SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 12.0301
SEMESTER: Departmental Syllabus
COURSE TITLE: The Grieving Process
COURSE NUMBER: PSYC-0115
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Students examine the psychological and ethical issues inherent in grief in order to understand the complex responses that result from a significant loss. This interdisciplinary course draws material from psychology, psychiatry, sociology, anthropology, medicine, religion, and philosophy.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:

I. Attitudes Toward Death.
   A. Factors affecting familiarity with death.
B. Expressions of attitudes toward death.
C. The present milies.

II. Cross-Cultural and Historical Perspectives on Death.
A. Death in early and traditional cultures.
B. Death and dying in Western Culture.

A. Facing Death: Living with Life-Threatening Illness.
1. Being with someone who is dying.
2. Coping with life-threatening illnesses.
3. Treatment options and issues.
4. The dying trajectory.

B. Medical Ethics: Dying in a Technological Age.
1. Informal consent to treatment.
2. Choosing death: Euthanasia and allowing to die.
3. Considering ethical issues.

C. Suicide
1. Comprehending suicide.
2. Explanatory theories of suicide.
4. Lifespan perspectives on suicide.
5. Suicide notes.
6. Prevention, Intervention and Postvention.

D. Survivors: Understanding the Experience of Loss.
1. Bereavement, Grief and mourning.
2. Models of grief
3. Variables influencing grief.

E. Last Rites: Funeral and Body Disposition.
1. Psychosocial aspects of Last Rites.
2. The American funeral.
3. Selecting funeral services.

F. Death in the Lives of Children and Adolescents.
1. Early childhood encounters with death.
2. Development of the understanding of death.

G. Death in the Lives of Adults.
1. Parental bereavement
a. Childbearing losses
b. Miscarriages
c. Abortion
d. Stillbirth
e. Neonatal
f. Sudden infant death syndrome
2. Spousal Bereavement.
3. Death of Parent.

H. Risks of Death in the Modern World.
   1. Risk taking
   2. Accidents
   3. Disasters
   4. Violence
      a. Assessing the homicidal act.
      b. Capital Punishment.
      c. Steps toward reducing violence.
   5. War
   6. AIDS

I. Beyond Death/After Life.
   1. Traditional concepts about life after death.
   2. Near-Death experiences.

J. The Path Ahead: Personal and Social Choices.
   1. The value of exploring death and dying.
   2. New directions in death education

EXPECTED LEARNER OUTCOMES:

A. The student will be able to identify historical antecedents of current attitudes toward death.
B. The student will be able to discuss how culture influences death, dying and bereavement.
C. The student will be able to describe various stages in the dying process.
D. The student will be able to identify treatment strategies for individuals with life-threatening illnesses.
E. The student will be able to evaluate ethical issues involved in euthanasia.
F. The student will be able to explain the risk factors influencing suicide through the lifespan.
G. The student will be able to describe the different models of grief.
H. The student will be able to discuss the function of funeral rites.
I. The student will be able to review children’s conception of death and their mourning reactions.
J. The student will be able to discuss adult losses associated with death of spouse, baby/child and parents.
K. The student will be able to identify social and personal consequences of studying death and dying.
COURSE COMEPETENCIES:

The student will be able to identify historical antecedents of current attitudes toward death.
1. The student will be able to contrast nineteenth and twentieth-century death attitudes and customs.

The student will be able to discuss how culture influences death, dying and bereavement.
2. The student will be able to explain how attitudes toward death are expressed through language, mass media, music, literature and the arts.
3. The student will be able to list reasons for studying death and dying in the text and your own experience.
4. The student will be able to describe the historical changes in death-related beliefs and practices in Western culture.
5. The student will be able to discuss diversity of death-related ritual and beliefs found in various cultures.

The student will be able to describe various stages in the dying process.
6. The student will be able to describe the possible reactions of the patient, friend and family to news of a life-threatening diagnosis.
7. The student will be able to appraise the Kubler-Ross stage model of coping with dying versus Weisman’s task model.

The student will be able to identify treatment strategies for individuals with life-threatening illnesses.
8. The student will be able to suggest several different ways of coping with a life-threatening illness.
9. The student will be able to compare the four patterns of family interaction identified by Claser and Strauss and analyze the pros and cons of each.
10. The student will be able to assess the comparative benefits of surgery, radiation therapy and chemotherapy in treating cancer.
11. The student will be able to discuss and diagram a “dying trajectory.”
12. The student will be able to give examples of social support for people with life-threatening illnesses.
13. The student will be able to review patients’ rights with respect to self-determination and informed consent.
14. The student will be able to evaluate the options of care for hopelessly ill or comatose patients, attending to ethical considerations.

The student will be able to evaluate ethical issues involved in euthanasia.
15. The student will be able to assess each side of the issue of Euthanasia and construct a convincing position statement for each.

The student will be able to explain the risk factors influencing suicide through the lifespan.
16. The student will be able to cite at least two statistics concerning the frequency of suicide.
17. The student will be able to identify at least three motives for suicide at each stage of the
lifespan: Childhood, adolescence and young adulthood, middle adulthood, and late adulthood.

18. The student will be able to distinguish between suicide prevention, intervention, and postvention.

**The student will be able to describe the different models of grief.**

19. The student will be able to differentiate between bereavement, grief, and mourning.

20. The student will be able to identify the four tasks of mourning postulated by William Worden.

21. The student will be able to give examples of physical, perceptual, and emotional symptoms of grief.

**The student will be able to discuss the function of funeral rites.**

22. The student will be able to describe the psychosocial functions of death notification and funeral rites. Identify how these social activities fulfill the psychological needs of the bereaved.

**The student will be able to review children’s conception of death and their mourning reactions.**

23. The student will be able to explain how children of differing ages understand the concept of death.

24. The student will be able to describe and give examples of the developmental phases as related to terminally ill children’s understanding and fears.

**The student will be able to discuss adult losses associated with death of spouse, baby/child and parents.**

25. The student will be able to review adult life losses.

26. The student will be able to describe why the death of a baby/child may evoke a high-grief response from parents.

27. The student will be able to list several issues associated with spousal bereavement and death of a parent.

28. The student will be able to list various risks of death in the modern world.

29. The student will be able to discuss views of life after death and near-death experiences.

**The student will be able to identify social and personal consequences of studying death and dying.**

30. The student will be able to list social and personal consequences of studying death and dying.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means of classroom participation, out-of-class written assignments, a minimum of three in class one-hour examinations, and a final examination.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended
to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, Room 3354 or at 913-288-7670.
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.