

**PSYCH 56 Course Outline as of Fall 2020****CATALOG INFORMATION**

Dept and Nbr: PSYCH 56      Title: AGING, DYING & DEATH  
 Full Title: Aging, Dying and Death  
 Last Reviewed: 12/9/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	4	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: PSYCH 6

**Catalog Description:**

Examination of aging, dying, death, and bereavement process in contemporary society.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Examination of aging, dying, death, and bereavement process in contemporary society. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
	E	Fall 1981	
		Lifelong Learning and Self Development	

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
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<b>UC Transfer:</b>		Effective:		Inactive:
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**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Student Learning Outcomes:**

Upon completion of the course, students will be able to:

1. Describe major theories, principles, and trends that address the process of aging, dying, death, and bereavement from cross-cultural, historical, and contemporary perspectives.
2. Examine the role of ethnicity, gender, socioeconomic status, and historical circumstances when dealing with loss, aging, dying, and death.

### **Objectives:**

Students will be able to:

1. Describe current trends in life expectancies, demographics, and attitudes toward adulthood, "old age," death and dying.
2. Compare and contrast prominent theories on adult development and aging.
3. Summarize age-related physical diseases and psychological problems.
4. Examine how the process of aging affects intelligence, memory, creativity, problem-solving and decision-making skills.
5. Describe different types of intimate partnerships in adulthood.
6. Examine the role of gender, socioeconomic status, personality, and health on choice of work and retirement.
7. Provide a list of stressors encountered by the aging person and generate ways to ameliorate the stress.
8. Discriminate among concepts of suicide, assisted-suicide, and euthanasia; and summarize death/burial rituals and the grieving process following death.
9. Identify a variety of modes/types of death and review the bereavement, grief and mourning process of the survivor.
10. Describe the funeral system, with emphasis in death notification, funeral service selection and cost, and body disposition.

### **Topics and Scope:**

- I. Defining the Journey
  - A. Some Assumptions

- B. Definitions
- C. Methods
- II. Sociocultural Adult Development and Learning Theory of Death
- III. Physical Changes
- IV. Health, Health Habits, and Health Care
- V. Changes in Cognitive Abilities
- VI. Social Roles
- VII. Development of Relationships
- VIII. Work and Retirement
- IX. Personality Stability and Change
- X. Stress and Resistance
- XI. Death, Dying and Bereavement
- XII. Facing Death: Living with Life-Threatening Illness
- XIII. Medical Ethics: Euthanasia and Dying in a Technological Age
- XIV. Survivors: Understanding the Experience of Loss
- XV. Late Rites
  - A. Funerals
  - B. Body Disposition
- XVI. The Law and Death
- XVII. Death in the Lives of Children and Adolescents
- XVIII. Suicide
- XIX. Risks of Death in the Modern World
- XX. Beyond Death/After Life

**Assignment:**

1. Read approximately 35 pages per week
2. Writing assignment that may include research, experiential, response, or project for a minimum of 1, 250 words
3. Quizzes, exams, and a final
4. Oral presentation and/or group project may be assigned

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Research, experiential, response, or project paper	Writing 30 - 60%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None	Skill Demonstrations 0 - 0%
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**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes, Exams, and a Final

Exams  
40 - 60%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Oral presentation and/or group project

Other Category  
0 - 10%

**Representative Textbooks and Materials:**

Death and Dying, Life and Living. 8th ed. Corr, Charles and Corr, Donna and Doka, Kenneth. Cengage. 2019

The Last Dance: Encountering Death and Dying, 10th ed. DeSpelder, Lynne Ann and Strickland, Albert Lee. McGraw-Hill. 2015 (classic)

Understanding Dying, Death, and Bereavement. 8th ed. Leming, Michael and Dickinson, George. Cengage. 2016

Death, Society, and Human Experience. 12th ed. Kastenbaum, Robert. Pearson. 2016