

Chaminade University

PH/PSY/RE 463-90-4 (CCPI) Psychology Of Death And Dying Spring 2018

Instructor: Mark Brasher, Ph.D. **Day/Time:** Online

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Email is the fastest and most convenient way to contact me and to receive the quickest response. Since I teach on different campuses and may be in class or commuting, telephone will be the least effective way to get in contact with me. If you do call, please limit yourself to between 8 a.m. and 8 p.m. Hawaii time. (Hint: 1:30 a.m. is never a good time to receive a phone call.) Phone: (808) 381-6080

Required Texts:

1) *Death, Society and Human Experience*. 11e. By Robert J. Kastenbaum.

9780205001088 from Pearson Higher Ed. 2012

2) *To Comfort Always*. 2e. By Linda Norlander.

9781938835506 from Sigma Theta Tau International Honor Society of Nursing, 2014

3) *Ethnic Variations in Dying, Death and Grief: Diversity in Universality*. Ed. By Donald P. Irish and others 1-56032-278-0 from Taylor and Francis, 1997.

Recommended, but not required for further information on the topic (not required for the course): *The Sacred Art of Dying: How the World Religions Understand Death*. By Kenneth Kramer 0-8091-294206 from Paulist Press, 1993.

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, Eastern approaches to death, and issues of death and dying within the context of nursing. Our 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 Students who successfully complete this course will be able to:

1. explain how an interdisciplinary approach (psychology, religion, philosophy, science, etc.) define the significance and processes of death and dying.
2. explain cross-cultural approaches to death and dying.
3. describe how American society addresses death/the death system.
4. explain the significance of death and dying within the context of nursing.
5. describe developmental/biological aspects of death.
6. define counseling, spirituality and death.
7. explain the relationship between ethics, the medical profession, technology and death and dying.
8. describe how this course can be addressed from each of the

5 Marianist educational values.

Questions to reflect on During the Course

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?
8. How are evolutionary theory and the stress response relevant to the concept of death?

Marianist Educational ValuesChaminade 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.

1. 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.

1. 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.

1. 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.

1. 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.

Course Grading: Student points in the course can be earned in the following areas: Weekly answers uploaded to the weekly drop box 15 weeks x 16 points: 240 points. Weekly discussion

posts made in the weekly area 15 weeks x 16 points: 240 points. Mid-term exam: 250 points. Final exam: 250 points. 20 miscellaneous points for course tasks (emailing the instructor week 1, course feedback week 16) Total possible: 1000 points. 600-699=D 700-799=C 800-899=B 900-1000=A

Class Participation or Attendance: Each week of the course runs from Monday morning through the following Sunday night. To receive credit for your work, you need to upload your answers or post on the online discussion board by the deadline (each week: Sunday 11:59 p.m., Hawaii time). You may submit up to 1 assignment late without penalty, meaning one set of answers and one set of discussion posts, if you inform the instructor within 7 days. (Students who are prevented from completing work on-time due to significant unforeseen circumstances such as duty or hospitalization need to contact the instructor to discuss it, the instructor is not psychic.) In order for you to participate in the group discussions and complete all of the work for the course, you need to read/answer/post each week in a timely manner. Students should try to post a reply to the instructor's weekly question by Friday if possible and reply to another student by Sunday midnight. Avoid waiting until Sunday midnight to make all of your posts to the discussion board or there will be no interaction with your classmates. (Occasionally, if your work, study or family schedule prevent you from logging in twice on a particular week, you may make all your posts at once and still receive full credit, but please make an effort to make this an exception, not usual.)

The course is designed to break all of the content into manageable pieces, a week at a time. You will need to keep up throughout the semester. Each student is required to participate regularly throughout the 16-week term. However, a hospital emergency, unexpected duty or some other circumstance may briefly interfere with your participation at some point during the term. If this occurs, you need to contact me as soon as possible, arrange to make-up your missing work and to post your missing posts on the discussion board. If you do not contact me and inform me I cannot know what you are doing and will record zero credit for the missed work. If your work is regularly late or you are not participating at all, a deficiency notice may be sent in and I may recommend you drop the course in order not to receive a failing grade on your permanent transcript. (It remains a student's responsibility to officially withdraw with Chaminade if he or she decides not to complete the course.) Note that all work must be in by the day of the final exam and no incompletes with extended deadlines beyond the 16 weeks of the course should be expected, except in the most extreme circumstances with documented evidence and completed paperwork.

Course Ground Rules Students are responsible for keeping copies of all submitted work; uploading blank or damaged files will not earn credit. Your weekly uploaded answers will be checked and returned to you in Canvas for you to review in case there were any corrections. This normally will be within 7 days of the deadline. It is the responsibility of the student to download and review these corrections. Be sure to look at any corrections on these assignments and ask about any you do not understand. The mid-term and final exam may include any of the main topics, these weekly questions are also about the main topics, so being

able to answer the weekly questions is a good predictor of your ability to skillfully answer the exam questions.

Student conduct throughout the course is regulated by the code of conduct printed in your Student Handbook and the Chaminade University College Catalog. Basically, the code requires that everyone in the classroom (or on-line) treat each other with respect. Additionally: students must never present another's work as their own (plagiarism) or cheat in any way. Students failing to abide by the code may be reprimanded, expelled from the course, or from the university, as appropriate to the situation and provided for by the policies of Chaminade University. There is also an introduction to conduct in online discussions that applies to all of your postings to the class discussion board on the course website. This can be found on the course homepage, under "Code of Conduct".

Guidelines for Communications It always remains the responsibility of the student to maintain contact with the instructor. If you lose access to the course website you need to contact Chaminade (helpdesk@chaminade.edu or (808) 735-4855 and correct the situation as soon as possible. *You should print and save a copy of this syllabus with the contact information and requirements on it, for your reference throughout the seventeen-week course.* Ceasing to communicate, without officially withdrawing from the course may lead to a deficiency notice and/or a failing grade for the course.

Further guidelines for electronic communication:

Email: Email the instructor from within course website whenever possible. If you email the instructor outside the website, use your Chaminade email account so I know it is you and can discuss academic matters with you. Always include a subject line and identify which course you are in.

Discussion Groups: Review the discussion threads before entering the discussion. Always stay within the discussion threads by using the "Reply" button rather starting a new topic. Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas. Be patient and read the comments of others thoroughly before entering your remarks. Respond in a thoughtful and timely manner. Post words that actually contribute to the discussion (add ideas and information, not just "well said" or "I agree").

Library Further resources may be found through the Chaminade library website (www.chaminade.edu/library) and other recommended sites listed on the class website.

Students With Disabilities It is the student's responsibility to self identify with the Director of Personal Counseling in order to receive accommodations. Only those students with appropriate documentation will receive services. Contact the Director of Personal Counseling at (808) 739-4603 or email: jyasuhar@chaminade.edu.

Technical Support For technical questions: contact the Chaminade helpdesk at: helpdesk@chaminade.edu, or call (808) 735-4855. **Other issues:** The main campus switchboard is (808) 735-4711 (they can help direct your inquiry to the appropriate department/phone number).

Course Schedule

Week	Topic	Readings*
Week 1 1/21	INTRODUCTION TO THE COURSE	Introduction to the course website, procedures and requirements.
Week 2 1/28	INTRODUCTION TO OUR TOPICS	Introduction. Ch. 1 THINKING ABOUT DEATH Death, Society and Human Experience DSHE 1
Week 3 2/4	Ch. 2 WHAT IS DEATH?	DSHE 2
Week 4 2/11	Ch. 3 THE DEATH SYSTEM	DSHE 3
Week 5 2/18	Ch. 4. DYING	DSHE 4
Week 6 2/25	Ch. 5 HOSPICE/PALLIATIVE CARE	DSHE 5
	To Care Always: Ch. 1 Beginning [Ch. 1Where to Begin]	TCA 1
	(Optional: To Care Always: Ch. 12 Hospice [Ch. 10 Hospice])	(TCA 12 [TCA 10])
Week 7 3/4	Mid-Term Exam	
Week 8 3/4	Ch. 6 END OF LIFE ISSUES & DECISIONS	DSHE 6
Week 9 3/11	To Care Always: Ch. 2 Advance Care Planning	TCA 2
	To Care Always: Ch. 8 Active Dying [Ch. 6 Active Dying]*	TCA 8 [6]
Week 10 3/18	Ch. 11 BEREAVEMENT, GUILT, MOURNING	DSHE 11
	To Care Always: Ch. 9 After the Death [Ch. 7 After the Death]	TCA 9 [7]
Week 11 3/25	Ch. 13 DO WE SURVIVE DEATH?	DSHE 13
Week 12 4/1	Ch. 14 HOW CAN WE HELP?	DSHE 14
	To Care Always: Ch. 14 Taking Care [Ch. 12 Taking Care]	TCA 14 [12]
Week 13 4/15-4/1	Easter Break: No class	
Week 14 4/22	Ch. 15 GOOD LIFE, GOOD DEATH?	DSHE 15
	To Care Always: Ch. 11 Cultural Sensitivity [Ch. 9 Cultural]	TCA 11[9]
Week 15 4/29- 5/12	Review	
Final Exam 5/13-5/17	Final exam (online exam to be submitted by midnight HST 5/17/2019)	

PRINT AND SAVE A COPY OF THIS SYLLABUS FOR YOUR REFERENCE

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