

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF HEALTH SCIENCES

Health Science 3307 – Death, Dying, and Bereavement
Thursdays: 6:00 pm – 8:50 pm
CHS Room 236
Fall, 2009

Instructor:	Sharon Thompson, MPH., Ph.D., CHES
Office:	Room 706
Office Hours:	Mondays: 9:30 am – 11:30 am, Tuesdays: 11:00 am – 1:00 pm, Thursdays: 3:30 pm – 5:30 pm, Or by appointment.
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Required Text: Dennis, D.D. (2009). *Living, Dying, Grieving*. Boston, MA: Jones and Bartlett.

Course Description: Concepts, attitudes, ethics and lifestyle management related to dying, death, grief, and bereavement. The course provides in-depth knowledge of the medical, financial, physical, legal, and social implications of death and dying as related to health promotion and wellness.

Methods: The following methods will be used to examine the field of death, dying and bereavement:

- ✓ Lecture-discussion
- ✓ Assigned readings in text or handouts.
- ✓ Educational Videos
- ✓ Group Assignments/Activities
- ✓ Individual Assignments/Activities

Course Objectives: By the end of the semester the student will be able to:

1. Describe cultural and historical perspectives death.
2. Discuss the American healthcare system as it relates to death.
3. Define bioethics, euthanasia, and physician-assisted suicide.
4. Identify terminal diseases, conditions, and processes of dying.
5. Describe end-of-life issues.
6. Explain grief and the grief process.
7. Discuss the funeral business and disposal of the body.
8. Differentiate between how adults, adolescents, and children view death.
9. Examine issues related to suicide and death by violence.

Activities and Grading Plan

- **Assignments** - Group and individual exercises/activities will be assigned throughout the semester. In order to earn the points, the student must be in attendance. Individual and group assignments/activities cannot be made up at a later time (50 points).
- **Journal** – Students will be administered questionnaires and other survey instruments regarding attitudes and perceptions about a variety of issues related to death, dying, and bereavement. Based on the results questionnaires, the student will write a 2-3 paragraph reflection summarizing his/her thoughts, feelings, and conclusions regarding the topic. Students will be afforded some class time for this process and the remaining work will be completed independently. These journal entrees will be compiled and submitted to the instructor by the end of the semester (50 points).
- **Presentation** – A group presentation will be assigned. Further instructions will be provided (100 points).
- **Quizzes** – Objective open book and open note quizzes will be administered during approximately the first 15 minutes of each class period. The quiz will cover the chapter(s) to be discussed in lecture that day. The student must be in attendance and on time in order to take the quizzes (100 points).
- **Final examination** – There will be three examinations. The test items may be objective in nature including: multiple choice, true/false, listing, and/or matching. These three exams will be of equal weight. (These examinations will **NOT** be open book or open notes (3 exams 100 points each).

	Points
⇒ Assignments	50
⇒ Journal	50
⇒ Group Presentation	100
⇒ Quizzes	100
⇒ Examinations	<u>300</u>
TOTAL	600

Grading Scale

600 – 537 Pts	A
536 – 477 Pts	B
476 – 417 Pts	C
416 – 357 Pts.	D

356 or below	F
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Attendance Policy and Tardiness: An excused absence is a university excused absence as defined in the University catalog. Please refer *The University of Texas at El Paso Undergraduate Catalog* for specific details. Make-up examinations and activities/assignments, etc. will **only** be granted in the event of a university excused absence. Students who are excessively absent from class (as determined by the instructor) will be dropped from the course.

Punctual attendance to all class sessions and remaining for the duration of the class is required. Chronic tardiness or leaving early will not be tolerated. Students who are excessively tardy to or leave early from class (as determined by the instructor) will be dropped from the course.

Notice of Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.” Regent’s Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced.

Special Concerns: If the student has any special needs or concerns, these should be brought to the instructor's attention as soon as possible. This includes disabilities relevant to successful completion of this course. Disabled Student Services, located on main campus, is available to assist.

Course Guidelines:

- Students are responsible for studying assigned readings or handouts **BEFORE** each class session.
- Students are expected to be on time to class each session. Be punctual.
- Students are expected to remain in class for the duration of the session. Premature departure is highly discouraged.
- If the student must be absent, he/she is responsible for obtaining the material, notes, handouts, etc. covered during the session from a classmate.
- Group and individual assignments must be turned in on time. Absolutely **NO** late assignments will be accepted.

- Group or individual activities must be completed on the assigned date. Group or individual activities may **NOT** be made up at a later date.
- Make-up quizzes/exam will only be given in the event of a University excused absence as defined on pg. 112 of the UTEP Undergraduate 2008-2009 Catalog.
- Mobile telephones, text messaging, and beepers/pagers are absolutely **PROHIBITED**.
- Remember, students earn grades; professors do not give grades.

Course Schedule

(This is a tentative course outline and subject to change pending notification by the professor.)

08/27/09	Thursday	Introduction and Class Orientation Chapter 1: Why Study Death and Dying? Chapter 2: What Does it Mean to Die?
09/03/08	Thursday	Chapter 3: Culture and Historic Perspectives on Death Chapter 4: The American Healthcare System
09/10/09	Thursday	Chapter 5: Bioethics, Euthanasia, and Physician-Assisted Suicide Chapter 6: Terminal Diseases and Conditions
09/17/09	Thursday	Exam I
09/24/09	Thursday	Chapter 7: Processes of Dying Chapter 8: End-of-Life Issues
10/01/09	Thursday	Chapter 9: Death of a Loved One Chapter 10: Grief and the Process of Grieving
10/08/09	Thursday	Chapter 11: Death-Related Tasks and Decisions Chapter 12: The Funeral Business and Disposal of the Body
10/15/09	Thursday	Exam II
10/22/09	Thursday	Chapter 13: How Children and Adolescents View Death Chapter 14: How Adults View and Represent Death
10/29/09	Thursday	Chapter 15: Suicide and Death by Violence
11/05/09	Thursday	Work Session
11/12/09	Thursday	Group Presentations
11/19/09	Thursday	Group Presentations
11/26/09	Thursday	Thanksgiving – University Closed No Class
12/03/08	Thursday	Group Presentations

Last day of Class

TBA

TBA

****Final Examination****

**National Health Educator Competencies Update Project:
Areas of Responsibility, Competencies, & Sub-Competencies for Entry-Level Health Educators**

Course: HSCI 3307: Death, Dying, and Bereavement

MATRIX 1: ASSESS INDIVIDUAL AND COMMUNITY NEEDS FOR HEALTH EDUCATION

Competency A: Access existing health-related data.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Identify diverse health-related databases.	1	<ul style="list-style-type: none"> • Students identified diverse health-related databases in order to complete a project on death, dying, and bereavement in relation to a specific culture. • Project is evaluated by the instructor.
2. Utilize computerized sources of health-related information.	1	<ul style="list-style-type: none"> • Students are required to research a specific culture as it relates to death, dying, and bereavement.
3. Determine the compatibility of data from different data sources.	0	
4. Select valid sources of information about health needs and interests.	1	<ul style="list-style-type: none"> • Students evaluate sources of information for their validity.

Competency B: Collect health-related data.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Use appropriate data gathering instruments.	0	
2. Apply survey techniques to acquire health data.	0	
3. Conduct health-related needs assessments.	0	
4. Implement appropriate measures to assess capacity for improving health status.	0	

Competency C: Distinguish between behaviors that foster or hinder well-being.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Identify diverse factors that influence health behaviors.	1	<ul style="list-style-type: none"> Students research diverse behaviors related to death, dying, and bereavement.
2. Identify behaviors that tend to promote or compromise health.	1	<ul style="list-style-type: none"> Students have readings that address risk factors and risk reduction in relations to suicide and premature death. Students are quizzed and tested over the material.

Competency E: Identify factors that foster or hinder the process of health education.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Determine the extent of available health education services	0	.
2. Identify gaps and overlaps in the provision of collaborative health services.	1	<ul style="list-style-type: none"> Through presentations and readings, students are exposed to various services related to end of life care, as well as the lack of these types of services in the El Paso community. Students are quizzed and tested over the content.

Competency F: Infer needs for health education from obtained data.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Analyze needs assessment data.	0	

MATRIX 2: PLAN HEALTH EDUCATION STRATEGIES, INTERVENTIONS AND PROGRAMS

Competency A: Involve people and organizations in program planning.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Identify populations for health education programs.	0	
2. Elicit input from those who will affect, or be affected by, the program.	0	

3. Obtain commitments from individuals who will be involved in the program.	0	
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.	0	

Competency B: Incorporate data analysis and principles of community organization.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Use research results when planning programs.	0	
2. Apply principles of community organization when planning programs.	0	
3. Suggest approaches for integrating health education within existing health programs.	0	
4. Communicate need for the program to those who will be involved.	0	

Competency C: Formulate appropriate and measurable program objectives.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Design developmentally appropriate interventions.	0	

Competency D: Develop a logical scope and sequence plan for health education practice.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Determine the range of health information necessary for a given program of instruction.	0	
2. Select references relevant to health education issues or programs.	1	<ul style="list-style-type: none"> • Students identify relevant references regarding a specific culture regarding death dying and bereavement. • Students present their project.

		<ul style="list-style-type: none"> Project is evaluated by the instructor.
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Competency F: Select appropriate strategies to meet objectives.

Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Analyze technologies, methods, and media for their acceptability to diverse groups.	0	
2. Match health education services to proposed program activities.	0	

Competency G: Assess factors that affect implementation.

Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Determine the availability of information and resources needed to implement health education programs for a given audience.	0	
2. Identify barriers to the implementation of health education programs.	0	

MATRIX 3: IMPLEMENT HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS

Competency A: Initiate a plan of action.

Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Use community organization principles to facilitate change conducive to health.	0	

2. Pretest learners to determine baseline data relative to proposed program objectives.	0	
3. Deliver educational programs to diverse populations.	0	
4. Facilitate groups.	0	

Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs.

Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Use instructional technology effectively.	2	<ul style="list-style-type: none"> Students use a variety of instructional technology to present various health education/promotion information including PowerPoint, Microsoft publisher, the generation of a presentation utilizing computer programs. All presentations are evaluated by the instructor.
2. Apply implementation strategies.	0	

Competency C: Use a variety of methods to implement strategies, interventions, and programs.

Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Use the Code of Ethics in professional practice.	0	
2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery.	0	
3. Demonstrate skills needed to develop capacity for improving health status.	0	
4. Incorporate demographically and culturally sensitive techniques when promoting programs.	0	
5. Implement intervention strategies to facilitate health-related change.	0	

MATRIX 4: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION

Competency A: Develop plans for evaluation and research.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Synthesize information presented from the literature.	2	<ul style="list-style-type: none"> • Students synthesize information in the literature, their readings, and accessed using reliable databases to develop their presentation on death, dying, and bereavement related to a specific culture. • Presentations were evaluated by the instructor.
2. Evaluate research designs, methods, and findings presented in the literature.	0	

Competency B: Review research and evaluation procedures.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Evaluate data-gathering instruments and processes.	0	
2. Develop methods to evaluate factors that influence shifts in health status.	0	

Competency C: Design data collection instruments.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Develop valid and reliable evaluation instruments.	0	
2. Develop appropriate data-gathering instruments.	0	

Competency D: Carry out evaluation and research plans.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Use appropriate research methods and designs in health education practice.	0	
2. Use data collection methods appropriate for measuring stated objectives.	0	
3. Implement appropriate qualitative and quantitative evaluation techniques.	0	
4. Implement methods to evaluate factors that influence shifts in health status.	0	

Competency E: Interpret results from evaluation and research.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Analyze evaluation data.	0	
2. Analyze research data.	0	
3. Compare evaluation results to other findings.	0	
4. Report effectiveness of programs in achieving proposed objectives.	0	

MATRIX 5: ADMINISTER HEALTH EDUCATION STRATEGIES, INTERVENTIONS, AND PROGRAMS

Competency A: Exercise organizational leadership.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Conduct strategic planning.	0	
2. Analyze the organization's culture in relationship to program goals.	0	
3. Promote cooperation and feedback among personnel related to the program.	0	

Competency C: Manage human resources.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Develop volunteer opportunities.	1	<ul style="list-style-type: none"> Hospice of El Paso is discussed in detail and volunteer opportunities are address. Contact information is provided to the students.

MATRIX 6: SERVE AS A HEALTH EDUCATION RESOURCE PERSON

Competency A: Use health-related information resources.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Match information needs with the appropriate retrieval systems.	1	<ul style="list-style-type: none"> Students access necessary information from appropriate databases in order to develop their presentation on a specific culture related to death dying and bereavement. Presentation is evaluated by the instructor.
2. Select a data system commensurate with program needs.	0	
3. Determine the relevance of various computerized health information resources.	2	<ul style="list-style-type: none"> Students determine the relevance of various computerized health information resources in order to develop their presentations and incorporate high quality information.

Degree of Competence Met: 0=Not addressed; 1= Minor Emphasis; 2=Major Emphasis

4. Access health information resources.	2	<ul style="list-style-type: none"> Students access health information resources utilizing computers and databases available at UTEP.
5. Employ electronic technology for retrieving references.	2	<ul style="list-style-type: none"> Students access information related to death, dying, and bereavement utilizing computers and databases available at UTEP.

Competency B: Respond to requests for health information.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Identify information sources needed to satisfy a request.	0	
2. Refer requesters to valid sources of health information.	0	

Competency C: Select resource materials for dissemination.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Evaluate applicability of resource materials for given audience.	0	
2. Apply various processes to acquire resource materials.	2	<ul style="list-style-type: none"> Students acquire resource material from a variety of sources throughout the semester including electronic resources, information from various legitimate websites, and from local agencies and organizations. All student presentations and assignments are evaluated by the instructor.
3. Assemble educational material of value to the health of individuals and community groups.	0	

Degree of Competence Met: 0=Not addressed; 1= Minor Emphasis; 2=Major Emphasis

Competency D: Establish consultative relationships.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Analyze parameters of effective consultative relationships.	0	
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations.	0	
3. Act as a liaison among consumer groups, individuals, and health care provider organizations.	0	
4. Apply networking skills to develop and maintain consultative relationships.	0	
5. Facilitate collaborative training efforts among health agencies and organizations.	0	

MATRIX 7: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

Comp A: Analyze and respond to current and future needs in health education.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Analyze factors (e.g., social, cultural, demographic, and political) that influence decision-makers.	0	

Competency B: Apply a variety of communication methods and techniques.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc

Degree of Competence Met: 0=Not addressed; 1= Minor Emphasis; 2=Major Emphasis

1. Assess the appropriateness of language in health education messages.	0	
2. Compare different methods of distributing educational materials.	2	<ul style="list-style-type: none"> • Students give a presentation utilizing a variety of techniques including: PowerPoint presentation, poster presentation, and the distribution of various handouts. The student are exposed to these different methods an can compare and contrast them. • All projects and assignments are evaluated by the instructor.
3. Respond to public input regarding health education information.	0	
4. Use culturally sensitive communication methods and techniques.	0	
5. Use appropriate techniques when communicating health and health education information.	1	<ul style="list-style-type: none"> • Students present projects and assignments utilizing a variety of techniques throughout the semester. • All projects and assignments are evaluated by the instructor.
6. Use oral, electronic, and written techniques for communicating health education information.	2	<ul style="list-style-type: none"> • Students communicate various death, dying, and bereavement topics utilizing a variety of techniques throughout the semester including: informally, PowerPoint presentation, poster presentation, and the distribution of various handouts. • All projects and assignments are evaluated by the instructor.
7. Demonstrate proficiency in communicating health information and health education needs.	1	<ul style="list-style-type: none"> • Students communicate various death, dying, and bereavement topics utilizing a variety of techniques throughout the semester including: informally, PowerPoint presentation, poster presentation, and the distribution of various handouts. • All projects and assignments are evaluated by the instructor.

Competency C: Promote the health education profession individually and collectively.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc
1. Develop a personal plan for professional growth.	0	

Competency D: Influence health policy to promote health.		
Sub-competencies	0-1-2	Documentation/Strategies/Activities/How Met, Etc

Degree of Competence Met: 0=Not addressed; 1= Minor Emphasis; 2=Major Emphasis

1. Identify the significance and implications of health care providers' messages to consumers.	0	
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