Part I. **Curriculum Proposal Cover Sheet**

LSC Use Only Proposal No:	*UWUCC Use Only* Proposal No: ~~12-127d~~ 13-30d.
LSC Action-Date: AP-5/2/13	UWUCC Action-Date: App-11/12/13 Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Susan Zimny	Email Address szimny@iup.edu
Proposing Department/Unit Psychology Department	Phone 724.357.5554

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

_____ New Course _____ Course Prefix Change _____ Course Deletion

_X_ Course Revision _____ Course Number and/or Title Change _____ Catalog Description Change

Current course prefix, number and full title *Psyc 378 Psychology of Death and Dying (existing LS Studies Elective)*

Proposed course prefix, number and full title, if changing:

Received
OCT 28 2013
Liberal Studies

2. Liberal Studies Course Designations, as appropriate

_____ This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

_____ Learning Skills _____ Knowledge Area _____ Global and Multicultural Awareness _____ Writing Intensive (include W cover sheet)

_X_ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

_X_ Global Citizenship _____ Information Literacy _____ Oral Communication

_____ Quantitative Reasoning _____ Scientific Literacy _____ Technological Literacy

3. Other Designations, as appropriate

_____ Honors College Course _____ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

_____ Catalog Description Change _____ Program Revision _____ Program Title Change _____ New Track

_____ New Degree Program _____ New Minor Program _____ Liberal Studies Requirement Changes _____ Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Susan T. Zimny	4/2/2013
Department Chairperson(s)	Pearl Berman	4/2/2013
College Curriculum Committee Chair	Anne Kerb	4/18/13
College Dean	Dean	4/18/13
Director of Liberal Studies (as needed)		10/29/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail S Sechrist	11/12/13

Received
APR 18 2013
Liberal Studies

Part II.

NEW SYLLABUS OF RECORD

I. CATALOG DESCRIPTION

PSYC 378: Psychology of Death and Dying 3c-01-3cr

Prerequisite: PSYC 101

Theories and research which delineate the psychological factors affecting the dying person as well as those persons close to the one who is dying are discussed.

II. COURSE OUTCOMES

Students completing this course will be able to:

Objective 1:
Analyze methods historically used to cope with death and dying across a variety of cultures.
Expected Student Learning Outcomes 1, 2, & 3:
Informed Learners, Empowered Learners, Responsible Learners
Rationale:
Students will be exposed to a variety of historical and cross-cultural methods used to cope with death and dying through the use of films, lectures, and assignments. Students will recognize the ways in which historical/traditional coping strategies and rituals have come to influence modern day coping and rituals and will demonstrate their understanding of traditions, beliefs, and conceptualizations regarding death and dying that are different from their own through exams and assignments.

Objective 2:
Identify those factors that are most salient in the establishment of the current Western concepts of death and dying.
Expected Student Learning Outcomes 1 & 2:
Informed and Empowered Learners
Rationale:
Students will come to understand modern-day Western traditions regarding death and dying and how the increasing diversity of the United States may influence variations in coping, behaviors, and rituals related to death and dying. Speakers from a variety of fields relevant to death and dying as well as field trips will support material presented in lectures and readings. Students will also develop an enhanced understanding of rituals observed by different cultures that they will demonstrate in class assignments and exams.

Objective 3:
Discuss various models concerning coping with death and dying in different cultures.
Expected Student Learning Outcomes 1 & 3:
Informed and Responsible Learners
Rationale:
Students will come to understand that the grief process proceeds in stages that are not necessarily sequential and will demonstrate problem-solving skills such as empathy and their intellectual understanding of situations involving grief and bereavement. Assignments will expose students to difficult issues in dying such as confronting impending loss and change, making life and death decisions for another individual, dealing with their own sense of heightened mortality, etc. Being aware that other people and cultures approach these issues differently will require an individual to articulate and examine their reactions to the variability in approaches across and within cultures.

Objective 4:
Demonstrate critical thinking methods in decision-making regarding issues concerning death and dying in different cultures.
Expected Student Learning Outcomes 1 & 3:
Informed and Responsible Learners
Rationale:
Students will understand how historical factors such as superstition and cultural traditions can impact the way an individual chooses to grieve, chooses to conduct rites surrounding death and dying, and reacts to the death so that they can be more supportive and accepting of both their own, as well as another's way of coping with death and dying. Assignments will expose students to difficult issues in dying and will require students to articulate their reactions to the variability in approaches across and within cultures as well as explain their decision-making process involved in various scenarios.

III. COURSE OUTLINE

A. Knowledge and Attitudes Towards Death 10 hours

1. Perspectives on death
2. Differences within and across cultures
3. Individual attitudes
4. End of life issues

B. Death and Health Care Systems 9 hours

1. Risks of death
2. Hospice care
3. Facing death
4. Last rites

C. Funerals & disposition 3 hours
1. Traditional/nontraditional ("Green")

D. Bereavement and Mourning 10 hours
1. Children's Death
2. Adults' Death
3. Suicide

E. Beyond Life 3 hours
1. The Path Ahead
2. Beyond Life

F. Presentations 3 hours

G. Cemetery or Other Trip* 1 hour

H. Exams (3) 3 hours

I. Final Culminating Activity (finals week) 2 hours

*** Field trips vary according to semester but they are conducted during class time. Arrangements for travel are made in class with walking options or student car-pooling. The class travels as a group if driving and accommodations are made for disabled students. Field trips do not pose any additional cost or requirements.**

IV. EVALUATION METHODS

Criteria used in assessing student performance can vary but generally should include a variety of different types of assignments that may include exams in varying formats, class participation and discussion, written in-class assignments and home works, a formal paper, and oral presentations.

More specifically, the following guidelines are recommended:

50%	Exams
10%	Class participation: verbal contributions per class and/or performance on in-class assignments
25%	Homework assignments
10%	Paper that covers a current reading
5%	Class presentation

V. EXAMPLE GRADING SCALE

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
0 - 59%	F

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The course attendance policy is consistent with the University Attendance Policy as published in the undergraduate catalog.

VII. REQUIRED TEXT

DeSpelder, L. A., & Strickland, A. L. (2010). *The Last Dance: Encountering Death and Dying* (9th Ed.). Boston, MA: McGraw Hill.

SUPPLEMENTAL READING:
Callanan, M. & Kelley, P. (2012). *Final Gifts: Understanding the Special Awareness, Needs, and Communications of the Dying*. NY, NY: Random House.

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. BIBLIOGRAPHY

Abramovitch, H.H. (2000). "Good" death and "Bad" death: Therapeutic implications of cultural conceptions of death and bereavement. In H. H. Abramovitch *Traumatic and non-traumatic loss and bereavement: Clinical theory and practice.* Madison, CT: Psychosocial Press.

Barrett, R. K. & Heller, K. S. (2002). Death and dying in the Black experience. *Journal of Palliative Medicine, 5,* 793-799.

Bonoti, F., Leondari, A. & Mastora, A. (2013). Exploring children's understanding of death: Through drawings and the death concept questionnaire. *Death Studies, 37,* 47-60.

Britton, W. B., Bootzin, R.R. (2004). Near death experiences and the temporal lobe. *Psychological Science, 15,* 254 - 258.

Davies, D. E. (2005). Talking about death with dying children. *The New England Journal of Medicine, 352,* 91-92.

Doka, K. (1995). *Children mourning, mourning children.* Washington, DC: Hospice Foundation of America.

Doka, K. (1997). *Living with grief when grief is prolonged.* Bristol, PA: Taylor & Francis.

Edmondson, D., Park, C. L., Chaudoir, S. R., & Wortmann, J. H. (2008). Death without God: Religious struggle, death concerns, and depression in the terminally ill. *Psychological Science, 19,* 754 – 758.

Fitzgerald, H. (2000*). The grieving teen.* New York: Simon & Schuster.

Florian, V. (1989). Fear of personal death and positive life regard: A study of different ethnic and religious-affiliated American college students. *Journal of Cross-Cultural Psychology, 20,* 64-79.

Ho, C. Wallace, C. Tin, A. F. (2012). Beyond knowledge and skills: Self-competence in working with death, dying and bereavement. *Death Studies, 36,* 899-913.

Howath, G. (2007). *Death and dying: A sociological introduction.* Cambridge: Polity Press.

Hsu, C., O'Connor, M. & Lee, S. (2009). Understandings of death and dying for people of Chinese origin. *Death Studies, 33,* 153-174.

Huntington, R., & Metcalf, P. (1987). *Celebrations of death.* London: Cambridge University Press.

Kastenbaum, R. (2003). *Macmillan encyclopedia of death and dying.* NY, New York: Macmillan Reference.

Kastenbaum, R., & Aisenberg, R. (1976). *The psychology of death.* New York: Springer.

Koole, S. L., Greenberg, J., & Pyszczynski, T. (2006). Introducing science to the psychology of the soul. *Current Directions in Psychological Science, 15,* 212-216.

Ma-Kellams, C. & Blasovic, J. (2012). Enjoying life in the face of death: East-West differences in response to mortality salience. *Journal of Personality and Social Psychology, 103,* 773-786.

Rurak, J. E. (2010). Death, dying, and grief. In J. E. Rurak (Ed.) *Behavior and medicine (5th ed.), Cambridge, MA: Hogrefe Publishing.*

Worden, J. (2009). *Grief counseling and grief therapy, 4th Ed.* New York: Springer.

SAMPLE ASSIGNMENT (10 points)

Read "It's Over, Debbie" (below) and write a reaction paper answering the following questions:

1.) In general, what is **your** attitude toward euthanasia, both active and passive, voluntary and involuntary?
2.) If you were in a position to act in the care-giver's role in the story, what would you do? Why?
3.) How might this situation be understood in terms of its political ramifications in contemporary US society? How might this situation be understood in a different culture?

You should use Internet as well as course material to answer this question. Identify your sources where appropriate.

It's Over, Debbie

The call came in the middle of the night. As a gynecology resident rotating through a large, private hospital, I had come to detest telephone calls, because invariably I would be up for several hours and would not feel good the next day. However, duty called, so I answered the phone. A nurse informed me that a patient was having difficulty getting rest, could I please see her. She was on 3 North. That was the gynecologic-oncology unit, not my usual duty station. As I trudged along, bumping sleepily against walls and corners and not believing I was up again, I tried to imagine what I might find at the end of my walk. Maybe an elderly woman with an anxiety reaction, or perhaps something particularly horrible.

I grabbed the chart from the nurses station on my way to the patient's room, and the nurse gave me some hurried details: a 20-year-old girl named Debbie was dying of ovarian cancer. She was having unrelenting vomiting apparently as the result of an alcohol drip administered for sedation. Hmmm, I thought. Very sad. As I approached the room I could hear loud, labored breathing. I entered and saw an emaciated, dark-haired woman who appeared much older than 20. She was receiving nasal oxygen, had an IV, and was sitting in bed suffering from what was obviously severe air hunger. The chart noted her weight at 80 pounds. A second woman, also dark-haired but of middle age, stood at her right, holding her hand. Both looked up as I entered. The room seemed filled with the patient's desperate effort to survive. Her eyes were hollow, and she had suprasternal and intercostal retractions with her rapid inspirations. She had not eaten or slept in two days. She had not responded to chemotherapy and was being given supportive care only. It was a gallows scene, a cruel mockery of her youth and unfulfilled potential. Her only words to me were, "Let's get this over with."

I retreated with my thoughts to the nurse's station. The patient was tired and needed rest. I could not give her health, but I could give her rest. I asked the nurse to draw 20 mg of morphine sulfate into a syringe. Enough, I thought, to do the job. I took the syringe into the room and told the two women I was going to give Debbie something that would let her rest and to say good-bye. Debbie looked at the syringe, then laid her head on the pillow with her eyes open, watching what was left of the world. I injected the morphine intravenously and watched to see if my calculations on its effects would be correct. Within seconds her

breathing slowed to a normal rate, her eyes closed, and her features softened as she seemed restful at last. The older woman stroked the hair of the now-sleeping patient. I waited for the inevitable next effect of depressing the respiratory drive. With clocklike certainty, within four minutes the breathing rate slowed even more, then became irregular, then ceased. The dark-haired woman stood erect and seemed relieved.

It's over, Debbie.

--Name withheld by request

From *A Piece of My Mind*, a feature in the Jan. 8, 1988, issue of JAMA (Vol 259, No. 2). Edited by Roxanne K. Young, Associate Editor.

GRADING RUBRIC

4 points for specifically addressing each part of question #1.

2 points for completely answering question #2.

2 points for completely answering question #3.

2 points for demonstrated use of class sources as well as additional internet sources.

PSYC 378: Psychology of Death and Dying

Overview of changes made from original syllabus of record.

1. Objectives: The course objectives have been realigned with the Expected Undergraduate Student Learning Outcomes as a part of the Liberal Studies Electives revisions under Global Citizenship (See Objectives 1 & 2). Issues pertinent to multicultural differences are addressed explicitly in Course Outline, A, parts 1 & 2. In a world that increasingly provides opportunities for cross-cultural contact, knowledge from this course will encourage individuals to be more understanding regarding the manner in which others deal with issues surrounding death. For example, once attitudes and assumptions of one's own culture regarding death are compared to the attitudes and assumptions of different cultures regarding death, objectivity regarding the appropriateness of bereavement behaviors should be expanded. Outward displays of grief considered deviant in one culture may be socially acceptable and expected in another. An awareness of these differences should facilitate understanding and cooperation between diverse communities in our contemporary culture.
2. An additional objective has been included (Responsible Learners). Particular emphasis throughout the course is placed upon respect for differences in cultural approaches to death and dying. Students address more sustainable funeral methods (Course Outline, C. 1.) Ethical consequences of difficult death decisions are addressed throughout course and in assignments (See Sample Assignment).
3. An example of a class assignment has been included that addresses Responsible Learners Outcome and requires students to consider death decisions in a cross-cultural manner.
4. Additional current references have been included that emphasize cross-cultural differences (See Ma-Kellams & Blasovic, J. (2012); Abramovitch, H.H. (2000); Hsu, O'Connor. & Lee, (2009)).

Old Syllabus of Record

PSYC 378-578 COURSE OBJECTIVES:

To expose students to the variety of ways humans have dealt with death and dying.
To provide students with a historical and cross-cultural foundation for understanding current Western conceptual views about death.
To familiarize students with general models and themes in dying, death and bereavement.
To develop a more mature personal philosophy about death by studying a variety of perspectives.
To develop critical thinking about the medical-social-personal dilemmas encountered in death and dying.
To explore gender and cultural differences in reactions to death.
To provide students with practical knowledge about death so that, as citizens, they may make informed individual choices.

PSYC 378-578 REQUIRED TEXTS:

DeSpelder, L. A., & Strickland, A. L. (2005). *The Last Dance: Encountering Death and Dying* (7th Ed.). Boston, MA: McGraw Hill.

Callanan & Kelley. (1993). *Final Gifts*. NY:Bantam

PSYC 578: Worden, J. W. (1991). Grief Counseling and Grief Therapy. NY: Springer Publishing.

PSYC 378-578 REQUIRED READINGS:

Rituals: Six ways Americans deal with death. (1991, September/October). Utne Reader, pp. 78-84.

Hospice WEB site, nho.org/basics.htm

Rando, T. A. (1983, March - April). The particular difficulties of bereaved parents: Unique factors and treatment issues. The Forum Newsletter, 6 (8).

On reserve in the library are a number of children's books which deal with the topic of death. Pick seven (7) and read before answering the questions please read (you may substitute other books):

1. The Egg Sack (Charlotte's Web)	E.B. White (19&21)
2. The Dead Bird	M. Brown
3. My Grandfather Died Today	J. Fassler
4. Mr. Red Ears	P. Anderson
5. About Dying	S. Stein
6. The Tenth Good Thing About Barney	J. Viorst
7. My Grandson Lew	C. Zolotow

8. What Happened When Grandma Died	P. Barker
9. Where's Jess	J. & M. Johnson
10. I had a friend named Peter	Cohn/Owens
11. A gift for Tia Rosa Dillon Press Minneapolis MN 55415	K. Taha
12. Tell Me, Papa	J & M Johnson
13. Anne and the Old One	M. Miles
14. The Accident	C. Carrick
15. When dinosaurs die	L. & M. Brown
16. After the funeral	L. Winsch

PSYC 378-578 RECOMMENDED TEXTS:

None.

PSYC 378-578 EVALUATIONS:

PSYC 378:

Course grades are based on achievement on (1) four multiple choice and short answer examinations based on the DeSpelder and Strickland (D & S) text material, (2) class participation and discussion, (3) one written assignment based on the Callanan & Kelley (C & K) material, (4) homework assignments, and (5) two class presentations. Final grades will be based on the total points accumulated throughout the semester as follows:

450 - 500	A
400 - 449	B
350 - 399	C
300 - 349	D
LT 300	F

Exams are worth 50 points each (4 X 50 = 200) and class discussions are worth 5 points each (18 X 5 = 90). The C & K paper will count for a maximum of 100 points. Homework assignments will count for 20 points each (3 X 20 = 60) and the class presentations will be worth 25 points each, for a total of 200 + 90 + 100 + 60 + 50 = 500 points.

PSYC 578:

Course grades are based on achievement on (1) four multiple choice and short answer examinations based on the DeSpelder and Strickland (D & S) text material, (2) review papers based on Worden material, (3) one written assignment based on the Callanan & Kelley (C & K) material, and (4) two class presentations based on the Worden material. Final grades will be based on the total points accumulated throughout the semester as follows:

450 - 500	A
400 - 449	B
350 - 399	C
300 - 349	D
LT 300	F

Exams are worth 50 points each (4 X 50 = 200). The C & K paper will count for a maximum of 100 points. The Worden material review papers will be worth 50 points each (2 X 50) and the class presentations will be worth 50 points each, for a total of 200 + 100 + 100 + 100 = 500 points

PSYC 378 BASIC COURSE OUTLINE

1. Changing attitudes toward death
2. Sociocultural factors in the study of death
3. Historical factors in the study of death
4. Health care systems
5. Death systems
6. Facing death
7. End-of-life issues
8. Survivor issues
9. Rituals regarding death
10. Children and death
11. Adults and death
12. Suicide
13. Risks of death
14. Afterlife issues

ATTENDANCE POLICY

Consistent with IUP policy, students are expected to attend class. It is recognized, however, that students may miss class as a result of illness or personal emergencies. Keep in mind that repeated absences will decrease your participation grade. However, students who miss class must assume responsibility for obtaining information, including assignments, disseminated during the missed class. Students who miss more than 3 lecture classes will have their final grade reduced by one-half letter grade per class missed without PRIOR advice.

LIBERAL STUDIES COURSE APPROVAL GENERAL INFORMATION

1. This course is currently taught by a single faculty member who periodically evaluates current research and literature in the content domain and makes appropriate adjustments.

2. Different cultures view death and dying from different perspectives and have developed different ways of dealing with these issues. PSYC 378 specifically and explicitly deals with such variations across and within cultures in its syllabus (See points 1 & 2 under *Knowledge and Attitudes Toward Death* in syllabus).

3. A paper is assigned to address specific questions raised by the required supplemental reading (See *Evaluation Methods* Section above).

4. PSYC 378 is not an introductory course. It is a 300 level course and PSYC 101 is a prerequisite for it. The structure and content of the course is based on the supposition that students have a basic awareness of various levels of analysis of human behavior and the contributing biological, psychological, and social-cultural factors that combine to produce specific human behaviors. This course emphasizes, but is not limited to, the sociocultural factors.

Part III. Letters of Support

Because these changes do not affect any departments and/or their programs, it was deemed unnecessary to provide letters of support from other academic units.