

PubH 6040 – section 001

Dying and Death in Contemporary Society: Implications for Intervention Spring 2009

Credits: 2

Meeting Days: Wednesdays

Meeting Time: 4:40-6:35pm

Meeting Place: Mayo 3-125

Instructor: Jerri Wachter, MPH, RD

Office Location: 1-210 Moos Tower

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Office Hours: by appointment

Teaching Assistant (TA): Ellen Orchard

Questions regarding the course content, procedures, day-to-day happenings, etc., should be directed to the teaching assistant.

E-mail: pubh3040@umn.edu

Phone: 612-625-6978

Office hours: Wednesday 2-4, by appointment

Course Website: We are recommending that users go to <http://myu.umn.edu> (the University MyU portal) to access all WebVista sites.

- 1) Go to <http://myu.umn.edu>
- 2) Login with your UMN Internet ID and password
- 3) Click the “my Courses” tab OR “myU Space” link
- 4) Scroll down the “Courses” until you see the link for this course:
[PubH 3040 - 6040 - Section 001 - Spr 2009](#)
- 5) Click this link to get to the course site

NOTE: IF you have not logged into <http://myu.umn.edu> before, you may not see your section immediately. Click on the WebVista C link (the professor in mortar hat and gown) and the link will take you to My WebVista and your course list. If you have problems accessing the website or logging in, it may be due to your browser's configuration. You can fix this by going to www.webct.umn.edu/browser. The browser set up will ensure your browser is correctly configured so the application will be available to you.

Email: We will use your University email address to notify you of important announcements (such as examinations, forced cancellation of class due to weather, etc.). When you reply to course emails, make sure that you are replying only from your University email address. The Family Educational Rights and Privacy Act (FERPA) does not allow us to send class related material to non-U of M email accounts. Please correspond with us using only your U of M email account. We will not respond to emails sent from non-U of M accounts. This is to

ensure your privacy and ensure that someone other than yourself cannot gain your student data by setting up a non-secure account in your name.

NOTE: Requests for information regarding grades or test scores should be made in person during TA office hours or by appointment. Grade information will not be disclosed via email or by phone.

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; prerequisites: Grad or professional school student or instructor consent

III. Course Goals and Objectives

The basic objectives of this course, indeed of all courses and of the University itself, are engraved in stone over Northrop Auditorium. Glance at them from time to time. The instructor of this course takes them 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 6040 is an in-person course.

For University 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

Corr, Charles A., Clyde M. Nabe, Donna M. Corr; *Death and Dying: Life and Living*. Sixth Edition. Belmont CA: Wadsworth, 2009. ISBN 0-495-50646-X

The text is available in the University Bookstore in Coffman Union. If you have difficulty locating the text, ask a customer service representative for assistance. Additional readings may be suggested, but not required, for most lectures.

VI. Course Outline/Weekly Schedule

Wednesday, January 21

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

Readings: Corr – Prologue, Chapters 2, 3, 4

Wednesday, January 28

Death Across Cultures – TBD

Objective: Differentiate standards and expectations of death as viewed by various cultures

Death and Grief in an International Community – TBD

Objective: Discuss issues surrounding an international community's response to death and grief, and how these impact funeral rituals in that community

Readings: Corr – Chapters 5, 19

Wednesday, February 4

Introduction to Grief – TBD

Objective: Define grief, mourning, and bereavement; describe the impact of grief on individuals

Readings: Corr – Chapters 6, 9, 10, 11

Wednesday, February 11

Grief Interventions: Abnormal and Professional – Pauline Boss, Ph.D.

Objective: Describe models of uncomplicated and complicated grief and suggest appropriate interventions; discuss problems encountered by professionals when addressing dying and death

Readings: Review Corr – Chapters 9, 10, 11

Wednesday, February 18

Grief Experiences: Women who Miscarry – Elizabeth Levang, Ph.D.

Objective: Understand the significance of miscarriage on a woman and her partner, and the impact on family members

Grief Experiences: Children and Death – TBD

Objective: Discuss how children relate to death and how they develop a concept of death

Grief Experiences: Companion Animal Grief – Video

Objective: Understand the significance of the loss of a pet and the impact on family members

Readings: Corr – Chapters 12, 13, pg. 409-413

Recommended: Corr – pg. 259-261, Chapters 14, 15

Wednesday, February 25

Advanced Directives – Marlene Stum, Ph.D.

Objective: Understand legal issues that arise before and after death

Readings: Corr – Chapter 16

MIDTERM EXAM #1

Wednesday, March 4

Hospice Care – Donald Grossbach, M.D.

Objective: Discuss needs of dying patients and how hospice is organized to meet those needs

Dying Process – Donald Grossbach, M.D.

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

Readings: Corr – Chapters 7, 8, Review Chapter 6

GRADUATE TOPIC FORMS DUE

Wednesday, March 11

Ethical Issues – Panel of Speakers (TBD)

Objective: Describe the considerations of family members, and the health care, religious and legal communities; discuss the moral dilemma surrounding euthanasia

A Chaplain's Role in Dying and Death – Chuck Ceronsky

Objective: Describe the role a Chaplain plays in end-of-life care and discuss ethical issues s/he may face

Readings: Corr – Chapters 18, Review Chapter 8

Wednesday, March 18

SPRING BREAK – No Classes

Wednesday, March 25

Organ Donation – Jeff Richert, LifeSource

Objective: Discuss factors influencing decisions made by family and health professionals concerning organ donation

Readings: Corr – Review Chapter 16

Wednesday, April 1

Suicide and Suicide Interventions – Video

Objective: Discuss current trends in suicide and describe appropriate intervention strategies for those who attempt it and those who survive

Readings: Corr – Chapter 17

MIDTERM EXAM #2

Wednesday, April 8

Response to Mass Casualties – Plane Crashes, Natural Disasters, Wars – TBD

Death Response Teams

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

Readings: None

Wednesday, April 15

Funerals and Rituals – Jody LaCourt

Objective: Describe innovative programs on advanced directives to people who normally do not have them; discuss the history, purpose, and current practices in funeralization

Readings: Corr – Review Chapters 4 (pg. 84-87), 11

GRADUATE RESEARCH PAPER DUE

Wednesday, April 22

Field Trip – Washburn-McReavy Funeral Home

Objective: Describe the process of making funeral arrangements

Readings: None

Wednesday, April 29

“The Undertaking”

Death Education as an Intervention

Objective: List seven principles of death education and give examples of death education activities appropriate for elementary, secondary, and community groups

Readings: Corr – Chapter 1, Review Chapters 12, 13

Wednesday, May 6

Future Trends in Death

Course Wrap-Up

Objective: Discuss current and future issues regarding death, loss, and grief

Readings: Corr – Chapter 20, Epilogue

**Final Take-Home Exam due by 4:00pm on
Monday, May 11th in 1-210 Moost**

VII. Evaluation and Grading

Grades for PubH 6040 will be given either under the A/F or the S/N option. It is your responsibility to see that the system you choose is compatible with your career goals and your college requirements. Choose your grading option after reading the following paragraphs and consulting with your advisor. Students may change grading options during the initial registration period or during the first two weeks of the semester. The grading option may not be changed after the second week of the term.

Grades will be based on two midterm exams, a written assignment, and a take-home final exam. Examination format will consist of short answer/essay questions, covering both readings and lectures. Grades will be calculated separately for undergraduate and graduate students.

Midterm Exam #1	25% of final grade
Midterm Exam #2	25% of final grade
Research Paper	30% of final grade
Take-home Final Exam	20% of final grade

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: 100 - 92% = A; 91 - 90% = A-; 89 - 88% = B+; 87 - 82% = B; 81 - 80% = B-; 79 - 78% = C+; 77 - 72% = C; 71 - 70% = C-; 69 68% = D+; 67 - 60% = D, 59% and lower = F

NOTE: 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>.

Course Evaluation

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called 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. All students will have access to their final grades 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 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 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: 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

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.

School of Public Health students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information. Students registered through a school other than the School of Public Health should contact his/her college or advisor for withdrawal information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

We believe it is our job to protect the integrity of the degree you are working so hard to receive. Please feel free to contact the TA with any questions about correct citations or other issues dealing with Scholastic Dishonesty.

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University's Student Conduct Code defines scholastic dishonesty as "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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

The preceding information also applies to students who are retaking the course (i.e., have taken this exact course with this instructor in the past). It is not acceptable to use assignments that have been previously submitted for a grade. All work must be original and unique to the student and this term of enrollment. Please contact the instructor or the TA if you have a question about this.

For additional information on issues of scholastic dishonesty, see the Office of Student Conduct and Academic Integrity website at <http://www.umn.edu/oscai>.

"Clarity and the appropriate use of grammar and spelling are professional expectations. Please make certain that all personal communication and submitted assignments reflect a high standard."

Assistance with writing or organizational skills can be obtained through University Counseling and Consulting Services at <http://www.ucs.umn.edu> (612-624-3323).

Classes and tutors are available for students for which English is a second language. Contact Lynne Ackerberg, Director, MN English Center, <http://cla.umn.edu/mec> (612-363-4548).

If you have any questions, consult the instructor or TA.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may

* Cheryl Robertson PhD, MPH, RN, NURS 5800 syllabus Fall 2007

affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).