

## I. CATALOG INFORMATION

A. Discipline: PSYCHOLOGY

B. Subject Code and Number: PSY M10

C. Course Title: Dying and Death

D. Credit Course units:

Units: 3

Lecture Hours per week: 3

Lab Hours per week : 0

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week \_\_\_\_\_

G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

H. Is the course co-designated (same as) another course: No ☒ Yes ☐

If YES, designate course Subject Code & Number: \_\_\_\_\_

I. Course Description:

Explores issues and decisions concerned with dying and death over the life span.  
Covers topics such as historical and cross-cultural perspectives, death socialization, medical ethics, the health-care system, legal issues, and after-life concerns.

J. Entrance Skills

\*Prerequisite: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

\*Corequisite: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

Limitation on Enrollment: No ☒ Yes ☐

\_\_\_\_\_

Recommended Preparation: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

Other: No ☒ Yes ☐

\_\_\_\_\_

K. Other Catalog Information:

## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	articulate how attitudes towards death have evolved in the US over the last century and how these attitudes are often expressed in humor, media, and the arts.	Written Assignments. Projects. Quizzes. Exams.
2	examine personal experiences, feelings, and assumptions about death.	Written Assignments. Projects.
3	articulate the complexities of defining death and the social ramifications associated with the various definitions.	Written Assignments. Projects. Quizzes. Exams.
4	identify the components of a mature concept of death and be able to identify the factors that influence a child's understanding of dying and death.	Written Assignments. Projects. Quizzes. Exams.
5	describe the diversity of death-related rituals and beliefs found in various cultures and be able to compare/contrast these rituals/beliefs to those in the US.	Written Assignments. Projects. Quizzes. Exams.
6	describe major ethical issues associated with dying and death and appreciate the difficulty in resolving these issues.	Written Assignments. Projects. Quizzes. Exams.
7	describe and assess patterns of coping with life-threatening illness according to theories on dealing with life-threatening illnesses.	Written Assignments. Projects. Quizzes. Exams.
8	identify the various types of health care for terminally ill patients and be able to differentiate between their functions and purposes.	Written Assignments. Projects. Quizzes. Exams.
9	describe and evaluate different models of grief as well as understand how different variables affect the grieving process.	Written Assignments. Projects. Quizzes. Exams.
10	identify various types of bereavement support and understand how bereavement may provide an opportunity for growth.	Written Assignments. Projects. Quizzes. Exams.
11	explain how a grieving and terminally ill child's fears and anxieties are developmentally related.	Written Assignments. Projects. Quizzes. Exams.

12	articulate what is meant by child-bearing losses and be able to discuss the complexities associated with the different types of child-bearing losses.	Written Assignments. Projects. Quizzes. Exams.
13	describe the factors influencing spousal bereavement and summarize the types of social support available.	Written Assignments. Projects. Quizzes. Exams.
14	articulate the risk factors associated with suicide, be able to differentiate between myths and facts about suicide, and be familiar with resources available to help someone struggling with suicide ideation.	Written Assignments. Projects. Quizzes. Exams.
15	articulate the importance and value of death education.	Written Assignments. Projects. Quizzes. Exams.

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
10.00%	Defining death and its implications	3, 15
10.00%	Cross-cultural and historical perspectives on death and the afterlife	2, 5, 15
10.00%	Ethics: end-of-life issues and decisions	2, 6, 15
10.00%	Living with life-threatening illnesses	7, 8, 15
10.00%	Attitudes toward death	1, 2, 15
10.00%	Grieving and terminal illness in the lives of children	11, 15
10.00%	Death in the lives of adults	12, 13, 15
10.00%	Suicide	14, 15
10.00%	Gaining a mature understanding of dying and death: a developmental process	2, 4, 15
10.00%	Grief: understanding the experience of loss	2, 9, 10, 15

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	write a deathography in which students reflect upon their attitudes towards death as well as on the factors/experiences that may have shaped those attitudes.
2	write a paper on developmental stages as they pertain to a mature understanding of death.
3	write a paper comparing and contrasting suicide, physician-assisted suicide, and euthanasia.

B. Appropriate outside assignments

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Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	interview a number of religious leaders regarding death rituals.
2	research support opportunities for individuals recently bereaved.
3	collaborate with other students on group projects.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	analyze the role that death beliefs play in shaping death rituals across cultures.
2	create a fictional individual who has experienced the death of a loved one by journaling what they may experience in terms of stages of grief and the process of coping with loss.
3	analyze and present the arguments for and against physician-assisted suicide as well as euthanasia.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☐ Laboratory/Activity
- ☒ Other (Specify) PowerPoint presentations and case studies.
- ☐ Optional Field Trips
- ☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam           | <input checked="" type="checkbox"/> Classroom Discussion    | <input type="checkbox"/> Skill Demonstration        |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation   |
| <input checked="" type="checkbox"/> Objective Exams      | <input checked="" type="checkbox"/> Projects                | <input checked="" type="checkbox"/> Other (specify) |

In-class presentation on cross-cultural death beliefs/rituals.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

DeSpelder, Lynne, and Albert Lee Strickland. The Last Dance: Encountering Death and Dying. 10th ed. McGraw-Hill, 2014.

Kastenbaum, Robert. Death, Society, and Human Experience. 11th ed. Pearson, 2012.

Corr, Charles A., and Donna M. Corr. Death & Dying, Life & Living. 7th ed. Cengage, 2012.

# VIII. STUDENT MATERIALS FEES

☒ No ☐ Yes

# IX. PARALLEL COURSES

College	Course Number	Course Title	Units
UC Riverside	RLST 15	Death	4
American River College	PSYC 390	Psychology of Death and Dying	3
Sacramento Community College	PSYC 390	Psychology of Death and Dying	3
San Jose State Univ.	GERO/HUM/RELS 99	Death, Dying and Religions	3
CSU Chico	RELS 264	Dying, Death, and Afterlife	3

# X. MINIMUM QUALIFICATIONS

## Courses Requiring a Masters Degree:

Master's degree in psychology OR bachelor's degree in psychology AND master's degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.

# XI. ARTICULATION INFORMATION

## A. Title V Course Classification:

1. This course is designed to be taken either:

- ☐ Pass/No Pass only (no letter grade possible); or  
☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

## B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☒ No: ☐ If YES, what section(s)?

- ☐ A1 - Natural Sciences - Biological Science  
☐ A2 - Natural Sciences - Physical Science  
☐ B1 - Social and Behavioral Sciences - American History/Institutions  
☒ B2 - Social and Behavioral Sciences - Other Social Behavioral Science  
☐ C1 - Humanities - Fine or Performing Arts  
☐ C2 - Humanities - Other Humanities  
☐ D1 - Language and Rationality - English Composition  
☐ D2 - Language and Rationality - Communication and Analytical Thinking  
☐ E1 - Health/Physical Education  
☐ E2 - PE or Dance  
☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU?    Yes: ☒ No: ☐
2. If YES do you recommend this course for inclusion on the CSU General Education list?  
Yes: ☒ No: ☐ If YES, which area(s)?
- A1 ☐    A2 ☐    A3 ☐    B1 ☐    B2 ☐    B3 ☐    B4 ☐
- C1 ☐    C2 ☐    D1 ☐    D2 ☐    D3 ☐    D4 ☐    D5 ☐
- D6 ☐    D7 ☐    D8 ☐    D9 ☒    D10 ☐    E ☐

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC?    Yes: ☒ No: ☐
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?    Yes: ☒ No: ☐

IGETC Area 1: English Communication

- ☐ English Composition  
☐ Critical Thinking-English Composition  
☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts  
☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology  
☐ Economics  
☐ Ethnic Studies  
☐ Gender Studies  
☐ Geography  
☐ History  
☐ Interdisciplinary, Social & Behavioral Sciences  
☐ Political Science, Government & Legal Institutions  
☒ Psychology  
☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

☐

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course
- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:  
Research, using the Library's print and online resources for paper or project on topics such as comparing and contrasting suicide, physician-assisted suicide, and euthanasia.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

PSY M10: Not Applicable

**XIV. WORKPLACE PREPARATION**

PSY M10: Not Applicable

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

1. Mode of Delivery

- ☒ Online (course will be delivered 100% online)
- ☒ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☒ Online/Hybrid (a percentage of instruction will be held online and the

remaining percentage of instruction will be held onsite)

- ☐ Lab activities will be conducted onsite
- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide lessons that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors may also meet with students for study sessions and online office hours using online communication tools. Instructors will provide students with timely feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via email with the course shell, by campus mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and dues dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

- Students may view video lessons and/or text-based lessons corresponding to course content and learning objectives
- Students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company - Students may engage in Internet searches and Library online database resources on topics corresponding to course content and learning objectives - Students may test their knowledge with interactive online quizzes - Students may interact with the instructor and classmates using an online discussion forum - Students may submit questions to the instructor by email or ask in person in a virtual classroom - Instructor may create student groups or group activities using the online course

5. Explain how instructors teaching this course will provide multiple methods of content representation.

Content and instructional delivery will include (but is not limited to):

- lecture notes - PowerPoint presentations - audio recordings - online video and DVD presented material - social media - discussion forums - interactive software - Internet resource sites

6. Describe how instructors teaching this course will evaluate student performance.

Possible assignments that students may be required to complete include (but are not limited to):



- complete reflective writing assignments focused on application of course content
- evaluate psychology related research
- complete regular online quizzes and/or exams
- complete written assignments related to key course concepts
- participate in online discussion forums
- participate in group assigned projects

## **XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

**General Education Division of Learning** [check all applicable boxes]:

- ☐ Natural Sciences
  - ☐ Biological Science
  - ☐ Physical Science
- ☒ Social and Behavioral Sciences
  - ☐ American History/Institutions
  - ☒ Other Social Science
- ☐ Humanities
  - ☐ Fine or Performing Arts
  - ☐ Other Humanities
- ☐ Language and Rationality
  - ☐ English Composition
  - ☐ Communication and Analytical Thinking
- ☐ Health/Physical Education
- ☐ Ethnic/Women's Studies

**Check either Option 1 or Option 2**

- ☒ **OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- ☐ **OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

## **XVII. STUDENT MATERIALS FEE ADDENDUM**

PSY M10: Not Applicable

## **XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

PSY M10: Not Applicable

## **XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: PSYCHOLOGY

Discipline Code and Number: PSY M10

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Julie Campbell 09/16/2014

Faculty Peer: Jacqueline Williams 09/20/2014

Curriculum Rep: Elisa Setmire 09/25/2014

Department Chair: Danielle Vieira 09/17/2014

Division Dean: Amanuel Gebru 09/24/2014

Approved By:

Curriculum Chair: Jerry Mansfield 11/06/2014

Executive Vice President: Lori Bennett 12/03/2014

Articulation Officer: Letrisha Mai 10/15/2014

Librarian: Mary LaBarge 10/14/2014

Implementation Term and Year: Fall 2015

Approval Dates:

Approved by Moorpark College Curriculum Committee: 11/04/2014

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): \_\_\_\_\_