



**Psychology of Death and Dying
PSY 315 (Section XX) – 3 Credits**

Prerequisite/Co-Requisites: PSY 112 or Department Permission

Semester: Day(s): Time(s): Classroom: Instructor: Office Hours: Office Location: Phone Number: Email:	INSERT PIC Your Instructor
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Course Description

In this course, students use multiple perspectives to examine the human processes of death, dying, and bereavement across the life course. The psychological complexities of human responses and related legal and ethical issues are considered. Students actively engage in reflection on the personal meaning of death and their assumptions, biases, attitudes, and reactions to death, dying, and grief. The points of view of dying persons, their families and friends, human services providers, and policy makers are also explored.



Course Goal

Develop sensitivity, insight, and competence related to issues concerning death, dying, bereavement and loss across the life course and cultural contexts.



Required Text

Corr, C. A., & Corr, D. M., (2019). *Death and dying: Life and living* (8th ed.). Belmont, CA: Wadsworth.

Note: The book for this course is included in Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks for \$119.99 per term, \$179.99 per year, or \$239.99 for 2 years. **You can purchase access to Cengage Unlimited in the bookstore.** No matter how many Cengage products you use for any course, they are included in Cengage Unlimited and the price stays the same.



Student Learning Outcomes and Assessment Methods

<i>Learning Outcomes</i>	<i>Assessment Methods</i>
1. Describe differences among various perspectives (i.e., cultural, ethical, historical, psychological, sociological) on death, dying, bereavement, and loss.	Quizzes Discussion Board Postings Response Journals to Podcasts Song Analysis Presentations Master Trainings on MindTap
2. Describe factors that have influenced death encounters and death attitudes in Western society.	Quizzes Discussion Board Postings Response Journals to Podcasts Master Trainings on MindTap
3. Explain the psychological complexities of human responses to death, dying, bereavement, and loss across the life course.	Quizzes Discussion Board Postings Response Journals to Podcasts Song Analysis Presentation Master Trainings on MindTap
4. Apply relevant theories and models explaining the effect of death upon surviving family members, friends, coworkers, and society.	Quizzes Discussion Board Postings Song Analysis Presentation Master Trainings on MindTap
5. Recognize their cognitive, affective, behavioral, and valuational reactions to death, dying, bereavement, and loss.	Discussion Board Postings Song Analysis Presentation Response Journals to Podcasts Death Checklist Response Paper Master Trainings on MindTap
6. Explain ethical practices and crucial interpersonal skills for responding to diverse perspectives on and experiences with death, dying, bereavement, and loss.	Quizzes Death Checklist Response Paper Response Journals to Podcasts Master Trainings on MindTap
7. Identify legal issues pertaining to death, dying, and funerary options and rituals.	Quizzes Death Checklist Response Paper Response Journals to Podcasts Master Trainings on MindTap



Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment instructions, scoring guides, or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions *before* the assessment is due to be completed.

Assessment Methods	Percent of Final Course Grade
Professionalism and Class Participation	10%
Weekly Quizzes	10%
Engagement Activity and/or Master Trainings on MindTap	10%
Weekly Discussion Board Postings	15%
Song Analysis Presentation	15%
Response Journals to Podcasts (5 Journals)	20%
Death Checklist Response Paper	20%
Total:	100%

Grading Key

93-100% = A	80-82% = B-	67-69% = D+
90-92% = A	77-79% = C+	63-66% = D
87-89% = B+	73-76% = C	60-62% = D-
83-86% = B	70-72% = C-	Below 60% = F



Assessment Methods

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. Assessments are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. Additional instructions and related scoring guides or rubrics are posted to Blackboard.



Professionalism and Class Participation (10% of final course grade): Course expectations related to professionalism and class participation focus on intrapersonal, interpersonal, and cognitive competencies that are important to employers and a successful career. In this course, you will be assessed based on the following criteria: (a) acting ethically and with integrity, (b) demonstrating foundational knowledge pertaining to the week's topic, (c) contributing to a collaborative learning environment (e.g., sharing knowledge or resources with other learners), and (d) advancing the level and depth of learning (e.g., commenting or questioning in ways that encourage critical thinking or deeper analysis of a topic).



Quizzes (15% of final course grade): The purpose of the quizzes is to help you to see what you are learning and where you need more focus. You will complete quizzes that are based on assigned

readings. The quizzes are “open-book”, but answers may not be shared with others. ***Each quiz must be completed by the date due as listed in the Course Outline, without exception.***



Engagement Activity and/or Master Trainings on MindTap (15% of final course grade): MindTap is an online learning platform to empower students in their learning experience. Activities and trainings are designed to help facilitate the process of interactive learning. **Please refer to the course outline for due dates of assigned activities and trainings.**



Discussion Board Postings (15% of final course grade): Your *participation in academic online discussions* with other students supports cognitive and critical thinking skills development and in-depth reflection on course topics. Remember, this is an academic discussion. Therefore, your postings should be free of errors in grammar, punctuation and spelling; reflect application of relevant course content; and be supported with evidence from your book, peer-reviewed literature, or other credible sources. You are also highly encouraged to include resources that extend the learning of your discussion. One initial posting and 1 response posting is required, as a minimum, for each assigned discussion. Original posts should consist of at between 150 words and 250 words. Response postings should consist of at least 75 words. Try not to exceed 200 words. **Additional expectations and the rubric for discussion board posts are uploaded to Blackboard. Your posts must be submitted by the date due as listed in the Course Outline, without exception.**

Song Analysis Presentation (15% of final course grade): We get many of our ideas a values in this society from various forms of media such as TV, movies, social media, and music. For this assignment you be conducting a song analysis. First, students will select a song that identifies with death, dying, or grieving. You will compose an infographic using PiktoChart (<https://piktochart.com/>) of your song analysis to be shared with the class. Feel free to use the existing templates in PiktoChart or you can also create your own. Be sure to include the following: 1) Share the artist, title, and highlight poignant lyrics of the selected song 2) Discuss the purpose of the song, 3) Explain how it resonates with your death related experiences and/or how it makes you think about death, dying, and/or grieving. **During the first week of class students will sign up for presentation dates which will begin in week 3. Students are required to submit presentations by noon of the assigned due date. Late submissions will not be accepted.**

Podcast Response Journals (15% of final course grade): There will be **Five** podcast response journal assignments **starting on week four**. Reflective writing allows you a chance to connect to and engage with the podcasts critically. Starting the week 4 students will submit reflection papers on the podcasts listen below. The goal is to engage in critical thinking and analyses of the podcast therefore please avoid giving a synopsis or summary. When writing these papers reflect on your initial thoughts, reactions, and feelings. Students are encouraged to discuss what they’ve learned, how does the podcast episode connect with the readings, and discuss their point of view about the episode. The expected length for these papers is approximately 1 ½ - 2 double-spaced page using 12pt Times New Roman font. Do not exceed 2 pages. Please submit your papers on Blackboard by NOON on the corresponding dates. Late submissions will not be accepted.

1. This American Life: Life After Death (Episode 359, Aired 7/18/2008)
<https://www.thisamericanlife.org/359/life-after-death>
2. This American Life: Business of Death (Episode 60, Aired 4/18/1997)
<https://www.thisamericanlife.org/60/business-of-death>
3. Radiolab: When Am I Dead (Aired 7/27/2009)
<https://www.wnycstudios.org/story/91681-when-am-i-dead>
4. Radiolab: After life (Aired 7/27/2009)
<https://www.wnycstudios.org/story/91680-after-life>
5. Fresh Air: A Mortician Talks Openly About Death, and Wants You To, Too (Aired 10/8/2014)
<https://www.npr.org/2014/10/08/352765943/a-mortician-talks-openly-about-death-and-wants-you-to-too>



Death Checklist Response Paper (20% of final course grade): This assessment provides you with an opportunity to consider ethical and legal issues pertaining to death, dying, and funerary options and rituals. The assessment also provides you with an opportunity to consider your own attitudes and values as they relate to death and dying. In Blackboard, you will find a *checklist* entitled *Preparing for Your Own Death*, which was retrieved from the website It's OK to Die (<https://www.oktodie.com>), and a *response paper template*. First, review the checklist and consider each item. Then, for each of the major areas (listed below) write a paragraph (4-5 sentences) in which you address the topics as they pertain to you. Record your responses in the response paper template posted to Blackboard. Be sure your responses are free of errors in grammar, punctuation.

- Health Care Issues, Opinions, and Options
- My Required End-of-Life Paperwork (Medical and Legal)
- Personal Communications with Your Family and Friends
- Am I OK to Die?
- Personal Clean-up
- Insurance Issues
- Financial Issues
- Business Arrangements (only if applicable)
- Funeral Planning and Logistics

The checklist, a response paper template, and the rubric for the paper are uploaded to Blackboard. Your paper must be submitted by the date due as listed in the Course Outline, without exception.



Course Outline / Schedule*

Week / Date(s)	Topic(s) we will cover each week.	Assignments you must complete each week.	Graded assessments you must complete.
Week 1	Introduction <ul style="list-style-type: none"> • Course • Syllabus • Select Presentation Dates • Rationale for studying death, dying, bereavement, and loss (Chapter 1) 	<ul style="list-style-type: none"> • Read Syllabus and • Read Chapter 1 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #1 DUE • Quiz #1 DUE • Complete Mindtap Activity/Training
Week 2	Death <ul style="list-style-type: none"> • Death-related <i>encounters</i> as a component of death-related experiences (Chapter 2) • Death-related <i>attitudes</i> as a component of death-related experiences (Chapter 3) 	<ul style="list-style-type: none"> • Read Chapters 2 & 3 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #2 DUE • Quiz #2 DUE • Complete Mindtap Activity/Training
Week 3	Death <ul style="list-style-type: none"> • Death-related <i>practices</i> as a component of death-related experiences (Chapter 4) • <i>Differences</i> among death-related patterns, attitudes, and practices in <i>population subgroups</i> (Chapter 5) 	<ul style="list-style-type: none"> • Read Chapters 4 & 5 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #3 DUE • Quiz #3 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE

Week / Date(s)	Topic(s) we will cover each week.	Assignments you must complete each week.	Graded assessments you must complete.
Week 4	<p>Dying</p> <ul style="list-style-type: none"> Coping with dying (Chapter 6) 	<ul style="list-style-type: none"> Read Chapter 6 (Corr & Corr, 2013) Review PowerPoints 	<ul style="list-style-type: none"> Discussion Board Postings #4 DUE Quiz #4 DUE Complete Mindtap Activity/Training Song Analysis Presentation DUE Podcast Response Journals DUE
Week 5	<p>Dying</p> <ul style="list-style-type: none"> Dimensions of care, human presence, and help-giving professionals (Chapter 7) Communities, social institutions, and formal programs (Chapter 8) 	<ul style="list-style-type: none"> Read Chapters 7 & 8 (Corr & Corr, 2013) Review PowerPoints 	<ul style="list-style-type: none"> Discussion Board Postings #5 DUE Quiz #5 DUE Complete Mindtap Activity/Training Song Analysis Presentation DUE
Week 6	<p>Bereavement</p> <ul style="list-style-type: none"> Loss and grief (Chapter 9) 	<ul style="list-style-type: none"> Read Chapter 9 (Corr & Corr, 2013) Review PowerPoints 	<ul style="list-style-type: none"> Discussion Board Postings #6 DUE Quiz #6 DUE Complete Mindtap Activity/Training Song Analysis Presentation DUE Podcast Response Journals DUE
Week 7	<p>Bereavement</p> <ul style="list-style-type: none"> The bereaved and constructive help-giving (Chapter 10) Funerary options, rituals, and aftercare (Chapter 11) 	<ul style="list-style-type: none"> Read Chapters 10 & 11 (Corr & Corr, 2013) Review PowerPoints 	<ul style="list-style-type: none"> Discussion Board Postings #7 DUE Quiz #7 DUE Complete Mindtap Activity/Training Song Analysis Presentation DUE
Week 8	<p>Review Week or Midterm?</p>		<ul style="list-style-type: none"> Discussion Board Postings #8 Due Quiz #8 DUE Complete Mindtap Activity/Training Song Analysis Presentation DUE

Week / Date(s)	Topic(s) we will cover each week.	Assignments you must complete each week.	Graded assessments you must complete.
Week 9	<i>Developmental Perspectives</i> <ul style="list-style-type: none"> • Children (Chapter 12) • Adolescents (Chapter 13) 	<ul style="list-style-type: none"> • Read Chapter 12 & 13 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings # 9 DUE • Quiz #9 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE •
Week 10	<i>Developmental Perspectives</i> <ul style="list-style-type: none"> • Young and middle-aged adults (Chapter 14) • Older Adults (Chapter 15) 	<ul style="list-style-type: none"> • Read Chapters 14 & 15 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #10 DUE • Quiz #10 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE
Week 11	<i>Legal, Conceptual, & Moral Issues</i> <ul style="list-style-type: none"> • Legal systems, statutes, and regulations (Chapter 16) 	<ul style="list-style-type: none"> • Read Chapter 16 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #11 DUE • Quiz #11 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE • Podcast Response Journals DUE
Week 12	<i>Legal, Conceptual, & Moral Issues</i> <ul style="list-style-type: none"> • Suicide and life-threatening behaviors (Chapter 17) 	<ul style="list-style-type: none"> • Read Chapter 17 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #12 DUE • Quiz #12 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE • Podcast Response Journals DUE
Week 13	<i>Legal, Conceptual, & Moral Issues</i> <ul style="list-style-type: none"> • Aided death (Chapter 18) 	<ul style="list-style-type: none"> • Read Chapter 18 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #13 DUE • Quiz #13 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE • Podcast Response Journals DUE

Week / Date(s)	Topic(s) we will cover each week.	Assignments you must complete each week.	Graded assessments you must complete.
Week 14	<i>Legal, Conceptual, & Moral Issues</i> <ul style="list-style-type: none"> • Meaning and Place of Death in Life 	<ul style="list-style-type: none"> • Read Chapter 19 (Corr & Corr, 2013) • Review PowerPoints 	<ul style="list-style-type: none"> • Discussion Board Postings #14 DUE • Quiz #14 DUE • Complete Mindtap Activity/Training • Song Analysis Presentation DUE
Week 15		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Death Checklist Response Paper DUE
		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

****This syllabus is subject to change. Changes, if any, will be announced in Blackboard. Be sure to check Blackboard and your Goodwin email regularly!***

Course Policies



Blackboard: Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to ***check Blackboard often*** to stay up to date on announcements, new course materials, and other important information. ***All assignments must be submitted on Blackboard.***



Late Assignments: Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



Course Decorum: We will create a positive environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in course activities, and follow course and college policies).



Communication and E-mail: Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please ***check your Goodwin e-mail account regularly.***



APA Style: This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. APA Style Central is also available at <http://apastylecentral.apa.org/>, the course Blackboard shell, and through the Hoffman Family Library.



Expectations for Written Work: The following are basic expectations for all written work.

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
 - ✓ Your full name
 - ✓ The date of submission

Goodwin College Policies and Services

This course adheres to all policies outlined in the Goodwin College catalog.

General academic policies of Goodwin College may be found on the college web site at and in the college catalog at <http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin College website at <http://www.goodwin.edu/student-services/> and <http://www.goodwin.edu/library/>.