Course Inventory Change Request

New Course Proposal

Date Submitted: 11/07/14 12:35 pm

Viewing: HDFS 4520 : Dying, Death and Bereavement

Last edit: 11/07/14 12:35 pm

Changes proposed by: ANDERJA

Submitter: ANDERJA

User ID: ANDERJA

Phone: 4-3217

Proposing College/School: College of Human Sciences

Department: Human Dev & Family Studies

Effective Term: Fall 2015

Subject Code: Human Dev & Family Studies (HDFS)

Course Number: 4520

The proposed course has been taught for seven years consecutively (2007-2013) as an Advanced Seminar class (HDFS 4950). The HDFS department expects it will continue to offer the class in the future. The content of the course, Dying, Death and Bereavement, is relevant to our department's life span focus and it addresses an often overlooked aspect of the human experience. The course also is necessary to prepare students in our Child Life concentration for national certification. Our intention is to provide a unique designation for the class in order to officially integrate it into our undergraduate curriculum. We also want to make the course more apparent to students since our department utilizes the HDFS 4950 designation to address a wide variety of topics relevant to our professional field of study.

Course Title: Dying, Death and Bereavement

Abbreviated Title: Dying, Death and Bereavement

In Workflow

1. HDFS Editor
2. HDFS Chair
3. HS Undergraduate Curriculum Committee Chair
4. HS Editor
5. HS Associate Dean
6. Coordinator Curriculum Management
7. University Curriculum Committee Chair
8. Coordinator Curriculum Management

Approval Path

1. 11/07/14 1:05 pm
   ARM0047: Approved for HDFS Editor
2. 11/07/14 1:41 pm
   PITTMJF: Approved for HDFS Chair
3. 12/03/14 1:40 pm
   SMITHT8: Approved for HS Undergraduate Curriculum Committee Chair
4. 12/03/14 2:01 pm
   LACKEKM: Approved for HS Editor
5. 12/03/14 2:15 pm
   HUBBASG: Approved for HS Associate Dean
Course Credit:

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>30</td>
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Can the course be repeated? No

Total Credit Hours: 3

Grading Type: Standard Grades

Prerequisites:

Prerequisite Courses: HDFS 2010 - Lifespan Human Development in Family Context

Corequisites:

Restrictions: Exclude Freshman

Admin Restrictions:

Course Description: Exploration of end of life issues from individual, relational and cultural perspectives

May Count Either:

Affected Program(s):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
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<tbody>
<tr>
<td>Major</td>
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<td>Elective</td>
</tr>
<tr>
<td>Minor</td>
<td>Human Development and Family Studies</td>
<td>Elective</td>
</tr>
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</table>

Overlapping or Duplication of Other Units' Offerings: No

Resources Not applicable

By the end of the course, students will gain:

1. Knowledge of basic concepts and practices related to dying, death, and bereavement
2. Sensitivity to diverse perspectives on dying, death, and bereavement
3. Awareness of their own feelings and reactions to dying, death, and bereavement
4. Skills for successfully engaging end of life issues in their professional and personal lives

Is this course considered University Core?

No

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**Course Content Outline**

**Week 1**

Course Introduction and Overview

Chapter 1 (Lemming & Dickinson, 2016): Studying Dying, Death and Bereavement

**Week 2**

Chapter 2 (Lemming & Dickinson, 2016): The American Experience of Death

*Complete Reflection Paper: Television & Death*

**Week 3**

Chapter 3 (Lemming & Dickinson, 2016): Growing up with Death

- Developmental Perspectives

**Week 4**

Chapter 5 (Lemming & Dickinson, 2016): The Dying Process

- Dying Portrayed in Film

**Week 5**

Chapter 6 (Lemming & Dickinson, 2016): Living with Dying

- Mandatory Field Trip – Hospice Care

**Week 6**

Chapter 7 (Lemming & Dickinson, 2016): Dying in the American Health Care System

Chapter 1 (Kubler, 1981): House Calls and Hospital Calls: The Challenge to Hear Our Patients

*Complete Reflection Paper: House Calls/Hospital Calls*
Week 7

Chapter 8 (Lemming & Dickinson, 2016): Biomedical Issues and Euthanasia

*Group Presentation Topic Due*

*Exam 1*

Week 8

Chapter 9 (Lemming & Dickinson, 2016): Suicide

- Film: “The Bridge”

Week 9

Chapter 11 (Lemming & Dickinson, 2016): The Business of Dying

- Mandatory Field Trip – Funeral Home

Week 10

Chapter 12 (Lemming & Dickinson, 2016): The Legal Aspects of Dying

*Complete Reflection Paper: Cemeteries*

Week 11

Chapter 13 (Lemming & Dickinson, 2016): Coping with Loss

- Guest Speaker: Bereavement Counselor

Week 12

Chapter 14 (Lemming & Dickinson, 2016): Grieving through the Life Cycle

Chapter 3 (Kubler, 1981): Parent Care: Total Involvement in the Care of a Dying Child

*Complete Reflection Paper: Parent Care*

Week 13

Chapter 4 (Lemming & Dickinson, 2016): Perspectives on Death and Life After Death
Across Time and Cultures

Week 14

Chapter 10 (Lemming & Dickinson, 2016): Diversity in Death Rituals

- Film: Tibetan Customs

Week 15

Group Project Presentations – Cultural Perspectives on Death

Course Wrap-up

Exam 2

Reflection Papers (100 points)

Students complete four reflection papers over the course of the semester. Each reflection paper is worth 25 points. The purpose of these reflection papers is for students to integrate course material with death-related experiences and to identify their own personal response. One reflection paper requires students to watch media presentations of death (e.g., television, movies, and cartoons) and consider what humans learn about death through the media. A second reflection paper requires students to tour a cemetery and consider the death themes and cultural practices portrayed. The remaining two reflection papers are based on readings from the Elizabeth Kubler-Ross text that emphasize the dying process of adults and children, respectively.

Group Presentation (100 points)

In order to expand students’ awareness and understanding of diverse cultural death practices and to promote students’ ability to talk openly about death-related matters, students work together in groups of 3 or 4 to create and implement a presentation on the death-related perceptions, beliefs, customs and practices of a specific cultural group of their choosing (e.g., Islamic, Jewish, Native American, Hindu, etc). During their 20 minute presentation, student groups serve as “experts” on the death-related practices of their cultural group and educate the class through a PowerPoint presentation and informational hand-out. Students often include video material, food and other cultural artifacts in their presentation.

Examinations (100 points)

Students complete two examinations over the course of the semester. Each exam is worth 50 points. The exams will test...
students’ comprehension of material presented in class and in the course textbook as well as learning acquired through class activities both inside and outside of the classroom. A study guide is provided to promote comprehension of information presented in the textbook (Lemming and Dickinson, 2016).

Attendance

Students are expected to attend all classes. In recognition of the fact that students sometimes have to miss class for reasons beyond their control, two unexcused absences are provided with the course, but every additional absence results in 5 points (per absence) being deducted from their final grade. Students are expected to attend all scheduled field trips. University approved absences are excused with proper documentation.

Late Assignments

Assignments turned in late without a university approved excuse will have the grade reduced by 5 points for each day it is late, including weekend days. Late assignments with a university approved excuse must be turned in on the day you return to class.

Final Grade Based on Total Points Earned

270-300 = A
240-269 = B
210-239 = C
180-238 = D
179 and below = F

Attachments

PITTMJF (11/06/14 4:30 pm): Rollback: Jamie, I didn’t notice before but I think you only show 300 possible points, but the grading rubric goes up to 325. The rubric needs to match the available points.