

Chaminade University
PSY/PH/RE 463 Psychology Of Death And Dying
Spring Evening 2015

| | | | |
|-----------------------------|-----------------------------|---------------------|--------------------------|
| <u>Instructor:</u> | Marita C. Haskins, Pys.D. | <u>Time:</u> | Thursdays 5:30P-9:30P |
| <u>Office Hours:</u> | By Appointment Only | <u>Room:</u> | Pearl Harbor Base |
| <u>Phone:</u> | 224-4650 | <u>FAX:</u> | 739-4670 |
| <u>Email:</u> | mari.haskins.psyd@gmail.com | | |

Required Text

Kastenbaum, R. (2012). *Death, society, and human experience* (11th ed.). Upper Saddle River, New Jersey: Pearson.

Catalog Course Description

The scope of this course is an exploration into the domain of death and dying. The focus of the course will be a psychological, philosophical, theological, ethical, biological, social and scientific inquiry to the nature of death. Topics to be examined include nature of death, life after death, assisted suicide, right to die, suicide, bereavement, death system, death counseling, death in society, and Eastern approaches to death. Focus on death will be guided by concepts derived from evolutionary theory, the stress response and stress management. Fulfills interdisciplinary course requirement. Cross-listed as PH/RE 463.

Program Linking Statement – Psychology

This course develops and assesses the skills and competencies for the program student learning outcome of Specific Focuses in Psychology. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Program Linking Statement – Religion

This course develops and assesses the skills and competencies for Religious Studies: Intellectual Tradition - world religions; Moral and Spiritual - engagement for personal growth, application to real world situations, fundamental questions of ultimate meaning, meaning of morality and moral decision making; and Religion and Culture - awareness of uniqueness of Hawaii and Pacific Rim, religions and cultures interaction affecting values.

Student Learning Outcomes

Student will demonstrate an understanding of

1. an interdisciplinary approach (psychology, religion, philosophy, science, etc.) to death and dying.
2. cross-cultural approaches to death and dying.
3. children's experiences and perceptions regarding death.
4. how society addresses death.
5. the death system.
6. developmental/biological aspects of death.
7. counseling, spirituality and death.
8. the relationship between ethics, the medical profession, technology and death and dying.
9. how this course can be addressed from each of the 5 Marianist educational values.

Questions to Ponder During the Course of the Semester

1. Does our society deny death?
2. Is there life after death?
3. Does culture impact on how we view death?
4. Why do we die?
5. If there were no death, how would society be affected?
6. Who decides who lives and who dies?
7. What is the function of religion relative to the concept of death?

Assessment

| | | |
|------------|--|-----|
| 6 Quizzes | 6 Quizzes = 10pts each (lowest quiz dropped) = | 50 |
| 1 Exam | Final Exam = 100 pts (25 question multiple-choice, 1 question essay) | 100 |
| 1 Paper | Practical Application Paper and Presentation = 100 pts | 100 |
| 1 Activity | Self-Care Activity = 50 pts | 50 |

Paper: Students will choose a topic of their choice surrounding death, grief, and/or loss. The student will provide a scholarly review of literature in their topic area, and must include sections on issues of diversity and ethical implications. The paper will be in APA format, 6th ed. (e.g., 1 full page, double-spaced, typed, #12 font, Times New Roman, 1" margin on all sides, cover page, and a reference page; NO ABSTRACT) and not to exceed 10 pages of text.

▶▶ PAPERS ARE DUE ON TIME. NO LATE PAPERS WILL BE ACCEPTED. ◀◀

Grading

| | | | |
|--------------------|-----------------|---|-----------------|
| Quizzes & Exams | 10 x 5; 100 x 1 | = | 150 pts. |
| Paper | | = | 50 pts. |
| Presentation | | = | 50 pts. |
| Self-Care Activity | | = | 50 pts. |
| TOTAL | | | 300 pts. |

A = 270 +

B = 240 - 269

C = 210 - 239

D = 180 - 209

F = 179 ↓

- **No make-up work for a missed class will be allowed. No exceptions.**
- **No late papers will be accepted. If a paper is turned in late, it is given no credit. No exceptions.**
- **All work must be completed within the time frame of the class. Nothing will be accepted after the last class of the term.**

Classroom Rules

- **No cell phones in any way, shape or form can be used in class. No texting. No tweeting.**
- No sleeping in class.
- No reading outside materials in class.
- No doing homework for other classes during class.
- No listening to iPods, etc. in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic

Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Chaminade University Undergraduate Catalog 2012/2013, pg. 54-55

Attendance

Students are expected to attend regularly all courses for which they are registered. They should notify the instructor when illness prevents them from attending class and make arrangements to complete missed assignments. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Long-term unexcused absence may lead to loss of financial aid. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated.

In addition, for this class, all unexcused absences will result in the loss of 5 points per class. If you are not present when roll is called, you will be considered absent.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design In Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Students With Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one

hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,
Published in 1999 by Chaminade University of Honolulu, St. Mary's University
and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

* * * * *

Tentative Course Schedule

| <u>Week</u> | <u>Topic</u> | <u>Readings</u> |
|--------------------|--|------------------------|
| 4/9 | Introductions & Syllabus Review | |
| 4/16 | As We Think About Death What is Death? | DSHE 1 & 2 |
| 4/23 | Quiz 1 The Death System Dying | DSHE 3 & 4 |
| 4/30 | Quiz 2 Hospice and Palliative Care End-of-Life Issues | DSHE 5 & 6 |
| 5/7 | Quiz 3 Suicide Violent Death: Murder, Terrorism, Genocide, Disaster And Accident Euthanasia, Assisted Death, Abortion, and the Right To Die | DSHE 7, 8, & 9 |
| 5/14 | Quiz 4 Death in the World of Childhood Bereavement, Grief, and Mourning The Funeral Process | DSHE 10, 11, & 12 |

| | | |
|------|--|-----------------------------|
| 5/21 | NO CLASS PAPER DUE VIA EMAIL BY 11:59PM HST | |
| 5/28 | Quiz 5 Do We Survive Death? How Can We Help? Start Student Presentation | DSHE 13 & 14 |
| 6/4 | Quiz 6 Good Life, Good Death? Ethical Issues Continue Student Presentations | DSHE 15; APA Ethics Code |
| 6/11 | KAMEHAMEHA DAY- CLASS IN SERVICE FINAL EXAM Finish Student Presentations | |