Semester/Year: Fall 2015  
Course Title: Special Topics in Social Welfare: Death and Dying  
Course Prefix/Number/Section: SOCW 6392-003  
Instructor Name: Gail Adorno, PhD, MSW, LCSW  
Faculty Position: Assistant Professor  
Faculty Profile: https://www.uta.edu/profiles/gail-adorno  
Office Number: SSW Bldg. A, Rm 208E  
Phone Number: 352 316-6973  
Email Address: gfadorno@uta.edu  
Office Hours: Mondays 5:30 to 6:30 PM or by appointment  
Day and Time of Class (if applicable): Mondays 7 to 9:50 PM  
Location: Life Science Bldg., Rm. 102  
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu/webapps/login/  

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):  
Topics vary from semester to semester depending on the needs and interest of the students.  
Prerequisite: permission of instructor.  

Detailed Course Description  
This course will give students an overview of the principles of thanatology from an anthropological,  
sociological, psychological, medical, historical, spiritual, cultural, and political perspective and the role(s) that  
social work can play in helping individuals, families, and communities to face death and loss across contexts.  
Using life course and life span approaches, course content will include personal death awareness, the  
integration of theoretical perspectives and evidence-based practice interventions in working with dying,  
death, and bereavement with emphasis on cultural and religious/spiritual perspectives, bioethical principles  
and end of life decision making, social justice, and advocacy for the dying.  

B. Measurable Student Learning Outcomes:  
Children and Families Concentration  

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.  

1. Advanced social workers in children and families practice active self-reflection and continue to  
address personal bias and stereotypes to build knowledge and dispel myths regarding diverse  
family structures, families with complex family dynamics and families with multiple challenges  
and issues.  
2. Advanced social workers in children and families develop an action plan for continued growth  
including use of continuing education, supervision, and consultation.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

1. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”
2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.
3. Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

1. Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.
2. Advanced social workers develop effective models, programs, policies and interventions and assess their effectiveness. They use valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and families.
3. Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
2. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function. They can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Social workers

• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Educational Policy 2.1.10(b)—Assessment
Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.


**Educational Policy 2.1.10(c)—Intervention**

1. Advanced social workers will be able to describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families. Social workers critically analyze, monitor, and evaluate interventions.

2. **Educational Policy 2.1.10(d)—Evaluation**

1. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

**Direct Practice Mental Health/Substance Abuse Concentration:**

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers in DPMH practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.

2. Advanced social workers in DPMH develop an action plan for continued growth including use of continuing education, supervision, and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

1. Advanced social workers in DPMH implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers in DPMH evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

2. **Educational Policy 2.1.4—Engage diversity and difference in practice.**

1. Advanced social workers in DPMH understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**
1. Advanced social workers in DPMH understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

1. Advanced social workers in DPMH use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

3. **Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in DPMH distinguish mental health, mental illness, and mental well-being across the life span.

2. Advanced social workers in DPMH compare the various etiology and treatments for substance abuse and addiction. **Educational Policy 2.1.10(a)—Engagement**

3. **Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

1. Advanced social workers in DPMH use strategies to establish a sense of safety for a collaborative therapeutic relationship.

**Educational Policy 2.1.10(b)—Assessment**

1. Advanced social workers in DPMH will be able to describe the structure of the DSM IV and conduct an assessment using the DSM criteria and structure.

**Educational Policy 2.1.10(c)—Intervention**

1. Advanced social workers in DPMH describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective treatments for a variety of disorders: Mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

2. **Educational Policy 2.1.10(d)—Evaluation**

1. Advanced social workers in DPMH contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

**Direct Practice in Health Concentration**

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself**
accordingly.

1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.
2. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.

**Educational Policy 2.1.2**—Apply social work ethical principles to guide professional practice.

- Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.

**Educational Policy 2.1.4**—Engage diversity and difference in practice.

- Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.

1. **Educational Policy 2.1.5**—Advance human rights and social and economic justice.

   1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.
   2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.
   3. **Educational Policy 2.1.6**—Engage in research-informed practice and practice-informed research.

   1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.
   2. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.
   3. **Educational Policy 2.1.7**—Apply knowledge of human behavior and the social environment.

   - Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.
   - Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.

**Educational Policy 2.1.10(a)-(d)**—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Educational Policy 2.1.10(a)**—Engagement

- Social workers
  - substantively and affectively prepare for action with individuals, families, groups, organizations,
and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team. Social workers • assess client strengths and limitations; • select appropriate intervention strategies.

2. • develop mutually agreed-on intervention goals and objectives; and
3. • collect, organize, and interpret client data;

4. **Educational Policy 2.1.10(b)—Assessment**

1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.

**Educational Policy 2.1.10(c)—Intervention**

1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health. Social workers critically analyze, monitor, and evaluate interventions

**Educational Policy 2.1.10(d)—Evaluation**

1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

**Direct Practice in Aging Concentration Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.
2. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

1. Advanced social workers in aging understand social stigma and injustice with respect to older
adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies.

2. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.

2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

- Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.

1. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.

**Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

- use empathy and other interpersonal skills; and

- develop a mutually agreed-on focus of work and desired outcomes.

1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

1. collect, organize, and interpret client data;

2. assess client strengths and limitations;

3. develop mutually agreed-on intervention goals and objectives; and

4. select appropriate intervention strategies.

5. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.

**Educational Policy 2.1.10(c)—Intervention**

1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults. Social workers critically analyze, monitor, and evaluate interventions.
### Educational Policy 2.1.10(d)—Evaluation

1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

### 1. Student Learning Objectives

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>1. Identify the major theoretical premises driving the field of dying and death through readings and class lecture.</td>
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<tr>
<td>2. Identify and describe how social, cultural, and religious values influence how people grieve and respond to dying and death through readings, videos, speakers, written assignments, class discussion.</td>
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<td>3. Demonstrate awareness of one’s assumptions, beliefs, values, and behaviors with respect to dying, death, grief and one’s own mortality through reflective journaling, written assignments, class discussion.</td>
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<td>4. Define, differentiate, and critique concepts of loss, death, and grief and their theoretical perspectives within multi-cultural/ethnic contexts through written assignments and class discussion.</td>
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<td>5. Understand the psychosocial and spiritual challenges and mental health implications faced by children, adolescents, families, middle-aged adults and older adults coping with life-limiting illness and death through readings, videos, speakers, written assignments, and class lecture.</td>
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<tr>
<td>6. Differentiate how contextual factors (e.g., type of death, attachment) are associated with grief and bereavement through readings, videos, written assignments, class discussion.</td>
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<tr>
<td>7. Apply evidence-based intervention strategies to intervene with children, adolescents, middle-aged and older adults facing dying and death through written assignments and class discussions.</td>
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<tr>
<td>8. Evaluate the professional roles and functions of the social worker in working with the dying and bereaved with particular regard to power differentials and social inequalities influencing individual, family, and professional staff interactions and behavior through written assignments, class discussions.</td>
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<tr>
<td>9. Evaluate and differentiate models of end-of-life care, including hospice and palliative care models and contrast with hospital-based death readings, videos, written assignments, reflective journal, and class discussions.</td>
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<tr>
<td>10. Identify and analyze major legal and ethical issues with regard to end-of-life decisions with attention to social justice and advocacy through readings, written assignments, and class discussion.</td>
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<tr>
<td>11. Acquire knowledge about the history of dying and death in the U.S. and an understanding of its implications for practice, service delivery, and policy through readings, class lecture and discussions.</td>
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C. Required Text(s) and Other Course Materials:


D. Additional Recommended Text(s) and Other Course Materials:


E. Major Course Assignments & Examinations:

1. Weekly Journal (7 entries total/5 pts per entry/35 pts total): (Addresses DPCF/DPMH/DPH/DPA EP 2.1.1 - APB 1, 2; DPCF/DPMH EP 2.1.2 - APB 1; DPCF/DPMH EP 2.1.4 - APB 1; DPCF/DPMH/DPH/DPH/DPH EP 2.1.7 - APB 1, 2; Learning Objectives 2, 3, 4, 6)

   Students will maintain a reflective writing journal during the first half of the course (7 entries total). You will engage in in-depth reflection on class activities and discussions, scheduled field trip(s), and assigned readings. Since a primary goal of this course is to develop self-awareness about your attitudes, values, and beliefs about the course material, your journal entries should be reflective and substantive, not simply repeating the course material.

   Your final entry (Journal Entry #7) should include reflection on the following:

   1) how has this class, thus far, increased your awareness of your values, attitudes, and beliefs about the processes of dying and death,

   2) how might your values, attitudes, and beliefs affect your assessment of, and relation with clients, families, and fellow staff members,

   3) what ethical dilemmas might you face as a result of any value, attitude, or belief you have and how you plan to resolve them, and

   4) what is your plan for continuing education, supervision, professional development for continued growth in working with dying, death, and bereavement in social work?

   Journal entries should be no more than three typed double-spaced pages.

   Journal entries should demonstrate reflection, depth, and critical thinking about the issues presented in this course for full credit.

   Students will upload their weekly journal entry to the appropriate Blackboard site prior to the start of class. Late entries will not be accepted.

   2. Scrapbook/ Essay (100 pts total) (Addresses DPCF/DPMH/DPH/DPH/DPH EP 2.1.1 - APB 1; DPCF/DPMH/DPH/DPH/DPH EP 2.1.3 - APB 1; DPCF/DPMH/DPH/DPH/DPH EP 2.1.4 - APB 1; Learning Objectives 2, 3, 4, 5, 6)

   This assignment consists of 2 parts:

   i.) Scrapbook. During the second half of the semester, students will submit a weekly entry to their scrapbook (7 entries total). Collect items (e.g., printed or online media, photos, artwork) which
serve as examples of cultural and societal portrayals of dying, death, and/or bereavement. These examples can come from popular magazines, sympathy cards, Internet, advertisements, etc. You may also include items from broadcast or visual media (e.g., audio interviews, recordings, song lyrics, you tube video, etc.). Be as creative as you care to be in keeping with the purpose of the assignment. Clip, print, or electronically save the items to your scrapbook. Record your reaction to your scrapbook entry for the week explaining the item, what it says about dying and death, and how you react to the message personally (minimum of one double-spaced typed page, maximum two pages per weekly scrapbook entry). Do make sure that this assignment is compiled in a form in which your instructor can review and grade it. (70 pts)

ii.) Essay. Along with the above scrapbook, write a 4-5 page double-spaced typed essay which summarizes what you have learned about dying, death, and bereavement through this assignment. Here are a few questions to consider. How is modern dying and death depicted? What values do your selections represent? Does culture (e.g. American) need to change in order to support people’s well-being through dying, death, and bereavement? If so, how? How did the experience of examining media images of dying and death affect your personal views? Discuss this exercise’s impact on your personal and professional selves. (30 pts)

3. Planning your Advance Directives (65 pts): (Addresses DPCF/DPMH/DPH/DPA EP 2.1.6-APB 1; Learning Objectives 3, 7, 8, 10, 11)

The purpose of this assignment is for you to demonstrate

1) knowledge about advance planning and differentiate between the various types of legal documents available for advance planning decisions,

2) awareness regarding your own preferences for health and end-of-life care by completing advances directives for yourself and communicating with your health care surrogate about your preferences.

Go to the following website to obtain advance directive forms

1) Complete the Thinking Ahead: My Way, My Choice, My Life at the End (PDF) as a guide to identifying your preferences.

2) After completing the Thinking Ahead work sheets, record your decisions on the Personal Requests Form

3) Next, review and complete the Advance Directive to Physicians and Family or Surrogates form and the MEDPOA - Medical Power of Attorney form.

4) Write a reaction paper of 2 to 3 pages in length, double-spaced reflecting on your experience of completing your Advance Directive to Physicians and Family or Surrogates and your MEDPOA including your discussion with your health care surrogate about your preferences.

Collectively, you will turn in a packet containing 1) Thinking Ahead work sheets, 2) Personal Requests form, 3) Advance Directive to Physicians and Family or Surrogates and MEDPOA (please keep originals for you and your surrogate/POA) and 4) your reaction paper.

4. This course includes a Mid-term exam (50 pts) and a Final exam (50 pts) based on all course content - textbook materials, speakers, class discussion, PowerPoint, class activities, field trips.
Readings will be assigned from 1) the textbook(s), 2) peer reviewed journal articles. Additional readings will be assigned that are relevant to course material and will enhance student learning. A combination of lecture, discussion and in-class and out-of-class exercises (individual and small group) will highlight the major concepts covered in the course.

Written Assignments:
A primary goal of this course is to provide assignments which further awareness and understanding of your values, attitudes, and beliefs regarding dying and death. In addition, these assignments are intended for you to recognize how your values, attitudes, and beliefs may influence your social work practice and relationships with clients and client systems. Reflect on what the material means to you. Address your personal reactions. Did you learn anything about yourself? Note any indication of your own concerns, biases, and stereotypes. Assess personal attitudes related to your own eventual aging and death and the aging and death of people important to you. Comment on how your personal reactions might affect your practice, and how you might be able to address them. Consider the following:

- What am I learning?
- What insights am I gaining about others, society, and myself?
- How comfortable am I in thinking about my own aging and death?
- How will this experience affect my work with people who are dying and their families? With people who are bereaved?

The use of correct grammar, spelling, clarity of writing, and comprehension of writing assignments will be included in the grading of assignments. Timely submission of assignments is expected. No late journal entries or Advance Directive Assignment Packets will be accepted. All course work must be completed within the semester in which the course is offered. Refer to the assignment rubrics on Blackboard for additional details.

F. Grading Policy

ASSIGNMENTS

Journal entries (7 entries) 35 points total

Advance Directives Packet 65 points total

Scrapbook (7 entries/ 70 points) & Essay (30 points) 100 points total

EXAMINATIONS

Mid-Term Exam 50 points

Final Exam 50 points

ATTENDANCE & PARTICIPATION 70 points total

TOTAL: 370 points

A 333 - 370
B 296 - 332
C 259 - 295
D 222 - 258
F < 222

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

G. Make-Up Exam or Assignment Policy:

Assignment Policy:

No late journal entries will be accepted.

Advance Planning Assignment Packet is due in class (refer to the course schedule for date). Five points will be deducted for each day this assignment is late.

Scrapbook & Essay Assignment is due in class (refer to the course schedule for date). Five points will be deducted for each day this assignment is late.

H. Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

Attendance will be taken in each class.

It is your responsibility to sign in at the beginning of class.

Class discussions and in-class activities are essential components to meet course objectives.

Students will receive 5 participation points per class for class attendance, participation in discussions and activities, and professional conduct.

I. Course Schedule:

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<th>Session</th>
<th>Date</th>
<th>Topics and Readings</th>
<th>Assignment Date</th>
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<tr>
<td>Session 1</td>
<td>8/31</td>
<td><em>Attitudes Toward Death: A Climate of Change</em></td>
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<td>• Introductions, Review of syllabus and course</td>
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<td>• Video</td>
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<td>• DeSpelder &amp; Strickland Chapter 1</td>
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<td>Readings for next week:</td>
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<td>• DeSpelder &amp; Strickland Chapter 2</td>
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<tr>
<td>Session 2</td>
<td>9/14</td>
<td><em>Historical &amp; Cultural Perspectives on Dying &amp; Death</em></td>
<td>Journal entry 1 due to Blackboard prior to</td>
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• Video
Readings for next week:
• DeSpelder & Strickland Chapter 3

<table>
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<tr>
<th>Session 3</th>
<th>9/21</th>
<th>Historical and Sociocultural Perspectives on Dying &amp; Death</th>
<th>Journal entry 2 due to Blackboard prior to class</th>
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• Video or Speaker
Readings for next week:
• DeSpelder & Strickland Chapter 4

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<tr>
<th>Session 4</th>
<th>9/28</th>
<th>Death Systems: Mortality and Society</th>
<th>Journal entry 3 due to Blackboard prior to class</th>
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• Video or speaker
• Medical technology and defining death, Bioethics and legal issues
Readings for next week:
• DeSpelder & Strickland Chapter 5

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<tr>
<th>Session 5</th>
<th>10/5</th>
<th>Healthcare: Patients, staff and institutions</th>
<th>Journal entry 4 due to Blackboard prior to class</th>
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• End-of-life in health care settings, Palliative care
• Speaker or Video
Readings for next week:
• DeSpelder & Strickland Chapter 6

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<tr>
<th>Session 6</th>
<th>10/12</th>
<th>End-of-life issues and decisions</th>
<th>Journal entry 5 due to Blackboard prior to class</th>
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• Intentional death, Right to die, Advanced planning
• Video or Speaker
Readings for next week:
• DeSpelder & Strickland Chapter 8
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<tr>
<th>Session 7</th>
<th>10/19</th>
<th>Last Rites: Funerals and Body Disposition</th>
<th>Journal entry 6 due to Blackboard prior to class</th>
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<td><strong>Readings for next week:</strong></td>
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<td>• Funeral home/crematorium visitation/tour (tentative)</td>
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<td>• DeSpelder &amp; Strickland Chapter 9</td>
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<tr>
<th>Session 8</th>
<th>10/21</th>
<th>Mid-term Exam Survivors: Understanding the experience of loss &amp; grief</th>
<th>Journal entry 7 due to Blackboard prior to class</th>
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<td><strong>Readings for next week:</strong></td>
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<td>• Loss, grief, bereavement - theoretical perspectives, key concepts</td>
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<td>• Empirical evidence for grief/bereavement intervention, “Medicalizing” grief</td>
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<td>• Video or speaker</td>
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<td><strong>Readings for next week:</strong></td>
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<td>• DeSpelder &amp; Strickland Chapters 7 &amp; 10</td>
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<td>• Gutkind <em>The Resurrection of Wonder Woman</em>, p. 233 – 246</td>
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<td><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3638843/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3638843/</a></td>
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<tr>
<th>Session 9</th>
<th>10/26</th>
<th>Facing death: Living with life-threatening illness Death in the lives of children and adolescents</th>
<th>Advance directives assignment packet due in class</th>
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<td><strong>Readings for next week:</strong></td>
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<td>• Video or speaker</td>
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<td>• Working with dying/grieving children and adolescents</td>
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<td><strong>Readings for next week:</strong></td>
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<td>• DeSpelder &amp; Strickland Chapter 11</td>
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<td>• Gutkind <em>The General</em>, p. 37-50</td>
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<th>Session 10</th>
<th>11/2</th>
<th>Death in the lives of adults</th>
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<td><strong>Readings for next week:</strong></td>
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<td>• DeSpelder &amp; Strickland Chapter 12</td>
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| Session 11 | 11/9 | Death in the lives of adults |                                               |
• Death in middle-age and older adults

Readings for next week:

Session 12 11/16  Suicide

• Video or Speaker
• Euthanasia and “Death with Dignity” laws on physician-assisted suicide

Readings for next week:
- DeSpelder & Strickland Chapter 13
- Gutkind *Do You Remember*, p. 165-176

Session 13 11/23  Risk, perils, and traumatic death

Video or Speaker

Readings for next week:
DeSpelder & Strickland Chapter 14, Chapter 15
Gutkind *Yellow Taxi*, p. 51-64

Session 14 12/7  Beyond death/After life

The path ahead: Personal and social choices

Scrapbook & Essay due in class.

• Self-care in working with dying, death, grief, bereavement

Finals Week TBA  Final exam

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:


L. Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:
The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php
The following is a list, with links, of commonly used library resources:
Library Home Page.................. http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians..................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List......................... http://www-test.uta.edu/library/databases/index.php
Course Reserves....................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog....................... http://discover.uta.edu/
E-Journals.............................. http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus... http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw.
Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ao/fao/).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

**R. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: 

_I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code._

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101,

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on
how to access the SFS for this course will be sent directly to each student through MavMail
approximately 10 days before the end of the term. Each student’s feedback enters the SFS database
anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s
effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are
strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:

This ONLY applies to courses administering a major or final examination scheduled in the week and
locations designated for final examinations following last classes. A period of five class days prior to
the first day of final examinations in the long sessions shall be designated as Final Review Week. The
purpose of this week is to allow students sufficient time to prepare for final examinations. During
this week, there shall be no scheduled activities such as required field trips or performances; and no
instructor shall assign any themes, research problems or exercises of similar scope that have a
completion date during or following this week unless specified in the class syllabus. During Final
Review Week, an instructor shall not give any examinations constituting 10% or more of the final
grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any
portion of the final examination during Final Review Week. During this week, classes are held as
scheduled. In addition, instructors are not required to limit content to topics that have been
previously covered; they may introduce new concepts as appropriate.