

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 10/14/14, 10/28/14

4. Department/discipline: Psychology

5. Department(s) endorsement(s): _____

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Death, Dying & Bereavement

Abbreviated course title (25 characters or less): _____

7. Course Designator: PSYC 8. Course Level: 1020 9. 2XXX

10. Number of Credits: Lecture 3 Lab _____

11. Control Number (on site) 35 Control Number (online) _____

12. Catalog/Course description:

This course presents an overview of historical and contemporary perspectives on death, dying, and bereavement. Students will have the opportunity to explore their own values, beliefs, and attitudes regarding death-related experiences in our society. Topics include cross-cultural perspectives on death/afterlife, understanding the experience of loss within different developmental stages of life, dying in a technological age, end of life issues including moral and ethical issues, legal issues, rituals and funerals (Meets MnTC goal area 5 & 8)

13. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

14. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Living, Dying, Grieving by Dixie Dennis,
Journals (e.g.: *Omega – Journal of Death and Dying*, *Death Studies*), funeral home, faculty and other guest lecturers (funeral director, medical examiner, suicide survivors, healthcare, etc.), videos

15. **Course Content** (Provide an outline of major topics covered in course)

1. Historical perspectives on death
2. Attitude toward death
3. Cross cultural perspectives on death
4. Death and dying in a technological age
5. The dying process
7. Understanding the experience of loss
8. Suicide

9. Rituals, funerals and body disposition
10. Beyond death and after life perspectives
11. End of life issues
12. Living with a life threatening illness

16. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course Learning Outcomes will fulfill the identified competencies.

Course Learning Outcomes:

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

1. Describe variables in death beliefs and attitudes of geographically diverse cultures. (C, D)
2. Explain the understanding of death in a child and adolescent's life. (B, C)
3. Describe funeral rituals, purposes and various practices, including writing your own. (B, C, D)
4. Define the key concepts of grief, bereavement and mourning and the affects on individuals and groups. (B, C, D)
5. Describe patterns of suicidal behavior and interventions. (B, C)
6. Describe the dying process and differentiate types of healthcare for the dying. (B)
7. Identify the major causes of death in the USA. (A, B)

17. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 5 & 8

Goal and Outcomes:

Goal 5: History/Social Behavioral Science (Group 1)

Goal 8: Global Perspective