**California State University, Sacramento**

**Department of Gerontology**

**GERO 124 & PSYC 151** – **PERSPECTIVES ON DEATH & DYING**

**Fall 2021**

**Date & Time:** Tuesdays 5:30 - 8:20pm

**Location:** Weekly Synchronous Zoom Meetings

**Professor:** Suzanne Anderson, MSG

**Email:** suzanne.anderson@csus.edu

**Office Hours:** Virtual Office Hours, Mondays, 5:00PM – 7:00PM, or by appointment

**COURSE DESCRIPTION**

Examination of the beliefs, attitudes, and behaviors associated with death and dying. Topics covered include children’s and adults’ concepts of dying and death; causes and types of death; self-destructive behavior; grief and mourning in the dying person and their survivors; physicians aid in dying and other legal and ethical issues; and cross-cultural and historical perspectives on death.

**Graded:** Graded Student **Units:** 3.0

**Major**: This course fulfills a multidisciplinary requirement.

**OVERVIEW**

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. In this course we will investigate how social, cultural, historical, and psychological factors influence our response to death, in order to better understand ourselves and others. The focus will be on older adults, but we will take a holistic look at how dying, death, grief, and bereavement play in a role in all age groups. We will also explore difficult and controversial health care practices, end of life, and after life issues in order to better understand the diversity in experiences of loss.

**COURSE OBJECTIVES**

At the completion of the readings, class experience and assignments of this course, students will be able to:

1. Explain behavior, cognition, and emotion relating to death and dying using psychological terminology and theories
2. Compare and contrast the scholarship and cross-cultural findings about death and dying to your own beliefs

3. Understand and critically evaluate research in death and dying

4. Communicate ideas orally and in writing

5. Refine interpersonal skills such as the abilities to interact with diverse others, and

conduct yourself professionally

6. Recognize issues of fairness in relation to gender, ethnicity, sexual orientation and individuals with disabilities

**GERONTOLOGY DEPARTMENT LEARNING OUTCOMES**

Upon the completion of the gerontology program of study the student will:

1. Demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)

2. Demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)

3. Synthesize and apply learned interdisciplinary theories and research in applied settings. (1, 2, 3, 4, 5.)

4. Demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)

5. Exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)

6. Exhibit effective use of basic communication (written, oral and interpersonal) skills and

information technology needed in a global information society. (3 & 4)

Note: (numbers relate to the five (5) *Sacramento State Baccalaureate Learning Goals*

(2009).

**REQUIRED READING**

* Gawande, Atul. (2014). *Being mortal: Medicine and what matters in the end* (1st ed.).

New York, NY: Metropolitan Books, Henry Holt and Company

* *Publication manual of the American Psychological Association* (7th ed.). (2020).

Washington, DC: American Psychological Association.

* Stevens-Long, J., & Bardell, D. (2018) *Living well, dying well: A practical guide to choices, costs, and consequences.* Santa Barbara, CA: Fielding University Press
* Articles and Websites as assigned.

**FILMS & PODCASTS**

TBD: A selection of documentaries and podcasts will be chosen for viewing, depending upon availability.

**RECOMMENDED READING**

Corr, C., Nabe, C., & Corr, Donna M. (2019). *Death and dying, life and living* (8th ed.).

Belmont, CA: Wadsworth/Cengage Learning.

Dass, R. & Bush, M. (2018). *Walking each other home: Conversations on loving and dying*.

Boulder, Colorado: Sounds True.

DeSpelder, L. A., & Strickland, A. L. (2014). *The last dance: Encountering death and dying*

(10th edition). New York: McGraw Hill.

Jeffreys, J. (2011). *Helping grieving people: When tears are not enough: A handbook for care*

*providers* (2nd ed., Series in death, dying, and bereavement). New York, NY:

Brunner-Routledge.

Stillion, J., & Attig, T. (2015)*. Death, Dying, and Bereavement: Contemporary Perspectives,*

*Institutions, and Practices.* New York: Springer Publishing Company available as digital download from CSUS Library: https://ebookcentral.proquest.com/lib/csus/reader.action?docID=1836074&query

**Campus Support:**

* [**Services to Students with Disabilities (SSWD)**](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/)

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [sswd@csus.edu](mailto:mailto:sswd@csus.edu). For a complete listing of services and current business hours visit [https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/](https://t.e2ma.net/click/pv7naf/xpglgt/hd8pjab)

* [**Student Health and Counseling Services**](https://www.csus.edu/student-life/health-counseling/) staff are committed to continuing to provide exceptional service to our campus community. Though many students may be away from campus, most services are offered using secure remote technology.
* [**Basic Needs Support – CARES Program**](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/)If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](https://bit.ly/3fhQ1kY).
* Further resources and information: [Martin Luther King Center](https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/), [Multicultural Center](https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html), [Dreamer Resource Center](https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/), [Student Success Center](https://www.csus.edu/college/health-human-services/student-success/), [Academic Advising](https://www.csus.edu/student-life/academic-advising/), [PARC](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/), [Reading & Writing Center](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html), [Grading Policy](https://www.csus.edu/umanual/acad/umg05150.htm), [Academic Calendar](https://catalog.csus.edu/academic-calendar/), [Hornet Honor Code](https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf), [Student Rights and Responsibilities](https://www.csus.edu/umanual/student/stu-0119.htm)

**Academic Dishonesty Policy and Procedures:**

***Cheating*** at CSUS: cheating is the act of obtaining or attempting to obtain credit for academic work using any dishonest, deceptive, or fraudulent means. Cheating at CSUS includes but is not limited to:

1. Copying, in part or in whole, from another’s test or other evaluation instrument;
2. Using crib notes, "cheat sheets," or any other device, including electronic devices, in aid of writing the exam not permitted by the instructor;
3. Submitting work previously graded in another course unless doing so has been approved by the course instructor or by department policy;
4. Submitting work simultaneously presented in more than one course, unless doing so has been approved by the respective course instructors or by the department policies of the respective departments;
5. Altering or interfering with grading or grading instructions;
6. Sitting for an examination by a surrogate, or as a surrogate;
7. Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

***Also please refer to University Website:***  [CSU, Sacramento Academic Honesty Policy](http://www.csus.edu/umanual/student/STU-0100.htm)

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***Plagiarism:*** Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one’s own another’s artistic or scholarly works such as musical

compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

**Writing Standard Guidelines and Rubric:**

All Department of Gerontology Core Courses use the CSU Sacramento Advisory Standard for Writing. Please check the information on the website (<http://www.csus.edu/wac/WAC/Students/index.html>) when writing your papers. It will help you decide if you have written the level of paper you want to turn in. It is used along with any course grading rubrics to analyze your papers.

**Paper Formatting:**

Most professional courses use APA writing style for written research papers. **All papers (except papers written in-class) must be typed and in APA format** - *Publication Manual of the American Psychological Association* 7th ed. (APA) is a required text for this, and all other

Gerontology courses. You can also check out these helpful websites: <https://owl.english.purdue.edu/owl/resource/560/01/>or [www.apastyle.org](http://www.apastyle.org/) (click on Style Tips). You can also check the CSUS library site ([www.library.csus.edu](http://www.library.csus.edu/)).

A sample APA paper is available on the Canvas class page.

Important: The cover page and refence page do not count towards the overall page requirement. For example, a four (4) page paper would include:

* Cover page
* Four pages of the body of the paper
* Reference page

Key Components of APA format to be used when typing your papers include:

* A properly formatted title page. *(\*This has changed from APA 6th edition)*
* Double-spaced; “accessible” font (i.e. Times New Roman-12 pt, Calibri-11pt, Arial-11pt, Lucida Sans Unicode-10pt, and Georgia-11pt
* 1" margins on all sides.
* Header: The title of the paper is flush with the left margin, and number all pages in upper right-hand corner (numbering Title Page is optional).
* Indent 5 spaces-first line of every paragraph.
* Sources must be referenced in the text of the paper, *example:* Hoyer and Roodin (2003) with a reference list at the conclusion of the paper. **All direct quotes must be referenced with source, year, *and* page number.**
* If the source is from the Internet, please refer to the APA Website:

<http://www.apastyle.org/elecref.html> or refer to the APA Manual 7th edition for

examples.

* Reference Page is double-spaced and utilizes hanging indentation.

**Gerontology Core Competencies**

The Gerontology competencies were developed and approved by the Association for

Gerontology and Geriatrics Education (2014)

[https://www.aghe.org/images/aghe/competencies/gerontology\_competencies.pdf.](https://www.aghe.org/images/aghe/competencies/gerontology_competencies.pdf)

**Use of Technology in the Classroom:**

Students may use audio/video recording devices for the purpose of recording lectures **ONLY** with specific permission of **each** individual faculty member in the course. Faculty reserve the right to refuse permission to audio/video record. Students who are permitted to audio/video record lectures may only do so for personal use in study and preparation related to the class and must destroy any audio/videotapes when no longer needed for academic work, or at the end of this academic semester, whichever comes first. The audio/videotapes are recognized as sources, the use of which in any academic work is governed by rules of academic conduct delineated by the Department and University. Audio/videotapes of lectures are to be treated as (HIPAA protected) confidential material and may only be played in a secure and private environment. Students who require audio/videotaping accommodations because of an educational plan set forth by the Services to Students with disabilities (SSWD) office must provide faculty with written documentation at the start of the semester per University policy.

Fall 2021 classes will be held via ZOOM and students may use their computer or other electronic device to enable use of this platform.

Faculty reserves the right to refuse permission to allow the continued use of computers in class meetings if such use becomes disruptive for other students or the faculty member.

**OUTCOME EVALUATION METHODS:**

The following assignments will be evaluated by established objectives and will determine

the student’s final grade. The individual assignment percentages are shown below

Five Wishes Assignment 29 points

Dharma Box 40 points

Cultural Practices in Death, Dying, Greif & Loss Paper 40 points

Final Project: Hospice Training 100 points

Discuss, Write & Share (12x8 pts) 96 points

**TOTAL 305 points**

**University standards for course grades:**

93-100%=A 73-76% = C

90-92% = A- 70-72% = C-

87-89% = B+ 67-69% = D+

83-86% = B 63-66% = D

80-82% = B- 60-62% = D-

77-79% = C+ 59% & below = F

**NOTE: All** late assignments will have ***10% of point total, per day, deducted***.

• **All assignments must be turned in to successfully pass the course.**

• **All** written assignments must utilize APA formatting

**COURSE REQUIREMENTS**

**Attendance** & **Participation** – Class experiences (lectures and strategies) build on and enhance out-of-class readings and learning experiences. It is expected that students will attend class, have the assigned readings/podcasts/documentaries complete, and participate in discussions, assignments, and activities. If you are unable to attend class, please email your professor before class that you will not be there. Level of participation will be taken into consideration when calculating students’ final grades.

Students are expected to:

* Interact with professor and colleagues with appropriate questions or discussions and complete all class work and assignments.
* Read all assignments beforethe class session in which the material will be discussed.
* View any assigned video before the class session in which the material will be discussed.
* Participate thoughtfully and professionally in group discussions during class meetings.
* Complete written and/or group assignments on interest topics concerning material presented in class or facilitated discussions by guest speakers.

**Assignments**

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| --- | --- | --- |
| **Due Date** | **Assignment** | **Evaluation Points** |
| 10/12 | Five Wishes (Advanced Care Planning) | 29 |
| 11/2 | Dharma Box | 40 |
| 11/23 | Cultural Practices in Death, Dying, Greif & Loss Paper | 40 |
| On or before finals week | Final Project: Hospice Training | 100 (80pts video classes + 20pts question sheet) |
| Over course of semester | Read, Discuss, and Share | 96 (12x8pts) |
| Total |  | 305 |