A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings): SPECIAL TOPICS IN SOCIAL WELFARE: DIRECT PRACTICE IN DEATH & DYING is an elective course for graduate social work students. The course qualifies as a 3 hour elective for each graduate social work concentration, i.e., Aging, Ch & Fmls., MHSA, Health, and CAP.

Detailed Course Description: This course will give students an overview of the principles of thanatology from anthropological, sociological, psychological, medical, historical, spiritual, cultural, and political perspectives 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-informed 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. Therefore, the class content promotes individual self-reflection and discussion of diverse views across the developmental life span and life course about the meaning of life and death and implications for social work practice. This dialog is a precursor to engagement with clients, caregivers, grieving persons, and health care personnel about sensitive issues around the experience of dying and death.

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 family members.

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**

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<tbody>
<tr>
<td>1</td>
<td>Identify the major theoretical premises driving the field of dying and death through readings and class lecture.</td>
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<td>2</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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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<td>6</td>
<td>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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<td>7</td>
<td>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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<td>8</td>
<td>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</td>
<td>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, class discussions.</td>
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<tr>
<td>10</td>
<td>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</td>
<td>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:

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. 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.

1. **Weekly Journal (5 entries total/5 pts per entry/50 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/ DPA 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. 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.

   Journal entries should be no more than 2 typed double-spaced pages, 1” margins, grammar and spelling rules apply.

   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 Blackboard prior to the start of class. **Late entries will not be accepted.**

2. **Scrapbook/ Essay (80 pts total)** (Addresses DPCF/DPMH/DPH/DPA EP 2.1.1 – APB 1; DPCF/DPMH/DPH/ DPA EP 2.1.3 – APB 1; DPCF/DPMH/DPH/ DPA 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 (5 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. **(50 pts)**
ii.) Essay. Along with the above scrapbook, write a 3 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 advance directives for yourself and communicating with your health care surrogate about your preferences.

The forms needed for this assignment are available on Bb.

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

2) After completing the Thinking Ahead work sheets, record your decisions on the Personal Requests Form which is located in the Thinking Ahead worksheets.

3) Next, review and complete the Advance Directive to Physicians and Family or Surrogates form (aka Living Will) 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 (aka Living Will) 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 (50 pts) and a Final (50 pts).

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.

F. Grading Policy

ASSIGNMENTS

Journal entries (5 entries) 50 points total
Advance Directives Packet 65 points total
Scrapbook (5 entries/ 50 points) & Essay (30 points) 80 points total
EXAMINATIONS

Mid-Term 50 points  
Final 50 points  

ATTENDANCE & PARTICIPATION 70 points total  

TOTAL: 365 POINTS  

A 328 - 365  
B 292 - 327  
C 255 - 291  
D 219 - 254  
F < 219  

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

G. Make-Up Exam or Assignment Policy:

Assignment Policy:  
Late journal entries will not be accepted.

Your Advance Directive Assignment Packet is due at the start of class (refer to course schedule for date). Five points will be deducted for each day this assignment is late.

Scrapbook and Essay Assignment are due in class (refer to 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. Class discussions and in-class activities are an essential component of meeting your learning objectives.

It is your responsibility to sign in at the beginning of class. Students will receive 5 participation points per class for participation in discussions and activities.
# I. Course Schedule:

<table>
<thead>
<tr>
<th>Session</th>
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<th>Topics and Readings</th>
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<td>Attitudes Toward Death: A Climate of Change</td>
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<td>DeSpelder &amp; Strickland Chapter 1</td>
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<td>• DeSpelder &amp; Strickland Chapter 2</td>
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<td>• Gutkind pp. xi -xxii</td>
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<td>Session 2</td>
<td>1/27</td>
<td>Learning about Death: Socialization</td>
<td>Journal entry 1</td>
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<td>• DeSpelder &amp; Strickland Chapter 3</td>
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<td>• Gutkind Living and Dying Well pp. 85-94</td>
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<td>Session 3</td>
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<td>Historical and Sociocultural Perspectives on Dying &amp; Death</td>
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<td>• DeSpelder &amp; Strickland Chapter 4</td>
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<td>• Gutkind The Resurrection of Wonder Woman pp. 233-246</td>
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<td>Session 4</td>
<td>2/10</td>
<td>Death Systems: Mortality and Society</td>
<td>Journal entry 3</td>
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<td>Speakers: Lynell Bond</td>
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<td>• DeSpelder &amp; Strickland Chapter 5</td>
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<td>• Gutkind The General pp. 37-50</td>
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<td>Session 5</td>
<td>2/17</td>
<td>Healthcare: Patients, staff and institutions</td>
<td>Journal entry 4</td>
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<td>Readings for next week:</td>
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<td>• DeSpelder &amp; Strickland Chapter 6</td>
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<td>• Gutkind A Figurative Death pp. 199-208</td>
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<td>Session 6</td>
<td>2/24</td>
<td>End-of-life issues and decisions</td>
<td>Journal entry 5 due to Blackboard prior to class</td>
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<td>Speakers: Gentiva Hospice Social Workers</td>
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<td>Mid-term Case Available</td>
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<td>Session 7</td>
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<td>Last Rites: Funerals and Body Disposition</td>
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**Speaker: Pat Gleason-Wynn, PhD, RN, LCSW**

- **Funeral home/crematorium visitation/tour (tentative)**

**Readings for next week:**
- DeSpelder & Strickland Chapter 9

**Session 8**  
3/9 **Survivors: Understanding the experience of loss & grief**  
Mid-term Case Due

- **Funeral home/crematorium visitation/tour (tentative)?**

**Readings for next week:**
- DeSpelder & Strickland Chapters 7 & 10
- Gutkind *Simple Gifts* pp. 73-84.

**Session 9**  
3/23 **Facing death: Living with life-threatening illness**  
_Death in the lives of children and adolescents_

- **Readings for next week:**
- DeSpelder & Strickland Chapter 11

**Session 10**  
3/30 **Death in the lives of adults**

**Readings for next week:**
- DeSpelder & Strickland Chapter 12

**Session 11**  
4/5 **Death in the lives of adults**  
Advance directives assignment packet due in class

**Readings for next week:**
- DeSpelder & Strickland Chapter 12
- Gutkind *The Deep Truth* pp. 219-232

**Session 12**  
4/12 **Suicide**

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

**Session 13**  
4/19 **Risk, perils, and traumatic death**
Readings for next week:
• DeSpelder & Strickland Chapters 14 & 15

Session 14  4/26  Beyond death/After life The path ahead: Personal and social choices  Scrapbook & Essay due in class.

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.

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 individuals with disabilities.

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://wwweb.uta.edu/aao/fao/).

P. Disability Accommodations:
UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS)  www.uta.edu/caps/ or calling 817-272-3671. 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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, 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, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

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:
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.

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.