

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**  
(ONE COURSE PER FORM)

1.) DATE: April 4, 2022	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) PROPOSED COURSE: Prefix: PSY Number: 156 Title: Understanding Death and Dying Credits: 3 CROSS LISTED WITH: Prefix:       Number:       ; Prefix:       Number:       ; Prefix:       Number:       ; Prefix:       Number:       ; Prefix:       Number:       ; Prefix:       Number:       .	
4.) COMMUNITY COLLEGE INITIATOR: DAVID BONINGER   PHONE: 623-845-4585 EMAIL: david.boninger@gccaz.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:  <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) <u>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</u> Core Areas: <b>Social-Behavioral Sciences (SB)</b> Awareness Areas: <b>Select awareness area...</b>	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC      prefix <input checked="" type="checkbox"/> Elective  Current General Studies designation(s):  Requested Effective date: <b>2022 Fall</b> Course Equivalency Guide  Is this a multi-section course?      Yes  Is it governed by a common syllabus? Yes	
Chair/Director: Dennis Abry, Psychology IC Chair      Chair/Director Signature:	

AGSC Action:    Date action taken:

☐ Approved    ☐ Disapproved

 Effective Date:    **Select semester**



**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014



Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA				
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.				
YES	NO			Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.		Course Competencies 1-15  Course Syllabus, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13  Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take-Home Final Exam
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in:	Psychology	Course Competencies 1-4, 7, 9-10, 12-13, 15  Course Syllabus, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13.  Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take Home Final Exam
		<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>		



ASU--[SB] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p><b>OR</b></p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Course Competencies 1-4, 7, 9-10, 12-13, 15</p> <p>Course Syllabus, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13.</p> <p>Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take Home Final Exam</p>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course Competencies 1-4, 7, 9-10, 12-13, 15</p> <p>Course Syllabus, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13.</p> <p>Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take Home Final Exam</p>
		<p><b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b></p> <ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>	



Course Prefix	Number	Title	General Studies Designation
PSY	156	Understanding Death and Dying	SB

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	This course offers a comprehensive and in-depth understanding of human interaction with, and approaches to, the prospect and processes of death and dying. Because mortality and loss are universal to all humans, every aspect of this course is relevant to human interaction and advances basic understanding and knowledge of human interaction. More specifically, this course uses journal articles, textbook chapters, documentaries, and guest speakers to provide students with insight into human responses (e.g., coping) to both pre-death and post death experiences. The pre-death experiences examined in this course include coping with, and decision making in the context of, life-threatening illness and terminal diagnoses, fears of death, and end-of-life care. The post-death experiences examined in this course include attitudes toward and conceptions of death, funeral ritual and practice, and the grieving process.	Course Competencies 1-15, appear in the Syllabus on p. 1-2  Course Syllabus/Schedule, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13. Schedule and assigned readings appear in the Syllabus on p. 5-6  Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take-Home Final Exam; Assignments and exams are described in the Syllabus on p. 3-4
2. Course content emphasizes the study of social behavior such as that found in: Psychology	The content of this course focuses on an examination of social behaviors that are at the heart of psychology and the social and behavioral sciences. These include the examination of responses to threat (e.g., the threat of death), decision making under uncertainty (e.g. decisions related to treatment and end-of-life care), and responses to change/loss including grieving responses, depression, and attempts to integrate losses/changes into new patterns of behavior. Students learn	Course Competencies 1-4, 7, 9-10, 12-13, 15, appear in the Syllabus on p. 1-2  Course Syllabus/Schedule, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13. Schedule and assigned readings appear in the Syllabus on p. 5-6  Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take-Home Final Exam; Assignments and exams are described in the Syllabus on p. 3-4



	about these areas through critical review and analysis of both theory and empirical research in these areas, through an in-depth examination of real-life case studies (documentary analysis), and through self-reflection.	
3a. Course emphasizes the distinct knowledge base of the social and behavioral sciences (e.g., psychological)	<p>This course emphasizes core areas within psychology and the social and behavioral sciences for which there is a distinct knowledge base. These areas include lifespan development (e.g., Erikson's Psychosocial Stages), coping and stress management (e.g., problem-focused and emotion-focused coping; mindfulness), depression and grieving processes (e.g., Kubler-Ross's Stages of Grieving and more contemporary approaches; models of depression), and cognitive response to loss/change (e.g., counterfactual thinking).</p> <p>While 3a was selected for this section of the checklist, it is important to note that 3b (methods of inquiry) would have also been an appropriate selection. Students explore each of the areas listed above through course materials such as lectures, journal articles, textbook, and documentaries, all of which are based on common quantitative and qualitative methods of inquiry of the social and behavioral sciences, and of psychology in particular.</p>	<p>Course Competencies 1-4, 7, 9-10, 12-13, 15, appear in the Syllabus on p. 1-2</p> <p>Course Syllabus/Schedule, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13. Schedule and assigned readings appear in the Syllabus on p. 5-6</p> <p>Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take-Home Final Exam; Assignments and exams are described in the Syllabus on p. 3-4</p>
4. Course illustrates use of social and behavioral science perspectives and data.	This course illustrates the use and application of social and behavioral perspectives (particularly psychological perspectives) to understand responses to loss, death, and dying. Humanist (e.g., applications in mindfulness), cognitive (e.g., models of coping and depression), and evolutionary perspectives (responses to fear) in psychology are all used to enhance our understanding of human responses to death and dying. Within each of these perspectives, this course also uses data as empirical evidence to support the theories and hypotheses put forth by these psychological perspectives.	<p>Course Competencies 1-4, 7, 9-10, 12-13, 15, appear in the Syllabus on p. 1-2</p> <p>Course Syllabus/Schedule, Weeks 1-16, including readings in Weeks 2, 3, 5-7, 10-13. Schedule and assigned readings appear in the Syllabus on p. 5-6</p> <p>Assignments: Weekly Reflections, Weekly Critical Thinking Reviews, Presentations on Cultural/Religious Perspectives, Essay Exams, and Take-Home Final Exam; Assignments and exams are described in the Syllabus on p. 3-4</p>





# MARICOPA

## COMMUNITY COLLEGES

### Understanding Death and Dying

Course: **PSY156**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

Course Type: **Academic**

First Term: **2022 Fall**

Load Formula: **S - Standard Load**

Final Term: **Current**

**Description:** Designed to give the student an understanding of the research and theories of death, dying, bereavement process, and aspects of end-of-life care and decision-making.

**Requisites:** Prerequisites: None.

#### MCCCD Official Course Competencies

1. Describe current attitudes toward death in the United States and the factors which have lessened familiarity with it. (I)
2. Describe the many ways in which attitudes and behaviors surrounding death have evolved in the United States. (II)
3. Describe the major causes of death across the lifespan resulting from incidents other than illness and how these causes have changed over the course of recent history. (II, III)
4. Recognize the common sources of fear of death and the impact of fear on human thoughts, feelings, and behavior. (IV)
5. Compare and contrast perspectives on death from a wide range of cultures around the world. (V)
6. Compare and contrast the major concepts of death and afterlife from a wide range of religious traditions around the world. (V)
7. Describe the adult person's experience of and patterns of coping with a life-threatening illness. (VI, VII)
8. Describe end-of-life care (EoLC) and support for the dying and their loved ones in modern hospitals, long-term care facilities and in hospice. (VI, VIII)
9. Describe the emotional and familial influences on the grieving process of survivors and related coping mechanisms. (VI, IX, X, XII)
10. Describe the typical child's experience and understanding of death and patterns of coping with death from birth to adolescence. (VII, IX, X)
11. Describe the contemporary ethical and legal issues confronting the medical profession, terminally ill patients, and their family members. (VIII)
12. Analyze theoretical models of the grieving process to recognize the variety of grief



responses. (X)

13. Explain the difference between grief and depression and the importance of that distinction to coping and treatment. (X)

14. Describe the history and criticisms of the American funeral industry traditions and practices. (XI)

15. Describe the personal and social application of death education. (XII)

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### **MCCCD Official Course Outline**

#### **I. Attitudes toward death**

A. Origins of thanatology

B. Factors creating physical distance from dying and death

C. Factors creating psychological distance from dying and death

#### **II. Evolution of the various aspects of death in the United States**

A. Changes in life expectancy

B. Changes in where we die

C. Changes in caring for the body and rituals related to the dead

#### **III. Causes of death**

A. Natural

B. Accidental

C. Intentional

#### **IV. Fear of death**

A. Sources

1. Historical

2. Modern

B. Consequences

1. Theory

2. Evidence

#### **V. Cultural and religious perspectives on death and dying**

A. Cultural case studies:

1. Latino

2. Asian

3. Native American

4. African

5. Celtic

6. Other cultures

B. Religious case studies:

1. Islam

2. Judaism

3. Christianity

4. Hinduism

5. Buddhism

6. Other religions

#### **VI. Health care and support for the dying**

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- A. Being with the dying
- B. Hospital care and medical approaches to terminal illness
- C. Hospice, the hospice team, and wrap-around-care approach
- D. Caregiving and impact on the caregiver
- E. Interplay between a dying person, family, and loved ones
- VII. Models of coping when faced with death
  - A. Task and emotion-focused
  - B. Elizabeth Kubler-Ross's paradigm
  - C. Other models
- VIII. Ethical and legal issues in dying and death
  - A. Doctors, truth telling, and the terminal patient
  - B. Trade-off between ongoing treatment and quality of end-of-life
  - C. Content and purpose of health care directives
    - 1. Medical Living Will
    - 2. Healthcare power of attorney (HCPA)
    - 3. Do-not-resuscitate (DNR)
  - D. Physician-assisted death
- IX. Implications of loss across the lifespan
  - A. Developmental models
  - B. Loss in childhood and adverse childhood experiences
  - C. Emotional responses to the cause of loss
- X. The nature of grief and models of the grieving process
  - A. Perspectives on grief
  - B. Varieties of grief
  - C. Family and community dynamics in grieving
  - D. Differences between grief and depression
  - E. Classic models of grieving process
  - F. Modern models of grieving process
- XI. Funeral practice in the United States
  - A. History, traditions, and criticisms
  - B. Alternatives to mainstream burial
  - C. Care for and disposition of the body
- XII. Personal and social application of death education
  - A. Interaction with and support for the bereaved
  - B. Coping strategies in everyday life
  - C. Reducing fear of death

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MCCCD Governing Board Approval Date: **February 22, 2022**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.





**PSY 156 Understanding Death and Dying, Sections 16097 & 16103**

**Glendale Community College – Main Campus - Fall 2022**

**Instructor Information**

- **Professor:** David Boninger, PhD
- **Office Location:** Life Sciences 254
- **Student Hours:** **Mon:** 3pm-4:30pm; **Tue:** 2:30pm-4:30pm **Wed:** 3pm-4:30pm
- **Office Phone:** 623-845-4585
- **Email:** david.boninger@gccaz.edu (*best way to reach me*)
- **Text:** Use "Remind" - To join, text this message @psy156fall to 81010

**Course Information**

- **Course format:** In-Person
- **Credit hours:** 3
- **Classroom location:** LS 106
- **Course days and times:** Tues/Thurs 1:00pm-2:15pm
- **Exceptions:** No class Thursday, Nov. 24 (Thanksgiving)
- **Instructional Contact Hours & Out-of-Class Student Work:** Class meets twice a week for 75 minutes each (2.5 contact hours per week). Consistent with education standards that every hour in class be supplemented by 2 hours of work outside of class, the homework load for this class is 5 hours per week.
- **Final exam day and time:** TBD

**Course Description**

*Welcome to Understanding Death and Dying!* A course on death and dying?? That sounds depressing! Dark, sad, and... a bit of a bummer, wouldn't you say?? Not. This course is about living! It's about you and me (and we're above ground for now!) and how we, as humans, understand, process, and respond to death, dying, or any kind of significant loss or grief experience. It will be a challenge to examine and understand the most difficult experiences we all face, but I'm looking forward to the challenge and I hope that you are too!

MCCCD Official Description: Designed to give the student an understanding of the research and theories of death, dying, bereavement process, and aspects of end-of-life care and decision-making.

**Course Competencies (See attached Course Competencies & Course Outline w/ Notes)**

1. Describe current attitudes toward death in the United States and the factors which have lessened familiarity with it.
2. Describe the many ways in which attitudes and behaviors surrounding death have evolved in the United States.
3. Describe the major causes of death across the lifespan resulting from incidents other than illness and how these causes have changed over the course of recent history.
4. Recognize the common sources of fear of death and the impact of fear on human thoughts, feelings, and behavior.
5. Compare and contrast perspectives on death from a wide range of cultures around the world.
6. Compare and contrast the major concepts of death and afterlife from a wide range of religious traditions around the world.
7. Describe the adult person's experience of and patterns of coping with a life-threatening illness.
8. Describe end-of-life care and support for the dying and their loved ones in modern hospitals, long-term care facilities and in hospice.
9. Describe the emotional and familial influences on the grieving process of survivors and related coping mechanisms.





10. Describe the typical child's experience and understanding of death and patterns of coping with death from birth to adolescence.
11. Describe the contemporary ethical and legal issues confronting the medical profession, terminally ill patients, and their family members.
12. Analyze theoretical models of the grieving process to recognize the variety of grief responses.
13. Explain the difference between grief and depression and the importance of that distinction to coping and treatment.
14. Describe the history and criticisms of the American funeral industry traditions and practices.
15. Describe the personal and social application of death education.

### **Textbook**

This class will use one textbook and will draw on several additional sources including chapters from books, journal articles, and essays. Required readings are listed in the class schedule (see below) and can be found in Canvas (electronic files) or via links. The textbook is list below.

**Title:** Doing Grief in Real Life

**Author:** Shea Darian

**Publisher:** Gilead Press

**ISBN #:** 978-0-9675713-4-8 (paperback); 978-0-9675713-3-1 (e-book PDF edition)

### **Technology**

Students will also be required to use Canvas and to use the library online resources.

### **Attendance Requirements**

Attendance is required. Attendance will be taken in every class and counts toward your grade! If you miss a class, you are responsible for getting notes and catching up.

- *If you exceed 6 absences or you are inactive on Canvas for more than two consecutive weeks you will be withdrawn from the course.*
- If you are late (10 mins or more), or leave early, it will be marked as a tardy (20% off for that day's attendance).
- It is your responsibility to be aware of student-initiated withdrawal dates.
- If you cannot complete the class, please discuss an INCOMPLETE with me as soon as possible. Incomplete contracts / grades will be given only if: A) You have a passing grade (D or better) when the request is made, B) All coursework is current and circumstances warrant the extra time.

### **Grading Standards & Practices**

If you want to know your current grade, please check Canvas. If you are not doing well, please do not wait until the end of the semester to discuss your situation with me. Make an appointment ASAP so we can get you back on track. Your final grade will be based on the percentage of points you earn as follows:

<b>Letter Grade</b>	<b>Percent Range</b>
A	90-100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	0-59.9%

**I do not round up on grades. Instead, I offer opportunities for extra credit (see below).**





**GRADES WILL BE CALCULATED BASED ON THE FOLLOWING COMPONENTS:**

<u>Component</u>	<u>Percentage of Grade</u>
1) Attendance and Participation	20%
2) Weekly Reflections	20%
3) Weekly Critical Thinking on Readings	20%
4) In-Class Short Essay Exams	15%
5) Cultural Perspectives - Class Presentation	10%
6) Take-Home Final Exam	15%

**1) Attendance and Participation (20%):** Attendance in this class is critical for your success. If you do not attend, you miss the opportunity to participate in class discussions (a part of your grade) and to fully engage in the class and to learn the material. This aspect of your grade will be based equally on two components: Attendance and participation. Attendance will be taken daily and calculated through Canvas. Class participation will be based on your input in discussions and on allowing others to speak. Consistent domination of the discussion by one or two people will not be allowed.

**Each of the assignments below (#2-6) encourages learning that is directly related to the four criteria included in the checklist.**

**2) Weekly Reflections (20%):** Most weeks (due by Thurs at midnight), you will write a reflection on the past week. Each reflection must a) include YOUR OWN perspectives and thoughts; and b) clearly relate back to material covered in the course. This assignment is about YOU and how YOU take what we've learned in this course and relate it back to yourself and your own ideas. Your reflections will not be shared with other students (unless you share it). Reflections should be short (200-350 words) but with substance. Please do not just repeat what was covered in class. Instead, share what YOU think about the material covered, the readings, or discussion. The key is to write from your own perspective.

**3) Weekly Critical Thinking on the Assigned Reading (20%):** Most weeks (due by Fri at midnight), you will write a "critical thinking review" (CTR) of the assigned reading for that week. The CTR must have two parts: **a)** Explain the most important ideas and/or concepts in the reading as if you were telling a friend what you wanted them to know about the reading. **b)** What aspects of the reading do you most strongly agree or disagree with, and why. For this part, take a side on something you read and be sure to explain why you agree or disagree. CTRs should also be short (200-350 words) but with substance. **NOTE:** The most common mistake in the Reflections and CTRs is to just summarize what was in the readings or summarize what we did in class. If the majority of your CTRs or Reflections are just summaries of what we read or discussed, you will lose points. The other common weakness in the CTRs is submitting "one big paragraph" without structure or organization. Please separate your thoughts into meaningful paragraphs that address the different aspects of the rubric.

**4) Short Essay Exams (15%):** Two times during the semester, you will have short essay exams that will require you to use your knowledge of the material covered in class and in your readings. I will always provide a preview of the types/styles of questions that I will ask. They will focus on using what you have learned rather than just memorizing what you have learned.

**5) Cultural and Religious Perspectives - Class Presentation (10%):** An important aspect of this class is exploring cultural and religious perspectives on death and dying. You will work in small groups (2-4 people) and each group will be assigned a culture or religion and be asked to explore its unique perspective on both 1) *attitudes toward death and living life prior to death* and on 2) *ritual, customs, and beliefs following death*. Your grade will be based on: a) Your





presentation in class, b) Your submission of a summary (e.g., power point) of your presentation, and c) Your evaluation of and questions raised during other presentations. A more detailed grading rubric will be provided several weeks before the presentations.

**6) Take-Home Final Exam (15%):** The take home final exam will include a written paper and follow-up class discussion that will require the application and integration of material covered throughout the semester. You will be given a selection of readings (poems, stories, etc.) from which you will choose those that are of the most interest to you. You will interpret and analyze your selected readings through the lens of the ideas, concepts, or experiences that we have covered during the semester. We will then discuss the selected readings as a class during the scheduled Final Exam period. Your grade will be based both on your written paper and on your participation in the discussion in the Final Exam period. Prior to the deadline, a grading rubric will be provided, and in-class time will be dedicated to helping you make progress on the project.

**Extra Credit Opportunities:** There will be opportunities for extra credit offered during the semester. I do not round grades up. Instead, I offer these extra credit opportunities as a vehicle for you to “round-up” your own grade!

### **Late Assignments**

- **For assignments handed in late, there will be a 10% deduction for each day the assignment is late.** Example: If a 15-point assignment is a day late, 1.5 points (10%) are deducted, or if it's two days late 3 points (10%) are deducted from the earned grade.
- **Assignments or papers over one week late will not be accepted.**

### **Missed Assignments**

For the weekly assignments (Reflections and CTRs), Canvas will automatically drop your lowest score. If you miss a week, that missed assignment will become your dropped score. Thus, you have a “free pass” to miss one CTR and one Reflection. Any additional missed assignments will require documentation of an official GCC excused absence prior to accepting any makeup.

### **Student and Instructor Expectations**

#### **As a student in this class, you will succeed when you to commit to:**

- Regular attendance in class and engagement and participation in discussions
- Regular, daily checks of Canvas and careful reading of assigned articles and chapters
- Treating your professor (that's me :-)) and fellow classmates with respect
- No cell phone use in class; and no tablet/laptop use unless by special permission from me
- Putting in your best effort and letting me know if you are having difficulties

#### **As your professor, I will commit to:**

- Bringing the material to life and highlighting its relevance to all our lives
- Always encouraging active discussion, being open to alternative approaches and ways of thinking, and being respectful of all students
- Providing modules in Canvas that help guide you through this class
- Being clear about deadlines, grading/points allocation, and expectations for assignments
- Being responsive to your questions and concerns to best ensure your success

### **\*\*\*IMPORTANT TIPS FOR HOW THIS CLASS WORKS\*\*\***

- **Use of Canvas and Course Communication:** Be sure to always review each weekly module in Canvas and be sure to read the “Overview” which summarizes topics for the week, required readings and/or videos, and assignments due that week. You are also required to use Canvas to submit your weekly assignments and other projects for this class. You will also need to check Canvas (and your student email account) regularly to





ensure that all communications are received! If you miss communications or announcements, it is still your responsibility to turn in assignments on time.

- **Class Discussions:** We will have frequent in-class discussions, group work and small group discussions, and you will make at least one class presentation during the semester. Your participation in these discussions, group work, and oral presentations is critical to maximizing your learning experience in this class. If you cannot commit to this high level of in-class engagement, you might reconsider if this class is a good match for you.
- **Assessment:** Instead of multiple-choice tests, a significant part of your grade in this class will be based on two short essay exams, weekly reflections, and weekly critical thinking exercises, all of which will be in response to the readings and material that we have covered in class. The essay exams and weekly writing assignments require that you keep up with the material in order to succeed!
- **Not a Class for Personal Counseling:** Although we all face the prospect of death and dying, these are still often difficult topics to cover. Our focus will be on learning as much as we can about these topics and the challenges they present. This is not a course in counseling or psychotherapy. I am not a trained therapist. If you have personal challenges that have you concerned, please seek assistance from GCC Counseling Services (<http://www.gccaz.edu/counseling>).
- **Content Warning:** Some of the documentary videos that you will be asked to view in this class deal with very sensitive life-and-death concerns, and they may contain disturbing images and violence. If you have concerns and prefer not to watch these documentaries, please let me know so that we can accommodate your concerns.
- **Your Success:** I will do everything I can to ensure your success in this class. Clear deadlines are provided (here and in Canvas) to keep you on track. *The Bad News: If you get behind, it is very hard to catch up and it will negatively affect your grade. The Good News: If you put the time in, engage in class, and meet the deadlines, you will succeed.*

**The class schedule below specifies weekly topics, assignments, and testing each of which encourages learning toward the four criteria in the checklist.**

**Class Schedule – Week by Week (subject to change)**

WEEK/ MODULE	DATE	TOPIC / ACTIVITY	READING/VIDEOS/ EXAMS/ASSIGNMENTS
1	Tue 8/23	Introducing Ourselves; Course Intro and Syllabus Review	<i>All readings and videos listed below are linked in the Module</i>
	Thu 8/25	Fun with Quotes: Thinking About Death and Dying Why Study Death and Loss?	
2	Tue 8/30	CTR and Reflections Guidance The Changing Landscape of Death – Part 1	Read: <a href="#">Caring for Ivan Ilyich</a>
	Thu 9/1	The Changing Landscape of Death – Part 2 <i>Discuss:</i> Culture & Religion (Preview Group Project)	<i>Reflection 1 Due Thu &amp; CTR 1 Due Fri; C/R Rankings Due Sun.</i>
3	Tue 9/6	Medical Science and the Choices We Face; Watch & Discuss: <i>Being Mortal</i> (Documentary)	Read: Deborah Carr, <i>Death &amp; Dying</i> , Part 1
	Thu 9/8	Fears of Today Part 1 -- Discussion: COVID and our Changing World	<i>Reflection 2 Due Thu &amp; CTR 2 Due Fri</i>
4	Tue 9/13	Fears of Today Part 2 -- Discussion: Terrorism and Mass Shootings ( <i>Flight from Death</i> Documentary)	Watch Outside of Class: <i>Flight from Death</i> Documentary
	Thu 9/15	Coping, Kubler-Ross, and the Stages of Psychological Responses to Dying	<i>Reflection 3 Due Thu</i>
5	Tue 9/20	Understanding Hospice Care; Watch & Discuss <i>Extremis</i> (Documentary) Link to Guest Speaker	Read: Deborah Carr, <i>Death &amp; Dying</i> , Part 2
	Thu 9/22	<b>Guest Speaker (TBD):</b> Chaplain Pam Kaplan End of Life Decisions and Planning Ahead	<i>Reflection 4 Due Thu &amp; CTR 3 Due Fri</i>
6	Tue 9/27	Discussion: Being a Caregiver to a Family Member Culture-Religion Group Check-In & Prep Time	Read: Grief in Real Life CH 1





	Thu 9/29	Physician Assisted Dying (Group Discussions)	Read: Pros & Cons of Euthanasia <i>CTR 4 Due Fri</i>
7	Tue 10/4	The Grieving Process: Introducing "Doing Grief in Real Life" and the HILT Model/Short Essay Preview	Read: Grief in Real Life CH 2 Prep for Short Essay Exam 1
	Thu 10/6	<b>Short Essay Exam I</b> Culture and Religion Groups - Prep Time	<b>Short Essay Exam I</b>
8	Tue 10/11	<b>Guest Speaker (TBD):</b> Funeral Director Amineh Hashem; Listen: The Moth -- "House of Mourning"	Prep for Culture and Religion Presentations
	Thu 10/13	Culture and Religion – Discussion and Final Prep Time for Presentations	Prep for Culture and Religion Presentations
9	Tue 10/18	Cultural and Religious Perspectives – <b>Class Presentations Day 1</b>	<b>In-Class Presentations Day 1 Peer Evaluations Due</b>
	Thu 10/20	Cultural and Religious Perspectives – <b>Class Presentations Day 2</b> (Preview "Coco" Qs)	<b>In-Class Presentations Day 2 Peer Evaluations Due</b>
10	Tue 10/25	"Coco" (Movie): Discussion Memory, Grieving, and the HILT Model	Read: Doing Grief in Real Life CH 3; Watch: "Coco"
	Thu 10/27	Grieving in Infancy and Using SWOT to Analyze the HILT Model	<i>Reflection 5 Due Thu &amp; CTR 5 Due Fri</i>
11	Tue 11/1	<b>Guest Speaker (TBD):</b> Shea Darian Doing Grief in Real Life	Read: "Embrace the Sadness" by Jeannette Maré
	Thu 11/3	Loss and Lifespan Development: Erikson's Psychosocial Stages; Childhood Trauma (Ted Talk)	<i>Reflection 6 Due Thu &amp; CTR 6 Due Fri</i>
12	Tue 11/8	<b>Guest Speaker (TBD):</b> Jeannette Maré on Kindness Founder, <i>Ben's Bells</i>	Read: "Counseling w/ Children"
	Thu 11/10	<b>Veteran's Day – NO CLASS</b>	<i>Reflection 7 Due Thu &amp; CTR 7 Due Fri</i>
13	Tue 11/15	Grief in Adulthood: Psychological Disorder and the Contrast between Depression and Grief	Read: Doing Grief in Real Life, <b>Pick One:</b> CH 5, 6, 7 OR 8.
	Thu 11/17	Watch/Discuss: <i>The Phone of the Wind</i> Documentary	Watch Documentary; <i>Reflection 8 Due Thu &amp; CTR 8 Due Fri</i>
14	Tue 11/22	Cont'd Discuss Phone of the Wind; Mindfulness; Review Essay Exam II Qs; Intro Final Exam Rdgs	No Assignments! Happy Thanksgiving!
	Thu 11/24	<b>Thanksgiving – NO CLASS</b>	<b>NO CLASS</b>
15	Tue 11/29	Unique Regret and Counterfactual Thinking Exercises in the "What if's..."	<i>Prep for Short Essay Exam II</i>
	Thu 12/1	Unique Regret and Counterfactual Thinking: Part 2 <b>Short Essay Exam II</b>	<b>Short Essay Exam II</b>
16	Tue 12/6	The Awkwardness: How to Talk to Grievors Tips and Discussion	Introduce Final Exam/Project
	Thu 12/8	Ask the Prof Day and Prep Time for Final Exam/Project	Final Exam Prep Time
<b>FINAL PROJECT</b>	TBD	<b>**Final Exam Period: TDB** In-Class Discussion (part of final exam grade)</b>	<b>FINAL EXAM PROJECT DUE VIA CANVAS</b>

### Course Technology Information: Use of Canvas

In this class, you will be using Maricopa's Canvas Learning Management System to complete or participate in assignments, activities and/or access course materials. You may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk





of disclosure. Information on Canvas is located in the [GCC Common Syllabus Elements](#).

### **Diversity and a Safe Learning Environment**

This classroom will be a safe learning environment for every individual as far as I am able to ensure that outcome. This means I will treat each student with respect, and in turn I expect respect to be given to me and every individual in this course. Disagreement does not equal disrespect. We all bring different points of view, different personal values, different life experiences, and different personal preferences with us into the classroom. This diversity makes for great discussion, adds interesting dimensions to our interactions, and is welcome in the academic arena. Though we celebrate our differences, I expect each student to respect the rights and needs of fellow classmates. Students cannot feel safe to express themselves without the assurance that their ideas, attitudes and beliefs will be treated with respect.

### **Student Conduct**

As per the GCC Student Handbook, Administrative Regulation 2.5.2 Student Conduct Code, Faculty members have the right to remove a student from the teaching environment for disruptive student behavior. Please note that a faculty member may also submit a conduct report to the Dean of Student Life office to invoke the conduct process. More information on the Student Conduct Code and administrative regulations is available in the GCC Student Handbook.

### **Academic Integrity and Consequences for Plagiarism and Cheating**

Integrity is a necessary characteristic of any healthy society or community. Academic integrity is foundational to learning at GCC. Students are responsible for understanding and following the college's standards, as described in Section 2.3.11, "Academic Misconduct," of the GCC Student Handbook at <https://district.maricopa.edu/regulations/admin-regs/section-2/2-3#11>

- **Every student in this class is expected to produce his/her own original work; you may work together in groups but your written work must always be your own.**
- **Plagiarism/cheating is unacceptable and will not be tolerated.** Plagiarism is taking the work or writing of someone else and submitting it as your own. Cheating is defined as obtaining or attempting to obtain, or helping another person to obtain, credit for work by any dishonest or deceptive means.
  - Do not share information about this course (answers relating to assignments, quizzes, or exams) in a group chat, social media, email or other electronic medium.
  - Do not take pictures and share materials (e.g., quiz items) with other students in this class or outside this class.
  - Do not share answers with other students in the class.
- **ACADEMIC DISHONESTY WILL RESULT IN CONSEQUENCES AND WILL BE REPORTED.**
- **Consequences will range from receiving a 0 for an assignment or exam, to being dropped from the course with a failing grade, to losing scholarships, to expulsion from the college.**
- **The consequences will depend on the severity of the infraction and previous instances of academic dishonesty (see the GCC Student Handbook Student Conduct Code AR 2.5.1 & 2.5.2).**

### **Unauthorized Sharing of Class Recordings and Other Course Materials**

Any unauthorized recording and unauthorized sharing of recorded materials is prohibited. Capturing and sharing, in any form (including via social media) ANY of the materials from this





course including assignment materials, quizzes, or instructional videos provided by your instructor is NOT allowed.

### **GCC Common Syllabus Elements**

Please read the [GCC Common Syllabus Elements](#) where you will find the following information:

- Course Technology Information
- Academic Integrity
- Students Rights & Responsibilities
- Classroom Accommodations for Students with Disabilities
- Addressing Sexual Harassment/Assault, Dating/Domestic Violence, and Stalking
- Institutional Learning Outcomes

You are expected to know and comply with the GCC Common Syllabus Elements in addition to what is listed in this syllabus.

### **Student Statement of Understanding of Syllabus**

Students are required to complete a "Syllabus Acknowledgement" via Canvas. This will confirm that you have read this syllabus and that you are aware of the policies that are stated here.

**Important Note:** While I hope changes will not be needed, I reserve the right to modify this syllabus and the course calendar. You will be notified of changes through Canvas and will be responsible for following the adjusted syllabus and/or calendar.



**PSY 156 Understanding Death and Dying**  
**Course Competencies and Course Outline with Notes Linking to SB Application**

**Course Description:** Designed to give the student an understanding of the research and theories of death, dying, bereavement process, and aspects of end-of-life care and decision-making.

**Notes Linking the Course Competencies and the Course Outline to Criteria in the SB Application:**

- Competencies 1-15 are relevant to Criteria 1
- Competencies 1-7, 9-10, 12-13, 15 are relevant to Criteria 2, 3, and 4.
- Highlighting is included below to link specific competencies and course outline items to the most relevant criteria according to the following color code:  
**Criteria 1** **Criteria 2** **Criteria 3** **Criteria 4**
- Some competencies and outline items are highly relevant to more than one criterion and in those cases there will be multiple colors to denote the different criteria.

**Course Competencies:**

1. Describe current attitudes toward death in the United States and the factors which have lessened familiarity with it. (I)
2. Describe the many ways in which attitudes and behaviors surrounding death have evolved in the United States. (II)
3. Describe the major causes of death across the lifespan resulting from incidents other than illness and how these causes have changed over the course of recent history. (II, III)
4. Recognize the common sources of fear of death and the impact of fear on human thoughts, feelings, and behavior. (IV)
5. Compare and contrast perspectives on death from a wide range of cultures around the world. (V)
6. Compare and contrast the major concepts of death and afterlife from a wide range of religious traditions around the world. (V)
7. Describe the adult person's experience of and patterns of coping with a life-threatening illness. (VI, VII)
8. Describe end-of-life care (EoLC) and support for the dying and their loved ones in modern hospitals, long-term care facilities and in hospice. (VI, VIII)
9. Describe the emotional and familial influences on the grieving process of survivors and related coping mechanisms. (VI, IX, X, XII)
10. Describe the typical child's experience and understanding of death and patterns of coping with death from birth to adolescence. (VII, IX, X)
11. Describe the contemporary ethical and legal issues confronting the medical profession, terminally ill patients, and their family members. (VIII)
12. Analyze theoretical models of the grieving process to recognize the variety of grief responses. (X)
13. Explain the difference between grief and depression and the importance of that distinction to coping and treatment. (X)
14. Describe the history and criticisms of the American funeral industry traditions and practices. (XI)
15. Describe the personal and social application of death education. (XII)

**Course Outline:**

- I. Attitudes toward death
  - A. Origins of thanatology
  - B. Factors creating physical distance from dying and death



C. Factors creating psychological distance from dying and death

## II. Evolution of the various aspects of death in the US

A. Changes in life expectancy

B. Changes in where we die

C. Changes in caring for the body and rituals related to the dead

## III. Causes of death

A. Natural

B. Accidental

C. Intentional

## IV. Fear of death

A. Sources

1. Historical

2. Modern

B. Consequences

1. Theory

2. Evidence

## V. Cultural and religious perspectives on death and dying

A. Cultural case studies:

1. Latino

2. Asian

3. Native American

4. African

5. Celtic

6. Other cultures

B. Religious case studies:

1. Islam

2. Judaism

3. Christianity

4. Hinduism

5. Buddhism

6. Other religions

## VI. Health care and support for the dying

A. Being with the dying

B. Hospital care and medical approaches to terminal illness

C. Hospice, the hospice team, and wrap-around-care approach

D. Caregiving and impact on the caregiver

E. Interplay between a dying person, family, and loved ones

## VII. Models of coping when faced with death

A. Task and emotion-focused

B. Elizabeth Kubler-Ross's paradigm

C. Other models

## VIII. Ethical and legal issues in dying and death

A. Doctors, truth telling, and the terminal patient

B. Trade-off between ongoing treatment and quality of end-of-life



### C. Content and purpose of health care directives

#### 1. Medical Living Will

#### 2. Healthcare power of attorney (HCPA)

#### 3. Do-not-resuscitate (DNR)

### D. Physician-assisted death

## IX. Implications of loss across the lifespan

### A. Developmental models

### B. Loss in childhood and adverse childhood experiences

### C. Emotional responses to the cause of loss

## X. The nature of grief and models of the grieving process

### A. Perspectives on grief

### B. Varieties of grief

### C. Family and community dynamics in grieving

### D. Differences between grief and depression

### E. Classic models of grieving process

### F. Modern models of grieving process

## XI. Funeral practice in the US

### A. History, traditions, and criticisms

### B. Alternatives to mainstream burial

### C. Care for and disposition of the body

## XII. Personal and social application of death education

### A. Interaction with and support for the bereaved

### B. Coping strategies in everyday life

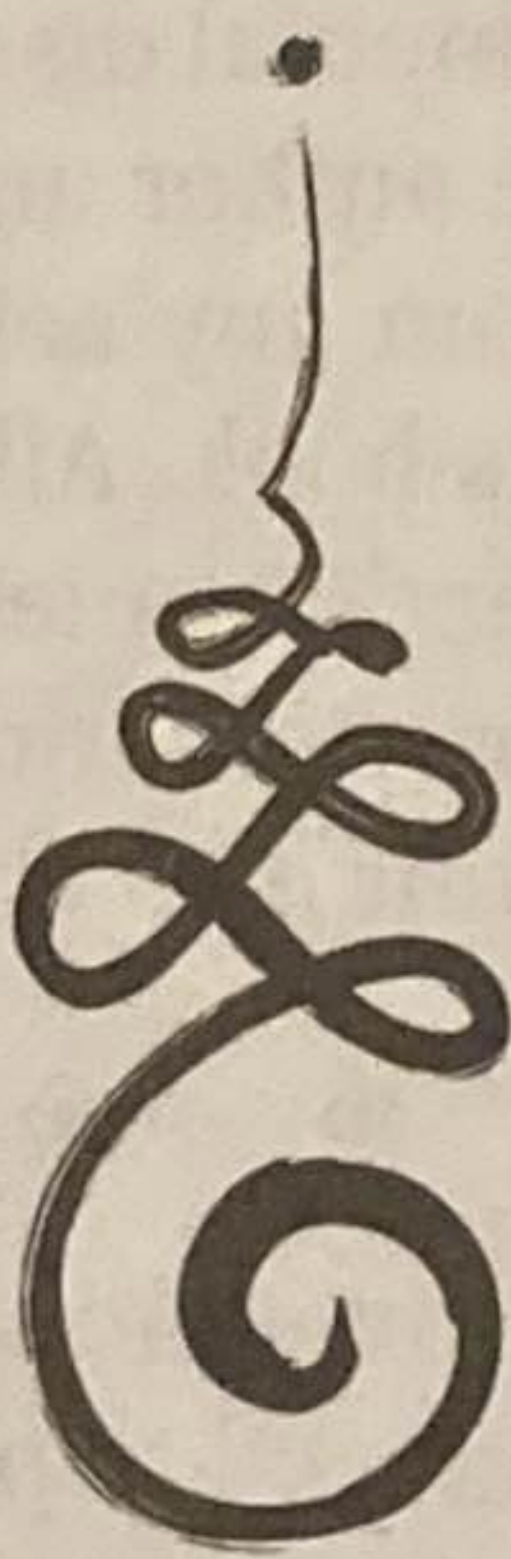
### C. Reducing fear of death



# Doing Grief in Real Life

A Soulful Guide to Navigate  
Loss, Death & Change

Shea Darian





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## **PSY 156 Understanding Death and Dying**

### **Textbook and List of Required Readings**

#### **Main Text (see attached Table of Contents)**

**Title:** Doing Grief in Real Life

**Author:** Shea Darian

**Publisher:** Gilead Press

**Edition/Year:** 2022

**ISBN #:** 978-0-9675713-4-8 (paperback); 978-0-9675713-3-1 (e-book PDF edition)

(Required: Chapters 1-3, and a selection from Chapters 4-8).

This book's origin rests in a peer-reviewed, published article that presents a model of the grieving process upon which the book expands. Article citation:

Darian, C. D. B. (2014). A new mourning: Synthesizing an interactive model of adaptive grieving dynamics. *Illness, Crisis & Loss*, 22(3), 195–235. DOI: 10.2190/IL.22.3.c

#### **Additional Required Readings:**

Carr, D. (2012). Death and dying in the contemporary United States: What are the psychological implications of anticipated death? *Social and Personality Psychology Compass*, 6(2): 184–195. DOI: 10.1111/j.1751-9004.2011.00416.x

Charlton, B. & Verghese, A. (2009). Caring for Ivan Ilyich, *Journal of General Internal Medicine*, 25(1), 93–95. DOI: 10.1007/s11606-009-1177-4

Goldman, L. (2004). Counseling with children in contemporary society. *Journal of Mental Health Counseling* 26 (2), 168-177.

*Embrace the Sadness* by Jeannette Maré (2020). [Link to the article](#)

*Should Euthanasia or Physician-Assisted Suicide Be Legal?* (2022). ProCon.org, Encyclopedia Britannica. [Link](#)

**NOTE:** All students are required to read at least three additional articles on the end-of-life, death, and funeral rituals and practices of the religion and/or culture that they were assigned/selected for the culture/religion presentations in Week 9 of the semester.