BARTON COMMUNITY COLLEGE

##### COURSE SYLLABUS

###### SPRING 2005

## GENERAL COURSE INFORMATION

Course Number: PSYC 1130

Course Title: Death and Dying

Credit Hours: 3

Prerequisites: None

Division/Discipline: Liberal Arts & Sciences/Social Sciences/Psychology

Course Description: This is course will provide a broad overview of the theories and data concerning death, grief, and bereavement throughout the life span. Topics will include demographic trends in death rates, societal views of death & dying, cultural & religious influences on dying, age differences in death experiences and coping, health care practices, and legal issues concerning death.

## CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College’s educational endeavors as outlined in the College Catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services.

## COURSE AS VIEWED IN THE TOTAL CURRICULUM

Death and Dying is an appropriate course for the student pursuing an academic emphasis in social sciences or training in mental/physical health professions. Because death & coping are intrinsic and democratic aspects to the experience of life, the course has direct application for any student. Similarly, by addressing clinical aspects as well as cultural contexts, a student might better understand his or her beliefs and attitudes toward death and the experience of loss. Though the course is primarily based on the field of psychology, the course will utilize a multidisciplinary approach by presenting perspectives from other fields such as philosophy, sociology, medicine, religion/theology, and anthropology

Death and Dying is an approved general education course at Barton Community College, which can be used to fulfill degree requirements as a depth behavioral science course in the area of social/behavioral science. In some cases, it may be used to help fulfill general education requirements. The course transfers to most Kansas Regent Universities as a psychology elective. In some cases, it may be used to help fulfill general education requirements. General education requirements vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Also, these requirements may change from time to time without notification. Students shall assume the responsibility to obtain relevant, current information from their intended transfer institutions during their tenure at BCC to ensure that they enroll in the most appropriate set of courses for the transfer program.

1. **ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Once this course is completed, you should:

1. Identify dimensions and trends in death education.
2. Identify mortality patterns in the United States and those of other cultures from an historical viewpoint, as well as identify factors influencing the patterns.
3. Identify social attitudes toward death.
4. Describe the ways in which society organizes and structures the “death experience.”
5. Describe the diversity of death-related experiences and practices in other cultures.
6. Explain and critique the theories concerning coping with loss.
7. Explain and critique health care practices that are used with dying individuals.
8. Distinguish between appropriate and inappropriate responses to loss, and the factors that impact the experience.
9. Compare and contrast the diverse funeral practices.
10. Distinguish the behaviors and attitudes concerning death among children, adolescents, adults, and the elderly.
11. Describe the legal issues before death (wills & power of attorney), at death (determining death, definitions of death), and after death (tissue donation, property disposal).

## COURSE COMPETENCIES

Upon completion of the course, the student should be able to:

1. Compare & contrast philosophical interpretations as to what “death” represents.
2. Explain current trends in death education and reasons for its present emphasis.
3. Discuss the role of media and its role in attitudes toward death.
4. Compare and contrast non-western cultural views attitudes toward death. Make comparable contrasts with western cultures.
5. Describe the how the understanding of death and associated attitudes change throughout the life span.
6. Identify medical practices involving the dying, such as emergency care, hospice and support groups.
7. Discuss the care and treatment of life-threatening terminal illnesses.
8. Identify the rituals and practices associated with the administration of last rites.
9. Explain the practical aspects of funeral administration.
10. Describe the process of grief and factors that influence its experience and conclusion.
11. Compare and contrast the reactions and experiences of children to death.
12. Identify the ways in which adults may experience death throughout adulthood, including loss of children, spouse, and parent.
13. Discuss the ethical issues and concerns associated with care of dying patients and the practice of euthanasia.
14. Explain the legal issues and requirements concerning organ donation, death certification, body disposal, wills, inheritance, and beneficiary benefits.
15. Contrast the variations in the death event, such as accidents, homicide, and warfare.
16. Discuss the demographic differences in suicide rates.
17. Explain the various theories that explain suicide and factors that lead to suicide.
18. Identify patterns associated with suicide throughout the life span.
19. Describe the services, practices, and effectiveness of suicide prevention.
20. Compare and contrast the religious beliefs and practices of major religions and their association with death.
21. Contrast the religious, psychological, and biological interpretations of the “near-death” experience.

## INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

## TEXTBOOKS AND OTHER REQUIRED MATERIALS

### REFERENCES

### METHODS OF INSTRUCTION AND EVALUATION

1. **ATTENDANCE REQUIREMENTS**

## COURSE OUTLINE