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# Course Information:

**Time/Format:** Mon/Wed 3-4:20pm

**Location:** Natural Science , Room 205

**CRN:** PSY493-011

# Course Personnel:

**Instructor**: Professor Kandy McKeown

**Email**: mckeow31@msu.edu

**Student** **Hours**: Mondays and Wednesdays

 10am -12 noon -via zoom

 https://msu.zoom.us/j/96331935560

Meeting ID: 963 3193 5560

Passcode: PSY101SP22

# Course Description

Examines psychological theories, concepts, and research that pertain to the study of death and personal death awareness. Topics include cross-cultural and historical perspectives, medical ethics, grief/loss issues, funerals and body disposition, legal and social issues, death in modern society, suicide and beliefs about life after death.

**Learning Outcomes**

Upon successful completion of this course, students should be able to:

1. Identify, compare and contrast theories and concepts relevant to death and dying.
2. Describe the cultural diversity of death-related rituals and beliefs.
3. Identify the developmental variations in the conception of death and dying.
4. Explain how agents of socialization influence the individual's view of death.
5. Identify the major components of health care systems.
6. Describe the characteristics of the patient/caregiver relationship.
7. Identify psychosocial factors that influence an individual's relationship with a loved one who is dying.
8. Identify the factors influencing the stress levels among health care professionals who care for dying persons.
9. Identify and compare patterns of coping with life-threatening illness, including an understanding of treatment interventions and of the psychological, financial and social costs to the individual.
10. Summarize policies and procedures involved in the disposition of a body in various cultures.
11. Discuss both a conceptual and practical understanding of legal issues pertaining to death and dying.
12. Identify, describe and explain forms of death in modern society, specifically death by war, natural disasters and accidental deaths, suicides and the relationship between dying and risk-taking activities.
13. Compare cross cultural views and personal belief systems.

# Required Textbooks and Additional Materials

**Title**

Living, Dying, Grieving

**Author**

Dixie Dennis

**ISBN**

9780763743260

**Publisher**

Jones & Bartlett Learning

**Copyright Date**

2008-01-01

# INSTRUCTOR POLICIES

## **Reading**

First and foremost - YES - you will need the book for this class. Maintaining a constant reading schedule for this course is a must. It is assumed that you will have completed the required weekly readings **before** class each week. This is the only way we will have the ability to conduct a meaningful discussion of the material. If you don’t read, you will not be able to effectively participate in class discussions, assignments.

## **Ground Rules and Expectations**

* It is expected that you will maintain courteous and respectful behavior in class. We will be respectful of one another’s feelings, ideas, and beliefs. Harsh or foul language, racial, ethnic, religious, and/or sexual slurs will not be tolerated. You will be asked to leave class permanently if this occurs. Inappropriate or out of context comments/questions will not be tolerated.
* Class starts at **3pm**. You are expected to be here on time and stay until the end of the designated class period **4:20pm**. Do not come to class late or leave early as this is very distracting to not only the instructor, but to the students as well.
* If you are absent from class, it is **your**responsibility to find out what you have missed.
* **Do not** email me and ask me “what did I miss in class”. Check your syllabus for what we covered. All information is located within D2L
* It is expected that you will have assignments completed on the due date indicated in the semester calendar. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**(except for your own hospitalization)
* It is expected that you will focus on our course while in class and not on other distractions (homework for other courses, reading the newspaper, checking your cell phone).
* It is expected that you will maintain full academic honesty and integrity for all assignments in this class. **Any form of academic dishonesty will be penalized.**
* If you happen to experience problems with your personal computer, please make sure that you have a back-up plan. A MSU Computer Lab, a friend’s computer, or even your local library’s computer labs are all options. Even if you
experience technical problems with your computer, you are still expected to complete assignments on time. You should allow yourself time to deal with the unexpected if it occurs.

##  **Class Disruptions/Cell Phones/Electronic Devices**

* Faculty understands that electronic devices are a part of today’s culture. However, our time in the classroom is limited and we need to not have these things interfere with it. This includes cell phones, laptops, pda’s and similar devices except for when in use for the e-book. Out of respect to your instructor, your classmates, and yourself, cell phone use in class **is prohibited**; no calls, no texting. Using these devices during class is a violation of the Student Code of Conduct.
* Recording devices **are NOT** allowed in this course without out a VISA
* Laptops may be permitted only if you are using an eBook and are to be used for the purpose of course related content only. Doing homework, reading e-mail, surfing the net, and being on Facebook is prohibited during class and will result in loss of classroom laptop use.   Laptops are always to be closed during any student or faculty member presentation or video**. We are using a physical book for the majority of time, so expectation is that you are not on your laptop, tablet, etc**
* The bottom line is that your attention needs to be focused on what is happening in class and not on your electronics.

**While I make every effort to follow this syllabus as closely as possible, right to make changes with due notification is reserved.**

# Applicable policies, syllabus statements, and resources for students:

* [Spartan Code of Honor](http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge)
* [Mental Health](https://caps.msu.edu/faculty-staff/Syllabus-Language.html)
* [Religious Observance Policy](https://reg.msu.edu/ROInfo/Notices/ReligiousPolicy.aspx)
* [Student Athletes](https://ombud.msu.edu/classroom-policies/#absence-athletics)
* [Pronoun preference](https://lbgtrc.msu.edu/home/resources-for-staff-and-faculty/)

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, we use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

Students should submit papers without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained only in the MSU repository hosted by Turnitin.

# Course Policies

Students are expected to adhere to the policies of Michigan State University whether noted in this syllabus or not. Instructors have the right to add or adjust policies within limits for the specifics of their courses. While the below may appear at first glance to be common policy boilerplate there may be nuances or course specifics within it that the student must be aware of and adhere to.

# Commit to Integrity: Academic Honesty

Article 2.III.B.2 of the [Academic Rights and Responsibilities](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the [insert name of unit offering course] adheres to the policies on academic honesty as specified in [General Student Regulations](http://splife.studentlife.msu.edu/regulations/general-student-regulations) 1.0, Protection of Scholarship and Grades; the [all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations](https://ombud.msu.edu/academic-integrity/). See [Spartan Life Online](http://splife.studentlife.msu.edu/) (splife.studentlife.msu.edu) and/or the [MSU Web site](http://www.msu.edu/) (msu.edu) for more.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](https://ombud.msu.edu/academic-integrity/).)

# Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

* Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
* Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
* Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

# Inform Your Instructor of Any Accommodations Needed

[From the Resource Center for Persons with Disabilities](https://www.rcpd.msu.edu/get-started/faculty-departmental-resources/model-statements-disability-inclusion) (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](https://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

# Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

* Visit the [Distance Learning Services Support Site](https://www.lib.msu.edu/dls/) (lib.msu.edu/dls)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (help.d2l.msu.edu)
* Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345
* To learn D2L use, login with your MSU NetID and password at [d2l.msu.edu](https://d2l.msu.edu/d2l/home), select “Self Registration” from the menu bar, register for and complete the course named “Students - Getting Started with D2L.” Also be aware of the “Help” option on the D2L Home page menu.

# Disruptive Behavior

Article 2.III.B.4 of [Student Rights and Responsibilities](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](http://splife.studentlife.msu.edu/regulations/general-student-regulations) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

# \*\*\*Required\*\*\*Attendance

[University Attendance Policy](https://ombud.msu.edu/classroom-policies/) (in part): Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

# Participation

Students are expected to participate in all in-class and online activities as listed on the course calendar.

# Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

# Complete Assignments

Assignments for this course will be submitted electronically through [D2L] unless otherwise instructed**.** Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will **not** be given beyond the next assignment except under extreme circumstances.

# Questions:

 If you have a question . FIRST, is it in the syllabus? SECOND… is it in D2L?? THIRD have you checked with a classmate?? If you have done all of these things, please send me an email or pop into my office hours 😊

**Standardized Grade Scale – 500 points possible**

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| --- | --- |
| Grade | Percentage |
| A | 90-100% |
| B+ | 86-89% |
| B | 80-85% |
| C+ | 76-79% |
| C | 70-75% |
| D | 60-69% |
| F | 0-59% |

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| --- | --- | --- |
| WEEK | **Required Reading** | **Items Due and In-Class Activities** |
| Week 1 Jan 10/12 |  Ch. 1 Why Study Death and Dying?Ch.2 What does it Mean to Die? | Dying Well -pbs  | Zoom on Jan 10Discussion Board Jan 12 **What does it mean to have a good death to you?** |
| Week 2 Jan 17/19 | Ch. 3 Cultural and Historical Perspectiveson Death and Dying | Departing: Death and the Art of Dying – Amazon | Zoom on Jan 19(NO zoom on 17th MLKDay)Assignment **Obituary Exercise 2/21/22 @11:59pm** |
| Week 3 Jan 24/26 | Ch 10 Grief and the process of Grieving | Being Mortal – PBS | Zoom on Jan 24Discussion Board Jan 26**Children's book, any poem, or  any song related to death/dying** |
| Week 4 Jan 31/Feb 2 | Ch. 5 Bioethics, Euthanasia and PAS Ch 6 Terminal Diseases and Conditions | When my Time comes - <https://www.pbs.org/video/when-my-time-comes/> (PAS) Terminally Living Amazon <https://www.amazon.com/Terminally-Living-Manfred-Dannemann-Westwick/dp/B07KCM3RCV> | \*\*Plan is to resume in person this week subject to change\*\* |
| Week 5 Feb 7/9 | Ch 15 Suicide and Death by Violence | Sudden Death - Annenberg #6The Suicide Plan – PBSThe Bridge - Documentary  |  |
| Week 6 Feb 14/16 | Ch 9 Death of a Loved One | When someone you love dies: <https://www.youtube.com/watch?v=kYWlCGbbDGI> |  |
| Week 7 Feb 21/23 | Ch 13 How Children and Adolescents View DeathCh 14 How Adults see Death  | Children of 9/11 documentary-A Brave Lament – a parents experience with grief – Amazon |  |
| Week 8 Feb 28/2 | Ch 7 Processes of DyingCh 8 End of Life Issues   |  |  |
| **March 7-11 SPRING BREAK NO CLASS** |
| Week 9 March 14/16 | Guest Speaker : Wills/EstatesCh 11 Death Related Tasks and DecisionsCh 12. Funeral Business and Disposal of the Body | The Undertaking – PBS Documentary  |  |
| Week 10 March 21/23 | Ch 16 After Life and Then what?Ch 17 Death Education | Life after Life videoPotential Field Trip | **Cemetery Visit Paper Due** |
| Week 11 March 28/30 | **Draft Writing Week****No In Person Class** | **Draft of Final Project** | **due April 2 @ 11:59pm** |
| Week 12 April 4/6 | **Research Project Presentation** | This is your final project for this class Presentation in class | Final written due onlinePeer Presentation Reflections |
| Week 13 April 11/13 | **Research Project Presentation** | This is your final project for this classPresentation in class | Final written due onlinePeer Presentation Reflections |
| Week 14 April 18/20 | **Research Project Presentation** |  This is your final project for this classPresentation in class | Final written due online Peer Presentation Reflections |
| Week 15 April 25 | Tuesdays with Morrie  |  | Last week of class |
| May 4 Final Exam | Final Exam May 4Wed 5:45p-7:45pm | Tuesdays with Morrie Essay is due online by 7:45pm 5/4/22 |  |

What does it mean to have a good death dboard 20

Obituary Exercise 20

Book/poem/song Dboard 20

Cemetery Paper 100

Final Project Draft 100

Final Project 25

Final Project Presentation 25

Tuesdays with Morrie Essay 50

Weekly Written Reflections (10) 100

Peer Presentation Reflections 40