

FD'01

CHAMINADE UNIVERSITY
PSY 463 – PSYCHOLOGY OF DEATH AND DYING
FALL 2001

<u>Instructor:</u>	Robert G. Santee, Ph.D.	<u>Time:</u>	M/W/F 10:00-10:50 AM
<u>Office Hours:</u>	M/T 3:00 – 5:00	<u>Room:</u>	Henry Hall 104
	W 1:00 – 2:00	<u>Phone:</u>	735-4720
	T/R 11:00 – 12:00	<u>FAX:</u>	739-4670
	[Behavioral Sciences Portable]	<u>Email:</u>	rsantee@chaminade.edu
	By Appointment		

Texts: Death, Society, and Human Experience; Kastenbaum
Dying, Death, and Bereavement 2001/2002; Annual Editions

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

1. *a balance of reason and faith*
2. *education of the whole person*
3. *family spirit/community*
4. *service, justice, and peace*
5. *adaptation to change*

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

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, and social 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.

OBJECTIVES

Student will be able to demonstrate an understanding of

1. the relationship of *myth* to the question of what happens after you die.
2. the relationship of *religion* to the question to what happens after you die.
3. the psychological aspects of bereavement, grief, and mourning regarding death.
4. ethical issues related to assisted suicide, suicide, and death.
5. cross-cultural approaches to death and dying.
6. children's experience or perceptions regarding death.
7. the meaning of death.
8. how society addresses death.

9. developmental/biological aspects of death.
10. the psychological aspects of dying.
11. the scientific method and its application to the study of the psychology of death and dying.
12. 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?

ASSESSMENT

1. 2 Exams
2. 3 Reaction Papers (2 page, double-spaced, typed)

Reaction Papers: (2 page, double-spaced, typed) reaction paper to the following articles from Annual Editions 2000/2001:

- | | | |
|----|------------------------------------|---------|
| 1. | "Dealing with Death" | 50 pts. |
| 2. | "Children, Death, and Fairy Tales" | 50 pts. |
| 3. | "Doctor, I Want to Die" | 50 pts. |

GRADING

2 Exams	100 x 2	= 200 pts.
Reaction Papers	50 x 3	= 150 pts.

TOTAL 350 pts.

A = 315 +
 B = 280 - 314
 C = 235 - 279
 D = 200 - 234

Papers are due on time. 5 points a class day will be deducted for late papers.

ATTENDANCE

If you are not in class when role is taken, you will be counted absent. If you are marked absent, you will lose 10 points for each absence.

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Tentative Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
8/27	Introduction, Thinking About Death, Myth, Religion, Psychological Aspects, Eastern Approaches, Meaning of Death, Death Anxiety, Death Systems	DSHE 1-4 DDB Unit 1
9/3	9/3 HOLIDAY Thinking About Death, Myth, Religion, Psychological Aspects, Eastern Approaches, Meaning of Death, Death Anxiety, Death Systems	DSHE 1-4 DDB Unit 1
9/10	Developmental Aspects, Causes, Systems, Death Anxiety, Death Denial 9/14 REACTION PAPER 1 DUE	DSHE 10 DDB Unit 2
9/17	Developmental Aspects, Causes, Systems	DSHE 10 DDB Unit 2
9/24	Development at Puberty of Death & Dying	DSHE 10 DDB Unit 3
10/1	Dying, Hospice 10/5 REACTION PAPER 2 DUE 10/5 EXAM I	DSHE 5,6 DDB Unit 3
10/8	10/8 HOLIDAY Ethical Issues	DSHE 7,8,9 DDB Unit 4
10/15	Ethical Issues	DSHE 7,8,9 DDB Unit 4
10/22	Ethical Issues 10/26 REACTION PAPER 3 DUE 10/26 EXAM II	DSHE 7,8,9 DDB Unit 4
10/29	Life After Death, Eastern Approaches, Tibetan Book of the Dead	DSHE 13
11/5	Life After Death, Eastern Approaches, Tibetan Book of the Dead	DSHE 13
11/12	Funerals, Burial Rites	DSHE 12 DDB Unit 5
11/19	Bereavement 11/22-23 HOLIDAY – THANKSGIVING	DSHE 11 DDB Unit 6
11/26	Bereavement	DSHE 11 DDB Unit 6
12/3	Death Education and Counseling	DSHE 14,15
12/13	EXAM III – 10:30-12:30	

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 thus help professionals to make predictions of future events.

Research Design And 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 Methods 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

GUIDELINES FOR WRITTEN ASSIGNMENTS

Page length

Page requirements are the minimum requirement. If the requirement is six (6) pages, then write, at minimum, six (6) **FULL PAGES**. Not 5 pages and ½ a page for the 6th page. The cover page, abstract and reference page do not count as part of the page requirement. If the paper is worth 100 points and you only write 8 pages, then you will lose 20 points. If you write 9 pages and only a line, you will lose 10 points.

Font

Font size "should not be larger than this which is **12.**"

Margins

Margins should fall within the parameters of this sentence. In other words, side margins should not be larger than what you are now viewing for the two sentences above this last sentence. The top and bottom margins should be consistent with this page. Put your name on a cover page.

APA Style for References

Hanging Indent for reference page:

Atkinson, D.R. (1985). Ethnic similarity in counseling psychology: a review of research. *The Counseling Psychologist*, 11, 79-72.

Referencing within the Narrative:

Studies (Smith, 1996; Wilson 1998) indicate that

Jackson (1981) found that

Quotes

Quotes are all single-spaced. If you double space quotes, points will be taken off. All papers should avoid, as much as possible, any quotes. If you use quotes, unless otherwise specified, be consistent with the following format

Kim (1985) states:

My research demonstrates.....

..... (p.346).

The Chinese perspective clearly indicates.....

..... (Chen, 1998, p. 312-315).

This is the bottom margin.

REQUIREMENTS FOR WRITING PAPERS

Guidelines

Cover page

Introduction

Theme/focus is clearly stated

Theme is well developed

Specific examples are given

Clear interpretation/analysis

Well-structured/organized

Has a conclusion

Clearly written: grammar, syntax, spelling

Well-documented; APA style of referencing (see guidelines)

Good command of topic

Good synthesis skills

Reference page

Appropriate margins (see Guidelines)

Typed, double spaced

Page length requirement is met (see guidelines)

Needs Improvement

Lacks a cover page

Lacks an introduction

Needs clearer theme/focus

Needs deeper analysis

Give more evidence

Missing interpretation/analysis

Rethink organization

Lacks a conclusion

Fix grammar/syntax/spelling

Needs more sources; lacks APA style

Factual/concept errors

Needs more synthesis

Lacks reference page

Margins do not meet guidelines

Is not typed, double spaced

Page length is not met