment of their hard work and extra sacrifice.

18. Be sure to review the course organization section in the *Death and Dying Syllabus and Study Guide* for additional considerations regarding testing and grading.
19. There is a *Research Essay* worth 100 points. The topic and rules are explained on pages 226-227 in *Grieving Days, Healing Days*. No student may receive a grade higher than a "C" if they do not submit a research essay. Ten points will be taken off for each week late.
20. The workbook can assist you in receiving a better grade. Near the end of the semester, those students wishing consideration for a higher grade may submit their workbook for evaluation. Depending upon the quality of your work, you may receive up to 10 points that will be averaged into your final score. To receive the full 10-points, you must thoroughly complete the *entire* workbook.
21. *Disruptive behavior* will result in a "Notice of Caution" issued by the instructor to any student whose behavior is considered disruptive by the instructor. Repeated "Notices of Caution" will result in lower grades and may result in expulsion from the class.

Student Needs

Our lives teach us who we are.

Salman Rushdie (1990)

I want you to succeed! The following special opportunities will better help you succeed in this class on human sexuality.

1. Office Hours: By Email or Chatroom Only

- a. Chatroom Office Hours – Monday & Wednesday. Appointments in advance preferred
- b. Mondays - 02:30 PM to 03:00 PM (Online Chatroom)
- c. Wednesdays - 02:30 PM to 03:00 PM (Online Chatroom)
- d. Other Office Hours by Appointment
- e. Office Hours by Email – dmannino@santarosa.edu
- f. "Course Message Board" and "Online-Live-Time Chatroom"
- g. Section Webpage: <https://santarosajc.instructure.com/courses/63857>

2. Special Needs – Special Programs

- a. Tutors - There are free tutors available at the campus "Tutorial Center"
- b. Guidance 60 – Effective Study Workshop - This workshop may be useful to you in making college work better for you. There are start dates throughout the semester.
- c. Academic Reader – I have two professional readers who assist me in reviewing semester research projects. Readers recommends grades, though I will make the final decision as to quality and grade.

3. Other Considerations? Let's talk!

The reports of my death
are greatly exaggerated!

Mark Twain

⇒ **Overview**

The purpose of this pre-test is to gauge your beginning *Personal level of information* about some of the major issues in death education. Don't feel embarrassed if you find you have little knowledge about many of the statements below. That's why you are taking this death education course. There are some blank spaces provided at the end of this survey, for adding in additional item statements to be included in this pre-test. Be sure to write them in before you begin. A similar post-test will be provided at the end of the course. You'll be pleased with your growth! You may wish to compare your findings in a small group. What are your strengths and weaknesses? Develop a list of growth areas to work on. Enjoy your learning.

⇒ **Directions**

Using the following five-point scale, indicate your level of agreement or disagreement with each statement. Total your score for each statement and divide by the total number of statements (40). This is your knowledge level score.

Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
1	2	3	4	5

- ___ 1. I am not uneasy thinking about death.
- ___ 2. I feel able to discuss issues of death, dying, and bereavement with others and myself.
- ___ 3. I feel able to face and accept my own death.
- ___ 4. It is important to prepare for death in myself and with others I love.
- ___ 5. I am knowledgeable in helping others face issues surrounding death.
- ___ 6. I understand reasons for suicide.
- ___ 7. I could actively help someone who is feeling suicidal.
- ___ 8. I would be able to work with someone who is terminally ill.

I understand the function and utilization of the following:

- | | | | |
|---------|---------------------|---------|---------------------|
| 9. ___ | Hospital resources | 11. ___ | Spiritual resources |
| 10. ___ | Chaplaincy services | 12. ___ | Funeral homes |
| 13. ___ | Nursing homes | 16. ___ | Cemeteries |
| 14. ___ | Coroner's office | 17. ___ | Hospice programs |
| 15. ___ | Probate attorney | 18. ___ | Rituals |

- _____ 19. I understand many of the various community self-help and support programs available for people dealing with dying, death, grief, and bereavement.
- _____ 20. I am knowledgeable about the issues of patient biomedical ethics.
- _____ 21. I am knowledgeable about organ donor programs and transplantation programs.
- _____ 22. I am knowledgeable concerning issues about “the right to die,” advanced directives, living wills, and patient self-determination.
- _____ 23. I understand what my particular fears of death are.
- _____ 24. I understand how culture in general and my culture in particular responds to death with rituals.
- _____ 25. I could hold discussions with a dying person.
- _____ 26. I understand how AIDS is transmitted and other facts about AIDS.
- _____ 27. I could be helpful in assessing how serious a suicide threat is.
- _____ 28. I understand issues of death due to violence and natural disaster.
- _____ 29. I would be helpful to someone who has lost a pet.
- _____ 30. I could plan a funeral.
- _____ 31. I could assist someone who is grieving a death.
- _____ 32. I am able to discuss death with children.
- _____ 33. I know how to write a condolence letter and how to choose and write a sympathy card.
- _____ 34. I understand how our society views death and how the media portrays death.
- _____ 35. I understand what an “out-of-body” experience is.
- _____ 36. I have an understanding of afterlife issues.
- _____ 37. I have developed philosophical and/or spiritual values.
- _____ 38. I understand some of the processes of dying.
- _____ 39. I understand some of the processes of mourning.
- _____ 40. I am familiar with issues surrounding aging as it relates to death and dying.
- _____ 41. _____
- _____ 42. _____

⇒ **Directions**

Use the space below for any notes concerning topics or questions you might have.

Date: _____
(In-class exercise)

⇒ **Directions**

In small groups introduce yourselves to each other and discuss the following. Be prepared to return to full class and discuss the following questions in class as time permits and your comfort level allow. Note: It will be interesting to look back at this exercise at the end of the course, for comparison purposes. What changes have occurred?

1. What are some of your fears in taking this course?

2. What are some of your goals in taking this course?

3. During full class discussion, if time allows, I may call upon you to share with the class the following information. So, prepare some comments.

- a. Name
- b. Current work or career history
- c. Experiences with death and dying
- d. New to college? Just out of high school?
- e. How many and which college courses are you taking?
- f. What are your college and career goals?
- g. Why are you taking this course?

4. Relate a memory or story surrounding death and dying from your personal experiences. Be as specific as your comfort level allows.

5. Read the poem *When I Grow Old I'll Wear Purple!* and relate it to your life and life in general. This poem is attached.

6. List a couple of the greatest challenges you have faced or are currently facing. What is the number one goal in your life?

7. Complete the exercise *What Do You Want To Take Away from This Course?* which follows. Hand it in next class or as directed by your instructor.

8. Suggest one or more questions that you would like answered concerning death and dying issues. I will do my best to incorporate your question(s) into the course--and hopefully address it.

When I Grow Old, I'll Wear Purple!

When I grow old I'll wear purple with a red hat that doesn't go and doesn't suit me. And I shall spend my pension on brandy and summer gloves and satin sandals and say we have no money for butter.

And I shall sit down on the pavement when I'm tired, and gobble up samples in shops and press alarm bells and run my stick along the public railings and make up for the sobriety of my youth. I shall go out in my slippers in the rain and pick the flowers in other people's gardens and learn to spit.

You can wear terrible shirts and grow fat and eat three pounds of sausages at a go or only bread and pickles for a week and hoard pens and pencils and beer mats and things in boxes.

But meanwhile we must stay respectable and must not shame the children; they mind more than we do, being noticeable. We will keep dry and sensible clothes and spend according to good value, and do what's best for us and for our children.

But maybe I ought to practice a little now, so people who know me are not too shocked and surprised when suddenly I am old and start to wear purple.

Jenny Joseph from "Rose in the Afternoon"

Icebreaker 2: What Do You Want To Take Away from This Course?

Name: _____
(Out-of-class exercise)

⇒ ***Directions***

Every class is unique. Every class is composed of students who have individual needs. Knowing these needs will assist me in attempting to address some of your individual needs in taking this course. In group or for next class answer the following questions as candidly as possible.

1. Is this course part of a staff development or career enhancement program? Does this course have particular relevance to your current employment? If so, let me know so I may attempt to incorporate elements into this course which pertain to you and your employment, as regards death and dying issues.
2. What is it you want to take away from this course?
3. What types of learning techniques do you find most helpful (i.e., videos, lecture, guest speakers, group work, role-play, homework, take home exercises, in-class exercises?)
4. What have instructors done in the past that you have really enjoyed? How can I make this class more enjoyable and helpful for you?
5. What type of grading policy are you most comfortable with? There may be some flexibility in test construction, assignments, etc. I will listen to your comments.
6. What do you expect and want from your instructor/facilitator?
7. Share with me something personal about yourself that has bearing on why you are taking this course in death and dying. (This is optional and will be held in strict confidence, if you wish.)
8. Write one question(s) you would like me to address during our time together in this course that you might be afraid to ask out loud in class or seminar. You may also hand in question(s) anonymously if you would like.
9. Anything else you would like to ask or say?