PubH 3040/6040
Dying and Death in Contemporary Society: Implications for Intervention
Spring 2014

Credits: 2
Meeting Days: Wednesdays
Meeting Time: 11:15am-1:10pm
Meeting Place: Moos Health Science Building, Room 2-530
Instructor: Sarah R. Logan, MA, LPCC
E-mail: kjolhasr@umn.edu
Office Hours: By Appointment

I. Course Description

Basic background information will be presented on concepts, attitudes, ethics and lifestyle management in relation to dying, death, grief and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators.

II. Course Prerequisites

Credit will not be granted if credit has been received for PUBH 3040 or 6040

Prerequisites: junior, senior, graduate/professional student, or instructor consent.

III. Course Goals and Objectives

The basic goals of this course -- indeed of all courses and of the University itself -- are engraved in stone over Northrop Auditorium:

The University of Minnesota
Founded in the faith that men are ennobled by understanding, dedicated to the advancement of learning and the search for truth, devoted to the instruction of youth and the welfare of the state.

The instructor takes this seriously and has designed the lectures and examinations to meet these objectives. Specific objectives for each class are identified in the Lecture Schedule.
IV. Methods of Instruction and Work Expectations

PubH 3040/6040 is an in-person course worth two (2) credits. For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.

Note: All grades for academic work are based on the quality of the work submitted, not on hours of effort.

V. Course Text and Readings


The course textbook is available in the University Bookstore in Coffman Union. If you have difficulty locating the text, ask a customer service representative for assistance.

VI. Course Outline/Weekly Schedule

The course schedule will be followed as closely as practicable. However, the schedule is subject to change. Students are strongly encouraged to attend every lecture. Relying solely on reading assignments, other students’ lecture notes, or lecture notes from past years usually leads to unhappy consequences.

**Wednesday, January 22**
Read: Corr – Prologue, Chapters 2, 3
- Introduction
- Death in Modern Society
- Death as a Public Health Problem
  Objective: Discuss the context of death in modern society and understand the relationship between death and public health

**Wednesday, January 29**
Read: Corr – Chapters 4, 5
- Death Across Cultures
  Objective: Differentiate standards and expectations of death as viewed by various cultures

  The American Death System
  Objective: Define death system and describe forces shaping the contemporary American death system

**Wednesday, February 5**
**Obituary Assignment Due (submit to Moodle site by 11:15am)**
Read: Corr – Chapters 9, 10
- Introduction to Grief
  Objective: Define grief, mourning, and bereavement; describe the impact of grief on individuals

- Unique Grief
  Objective: Discuss strategies for helping others cope with unique grief, such as complicated, disenfranchised, anticipatory, abnormal, pet loss, ambiguous loss, and others
Wednesday, February 12
Read: Corr – Chapters 11, 12, 13; Review Chapters 9, 10; Optional: Chapters 14, 15

Professional Grief
Objective: Discuss problems encountered by professionals when addressing dying and death

Grief Experiences of Children and Adolescents
Objective: Discuss how children and adolescents relate to death and how they develop a concept of death

Wednesday, February 19
**Book Choice Form Due (submit to Moodle site by 11:15am)
Read: Corr – Review Chapters 9, 10, 11
Grieving the Loss of Hopes and Dreams
Objective: Describe when and why people may grieve the loss of hopes and dreams

Wednesday, February 26
**MIDTERM EXAM #1 OPEN ON MOODLE SITE AT 1:10PM
Read: Corr – Chapters 6, 16
Watch: “Facing Death” on Moodle Site
Advance Directives
Objective: Describe legal issues that arise before and after death

The Dying Process
Objective: Discuss the physical, emotional, and spiritual aspects encountered during the dying process

Wednesday, March 5
**MIDTERM EXAM #1 DUE BY 11:15AM (on Moodle Site)
Read: Corr – Chapters 7, 8; Review Chapter 6
Watch: “Graceful Passages: The Hospice Journals” on Moodle Site
Hospice
Objective: Discuss needs of dying patients and how hospice is organized to meet those needs

Wednesday, March 12
Read: Corr – Chapter 18; Review Chapter 16
Physician-Assisted Dying
Objective: Define physician-assisted dying and euthanasia; describe moral and ethical dilemmas surrounding them

Wednesday, March 19
SPRING BREAK!

Wednesday, March 26
Read: Corr – Review Chapters 6, 7, 8
Supporting Caregivers
Objective: Discuss caregiving and ways health professionals can support caregivers

Coping with Dying
Objective: Define coping and describe models for coping with dying and death; discuss strategies to help others cope effectively with dying
**Wednesday, April 2**  
**Written Assignment Due (submit to Moodle site by 11:15am)**  
Read: Corr – Review Chapters 11, 16  
Watch: “The Undertaking” on Moodle Site  
Legal Issues After Death  
Objective: Discuss legal issues that may occur after death such as wills, estate planning, probate court, etc.  
Funerals and Rituals  
Objective: Discuss the history, purpose, and current practices in funeralization

**Wednesday, April 9**  
**MIDTERM EXAM #2 OPEN ON MOODLE SITE AT 1:10PM**  
Field Trip to Bradshaw Family Funeral Home (details will be provided in class)  
Objective: Describe the process of making funeral arrangements

**Wednesday, April 16**  
**MIDTERM EXAM #2 DUE BY 11:15AM (on Moodle Site)**  
Read: Corr – Chapter 17  
Survivor Guilt  
Objective: Define survivor guilt and discuss strategies to address it  
Suicide and Suicide Interventions  
Objective: Discuss current trends in suicide and describe appropriate intervention strategies for those who attempt suicide and those who survive

**Wednesday, April 23**  
Read: Corr – Review Chapter 16  
Organ Donation  
Objective: Define organ donation; discuss factors influencing decisions made by family and health professionals concerning organ donation

**Wednesday, April 30**  
Mass Casualties  
Objective: Discuss the impact of death on a large scale and how it affects both those who survive and those who are not personally involved

**Wednesday, May 7**  
**FINAL EXAM OPENS AT 1:10PM**  
Read: Corr – Chapters 1, 19  
Death Education  
Objective: List seven principles of death education and give examples of death education activities appropriate for elementary, secondary, and community groups  
The Meaning of Death in Life  
Objective: Evaluate personal perspectives on life given the semester’s study of death, dying and grief

**FINAL EXAM DUE BY 10:00AM ON TUESDAY, MAY 14TH (MOODLE SITE)**

**Examinations**  
Examination format will consist of short answer/essay questions, covering both assigned readings and lectures. All exams will take place on the Moodle site and will be open for one week. Midterm 1 will open at 1:10pm on February 26th and is due by 11:15am on March 5th. Midterm 2 will open at 1:10pm on April 9th and is due by 11:15am on April 16th. The Final Exam will open at 1:10pm on May 7th and is due by 10:00am on May 14th.
Make-Up Exams
If you are prevented (due to illness or other documented emergency) from taking an exam at the regularly scheduled time, you must: notify the instructor by email before the start of the exam AND talk to the instructor as soon as possible after returning to schedule a make-up exam.

Alternate Exams
If you wish to take the exam in-person (i.e., on paper), contact Sarah at least 2 weeks prior to the exam due date. The time limit will remain the same.

Assignments
Detailed guidelines for the written assignments will be available to you on the Moodle site, but a summary of each is below.

Obituary Exercise- Due February 6th
You will be asked to access the obituary section of a newspaper, either in print or online. You’ll find a “sample” of 100 people who have died and answer various questions about that sample and reflect on your findings.

Written Assignment- Due April 3rd
Undergraduate Students (3040): You will be asked to read and review a book (either fiction or non-fiction) that explores issues related to death and dying. Your review should provide a critique of how death, dying, and grief are presented in your selected book. Your book choice must be submitted for approval by February 20 (on Moodle). Submissions of book choices after February 20 will result in a loss of 5 points from your final paper score.

Graduate Students (6040): You will be asked to write a research paper that integrates your field of study with the course material. Your topic form (i.e., detailed description of your paper topic) must be submitted for approval by February 20 (on Moodle). Submissions of topic forms after February 20 will result in a loss of 5 points from your final paper score.

Reaction Paragraphs
After each class meeting, you will be asked to write a reaction paragraph for each topic covered in that time period. Include your name, the topics covered and what effect(s) each particular topic may have had on you, such as emotions, feelings, sensations, memories, etc. More about this will be discussed in class. 5 points will be awarded for reaction paragraphs that are submitted; 14 paragraphs should be submitted throughout the semester, totaling 70 points possible. (No reaction paragraph will be submitted when we visit the funeral home on April 9th.)

Discussion Board
The discussion board will be used to answer questions or cover any further material we may have missed in lecture. Make sure to check the Moodle site at least once per week for announcements and further information. NOTE: Do NOT discuss grade-related questions on the Discussion Board.

Handouts
Handouts will be used with a number of lectures and become material for which you are responsible. All handouts will be available on the course Moodle site following their presentation in class. Contact the instructor if you cannot locate a handout.

Writing Support
Clarity and the appropriate use of grammar and spelling are professional expectations. Please make certain that all personal communication and submitted work reflects a high standard.

For assistance with writing, contact the UMN Center for Writing’s Student Writing Support at http://writing.umn.edu/sws or (612) 625-1893.
VII. Evaluation and Grading

Requests for information regarding grades or test scores should be made in person by appointment. **Grade information will not be disclosed via email or by phone.**

Grades will be based on the obituary and written assignments, two midterm exams, and a final exam.

<table>
<thead>
<tr>
<th>Submission</th>
<th>Point Value</th>
<th>Due Date</th>
<th>Where to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obituary Assignment</td>
<td>50</td>
<td>February 5(^{th}) (by 11:15am)</td>
<td>Moodle</td>
</tr>
<tr>
<td>Written Assignment (Book Review)</td>
<td>100</td>
<td>April 2(^{nd}) (by 11:15am)</td>
<td>Moodle</td>
</tr>
<tr>
<td>Reaction Paragraphs</td>
<td>70 (14 reactions @ 5 points each)</td>
<td>At beginning of next class (excluding April 9(^{th}))</td>
<td>Moodle</td>
</tr>
<tr>
<td>Midterm Exam #1</td>
<td>100</td>
<td>March 5(^{th}) (opens 2/26)</td>
<td>Moodle</td>
</tr>
<tr>
<td>Midterm Exam #2</td>
<td>100</td>
<td>April 16(^{th}) (opens 4/9)</td>
<td>Moodle</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>May 14(^{th}) by 10:00am (opens 5/7)</td>
<td>Moodle</td>
</tr>
</tbody>
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This course will be graded on a curve if necessary; however, the scores are traditionally high enough so that no curve is needed. If history repeats itself this semester, you can expect the grade lines to be drawn as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>476-520</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
<td>466-475</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>455-465</td>
</tr>
<tr>
<td>B</td>
<td>82-87%</td>
<td>424-454</td>
</tr>
<tr>
<td>B-</td>
<td>80-81%</td>
<td>414-423</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>403-413</td>
</tr>
<tr>
<td>C</td>
<td>72-77%</td>
<td>372-402</td>
</tr>
<tr>
<td>C-</td>
<td>70-71%</td>
<td>362-371</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
<td>351-361</td>
</tr>
<tr>
<td>D</td>
<td>60-67%</td>
<td>310-350</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59%</td>
<td>&lt; 309</td>
</tr>
</tbody>
</table>
It is suggested that students be familiar with “Grading Policies and Practices” found at: http://www.umn.edu/usenate/policies/uniformgrading.html. Language from Senate policies on grading standards and workload expectations can be found at: http://www1.umn.edu/usenate/policies/grades&acadwork.html.

**Late Work Policy**
Submission of late assignments and exams is limited to **one week** past the original due date and will be penalized. If the assignment or exam is submitted within the one-week grace period, your grade will be reduced by one full letter grade. Exams will only be permitted to be taken late for documented illnesses or emergencies.

Permission to submit late work for full credit must be requested prior to the assignment or exam's original due date and will be determined on an individual basis.

Requests to submit assignments or exams after the one-week grace period will be denied unless proof of reasonable extraordinary circumstances is provided. (See definition of “extraordinary circumstances” in the **Incomplete Contracts** section below.)

Individual assignments may have further late policy criteria, which is detailed in the Assignments section above.

**Handouts**
Handouts will be used with a number of lectures and become material for which you are responsible. **All handouts will be available on the course Moodle site following their presentation in class.** Contact the instructor if you cannot locate a handout.

**Writing Support**
Clarity and the appropriate use of grammar and spelling are professional expectations. Please make certain that all personal communication and submitted work reflects a high standard.

For assistance with writing, contact the UMN Center for Writing's Student Writing Support at http://writing.umn.edu/sws or (612) 625-1893.

**Course Evaluation**
Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at onestop.umn.edu.
VIII. Other Course Information and Policies

Grade Option Change
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an “F” or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
**Makeup Work for Legitimate Absences**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

**Appropriate Student Use of Class Notes and Course Materials**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf](http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf).

**Equity, Diversity, Equal Opportunity, and Affirmative Action**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EQ_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EQ_AA.pdf).

**Disability Accommodations**
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/).

**Mental Health and Stress Management**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

**Academic Freedom and Responsibility:** *for courses that do not involve students in research*
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*
Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Template update 9/2013