

“Death is a mirror in which the entire meaning of life is reflected.” (The Tibetan Book of Living and Dying)

PSYC-208-002 (Contemporary Topics)

Psychology of Death & Dying

by David King, PhD

When? Thursdays 4:00 pm – 6:50 pm

Where? SWNG 122, 2175 West Mall

This course explores a wide-range of psychological and social issues related to **death, dying, and loss**, including death anxiety, the development of attitudes toward death, grief and bereavement, the social and cultural contexts of death and loss, the mental life of the dying person, palliative and hospice care, medically assisted dying (assisted suicide), trauma, and adjustment to loss. Dialogue will consider the experiences of the dying, the bereaved, and those who work with them in formal and informal care settings. The purpose of this course is to provide a primarily psychosocial perspective on these topics. **Course format:** *This course consists of lectures accompanied by frequent in-class discussions and activities aimed at stimulating critical thinking and reflection.*



YOUR INSTRUCTOR David King, MSc, PhD

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Office Hours: Thursdays 2:30 pm – 3:30 pm or by appointment

My Website: www.davidbking.net | **My Blog:** thestateofus.net

YOUR TEACHING ASSISTANT Kirsten Palmer

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Office: Room 3504, Douglas Kenny Building, 2136 West Mall

Office Hours: Tuesdays 2:30 – 3:30 pm or by appointment



COURSE PREREQUISITES

Education in psychology at the introductory level is recommended but not mandatory. Key psychological terms and concepts will be reviewed and defined in class as needed. Some general understanding of basic statistics and research methods may also be helpful. Most importantly, your maturity and sensitivity are required...

PLEASE NOTE. The topic of death is a difficult one, and a source of unease and discomfort for most people. People deal with death (including the death of loved ones and the thought of their own death) in very different ways. Some people avoid reminders of it altogether, while others may have committed themselves strongly to a specific belief or perspective on the topic. I will approach this course with as much frankness and honesty as I can, acknowledging diverse views whenever possible. This will sometimes necessitate the sharing of content (images, stories, etc.) that may be upsetting to some, as well as perspectives that may feel threatening to one's own (whether shared by me or other students). **Respect for diverse opinions must be maintained at all times (i.e., it is okay to respectfully disagree). For those currently in more sensitive positions, it is your responsibility to decide in advance if this is the right time for you to take this course.**

Because death is a universally relevant topic, reflecting on your own thoughts and experiences regarding death is inevitable (and encouraged) in this course. We will be discussing such topics as loss and grief, suicidal ideation, death preparation, and the prospect of your own death. Although these are emotionally salient topics, this course is not intended to serve as an opportunity for personal or group therapy. Students who are currently experiencing significant grief or who have difficulty during the course should consult the list of health and wellness resources near the end of this syllabus. **In light of these considerations and the sensitivities surrounding this topic, your utmost maturity is required during class (see section on 'Class Etiquette').**

COURSE WEBSITE (CANVAS), FILES, & ANNOUNCEMENTS

This course uses *Canvas* (<http://canvas.ubc.ca>) to make important announcements, post lecture slides/notes, publish grades, and supply other relevant material to students. A preliminary set of lecture slides/outlines (excluding most images and answers to discussion questions) will be posted online prior to each lecture. Slide outlines are intended as visual aids only; you should take your own notes using the slides as a guide. Please ensure that this course is registered under your *Canvas* account.

REQUIRED READING – (1) TEXTBOOK & (2) ARTICLES

1. DYING AND DEATH IN CANADA (3rd Ed., 2016) by Northcott & Wilson

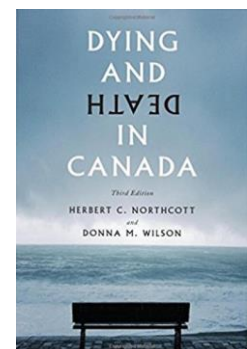
ISBN-10: 1442634561; ISBN-13: 978-1442634565

APA Reference: Northcott, H. C., & Wilson, D. M. (2016). *Dying and Death in Canada* (3rd ed.). Toronto, Ontario: University of Toronto Press, Higher Education Division.

Please see the course schedule on the last page of the syllabus for chapter assignments.

OLDER EDITIONS: It is not recommended that you use previous editions of the book.

KEEPING UP WITH YOUR READINGS: . It is not absolutely necessary to have read the corresponding chapter assignments before coming to class, but doing so will likely improve retention of the material covered.



2. ADDITIONAL READINGS / ARTICLES

Additional readings are assigned on a weekly basis. They include mainly peer-reviewed articles which intend to further enhance textbook content and explore psychosocial factors specifically in greater detail. All additional readings are available directly through the course website on Canvas. Click on the course link, and then go to 'Library Online Course Reserves' to access the readings. Readings are listed in order as follows:

1. Wong, P. T. P., Reker, G. T., & Gesser, G. (1994). Death Attitude Profile—Revised: A multidimensional measure of attitudes toward death. In R. A. Neimeyer (Ed.), *Series in death education, aging, and health care. Death anxiety handbook: Research, instrumentation, and application* (pp. 121-148). Philadelphia, PA, US: Taylor & Francis.
2. Park, Y. C., & Pyszczynski, T. (2019). Reducing defensive responses to thoughts of death: Meditation, mindfulness, and Buddhism. *Journal of Personality and Social Psychology*, *116*(1), 101-118.
3. Maciejewski, P.K., Zhang, B., Block, S.D., & Prigerson, H.G. (2007). An empirical examination of the stage theory of grief. *Journal of the American Medical Association*, *297*(7), 716-723.
4. Bonanno, G. A., Wortman, C. B., Lehman, D. R., Tweed, R. G., Haring, M., Sonnega, J., . . . Nesse, R. M. (2002). Resilience to loss and chronic grief: A prospective study from preloss to 18-months postloss. *Journal of Personality and Social Psychology*, *83*(5), 1150-1164.
5. Harris, D. L. (2009). Oppression of the bereaved: a critical analysis of grief in Western society. *OMEGA – Journal of Death and Dying*, *60*(3), 241-253.
6. Watson-Jones, R. E., Busch, J. T., Harris, P. L., & Legare, C. H. (2017). Does the body survive death? Cultural variation in beliefs about life everlasting. *Cognitive Science*, *41*(Suppl 3), 455-476.
7. Bristowe, K., Marshall, S., & Harding, R. (2016). The bereavement experiences of lesbian, gay, bisexual and/or trans* people who have lost a partner: A systematic review, thematic synthesis and modelling of the literature. *Palliative Medicine*, *30*(8), 730–744. doi:10.1177/0269216316634601
8. Rieger, D., & Hofer, M. (2017). How movies can ease the fear of death: The survival or death of the protagonists in meaningful movies. *Mass Communication and Society*, *20*(5), 710-733.
9. Virdun, C., Lockett, T., Lorenz, K. A., Davidson, P. M., & Phillips, J. L. (2017). Dying in the hospital setting: A meta-synthesis identifying the elements of end-of-life care that patients and their families describe as being important. *Palliative Medicine*, *31*(7), 587-601.
10. Shinall, M. C., Stahl, D., & Bibler, T. M. (2017). Addressing a patient's hope for a miracle. *Journal of Pain and Symptom Management*, *55*(2), 535-539.
11. Jackson, B.L. (2017). Bereavement in the pediatric emergency department: Caring for those who care for others. *Pediatric Nursing*, *43*(3), 113-119.
12. Harrawood, L. K., White, L. J., & Benshoff, J. J. (2008). Death anxiety in a national sample of United States funeral directors and its relationship with death exposure, age, and sex. *OMEGA – Journal of Death and Dying*, *58*(2), 129-146.
13. Lifshin, U., Greenberg, J., Soenke, M., Darrell, A., & Pyszczynski, T. (2018). Mortality salience, religiosity, and indefinite life extension: Evidence of a reciprocal relationship between afterlife beliefs and support for forestalling death. *Religion, Brain & Behavior*, *8*(1), 31-43.

Please see the course schedule on the last page of the syllabus for the additional reading deadlines/schedule.
Additional readings should be read before attending their respective lectures!

COURSE EVALUATION *Students must complete...*

3 equally-weighted, non-cumulative exams (see schedule for dates) – worth 75% (25% each)

See section on *'Examinations'* for additional details and requirements on exams.

3 thought papers (1-2 pages each, submitted once per course unit) – worth 25% (8.333...% each)

See section on *'Thought Papers'* for additional details and requirements.

+ up to 3 bonus points for participating in HSP research (optional; see section on *'Extra Credit'*).

2 Midterm Exams + **1 Final Exam** + **3 Thought Papers** + **Up to 3 HSP Credits** = **Grade**

EXAMINATIONS

All 3 exams are **non-cumulative** and **weighted equally**, and therefore are similar in length and scope (i.e., the final exam will not be longer or more burdensome). Two midterm exams will be held during class time (see schedule) while the final exam will be scheduled during the university exam period.

Exams are non-cumulative & equally weighted.

EXAM CONTENT: The exams will consist of multiple choice and written questions (short answer; point form responses are acceptable). **Exam questions will cover material from relevant lectures, textbook chapters, and additional readings/articles (unless otherwise noted).** The purpose of the lectures is to amplify, explain, and expand upon material found in the textbook and assigned readings. Although there will be overlap between the lectures and readings, there will also be material that will be covered in lectures that is not specifically discussed in readings. Furthermore, there may be some material from assigned readings that will not be explicitly discussed in class.

ON EXAM DAY: Please bring an HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions. Note that during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. If you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and therefore be assigned a grade of "0" on the exam. **Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam.** This applies to all examinations, including midterms. Given restrictions on room capacity, **you are STRICTLY PROHIBITED from writing an exam in a section of the course in which you are not enrolled.**

MISSING AN EXAM / CONCESSIONS: Examinations will be given on published dates only. Exceptions will be made in cases of medical or health-related issues, certain conflicting responsibilities, and other emergency situations. For policies regarding in-term academic concessions, including a list of eligible circumstances, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>. Note that for health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing health challenges during the term, you should seek support from your Academic Advising Office. **If you are unable to write an exam due unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam.**

You must contact me within 24 hours if you miss an exam!

MISSING AN EXAM / CONCESSIONS (CONT'D): Students who do not contact me within 24 hours of the exam will be assigned a grade of "0" on the exam. Accommodations will also be made for students with religious obligations that conflict with an exam, but this must be brought to my attention as early as possible. Special accommodations cannot be made for travel or vacations.

Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to other exams, such that the exam is waived.

MAKE-UP EXAMS: In most cases, if you are unable to write an exam due to unforeseen circumstances, you will be expected to complete a make-up exam **within the shortest time possible at the convenience of the TA.** Depending on the TA's availability, you may be offered only one alternative time to write the exam. The content and/or format of the make-up exam may differ from the original version. Like originally scheduled exams, missed make-up exams will only be accommodated with medical documentation. **In instances where you are unable to accommodate the TA's schedule, or in cases where a make-up exam is also missed, you may be asked to contact your Academic Advising Office to mediate the situation.** In certain circumstances, including periods in which too many requests have been received, other arrangements may be made.

EXAM GRADES: Exam grades will be posted on the course website as soon as they are available. Please allow 2 weeks for grades to be posted. You may review your completed exams with your TA(s) at either scheduled review sessions or by appointment. If you wish to have an exam re-graded, you should email me detailing why you think that your exam was unjustly graded within 2 weeks of the grades being posted. Re-grades will not be considered after the 2-week mark, although you are welcome to review your midterm exams at any point during the term. Final examinations are typically reviewed directly with me at a scheduled review session or by appointment after the term is complete. Note that due to minor errors that may occur in grading and/or scoring, exam grades may be adjusted after their original posting. In such corrections, your exam grade may either increase or decrease in order to ensure that it reflects an accurate assessment of material.

THOUGHT PAPERS

You are required to submit 3 'thought papers' over the course of the term (1 thought paper must be submitted for each unit of the course). **Thought papers are not meant to be summaries of course material. Rather, they are intended to give you the opportunity to develop and express your own thoughts about a particular question posed in class.**

Throughout our lecture discussions, we will take time to reflect on a number of critical thinking questions. Some of these questions will be eligible for thought paper topics, as will be clearly indicated on the slides. In each of the 3 units of the course (see course schedule), you may choose any one of these questions to write about in a 1-2 page thought paper. The thought paper should not be a summary or reiteration of our in-class discussion, but should instead include additional or new insights following your own reflection and contemplation on the matter.



Although thought papers should be academic in tone, they may include personal or anecdotal references where appropriate. Alternatively, you may also support your thoughts or insights by referencing other sources. The goal is to express your critical thinking and reasoning skills on paper. Additional direction will be provided in-class and/or on the course website. A sample thought paper will also be provided on Canvas, **though it should not be used as a strict template.**

THOUGHT PAPER REQUIREMENTS: Thought papers must be typed, double-spaced (with 1-inch margins), in 12-point Times New Roman or similar font, and between 1 and 2 pages in length. First-person perspective should be used only when referring to personal experiences, and direct quoting should be avoided in papers of this length unless absolutely necessary (i.e., when paraphrasing would change the meaning of the original statement). Thought papers should adhere to basic **APA formatting** guidelines as outlined in the *Publication Manual of the American Psychological Association, Sixth Edition (APA, 2009)*, but **do not require a title page, abstract, running head, headings, or reference section (let's keep it as simple as possible)**. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. In the event that you refer to another source in a thought paper, you should then attach a standard APA page of references. Given the page number restrictions, however, please ensure that you do not include more than 3 references in any single thought paper. **You must include the relevant question as stated in lecture at the top of your thought paper along with your name and student ID number. Please keep it simple!** This is an example of how the top of each thought paper might appear:

1

Question: What are the potential practical limitations of the Kubler-Ross stage model of dying?
John Smith 12341234

Although Kubler-Ross' proposed stages of dying dramatically changed our understanding of typical responses to impending death, there are some practical limitations. In a clinical setting, one concern revolves

THOUGHT PAPER GRADING: Thought papers will be graded primarily on critical thinking and insightfulness, originality of thought, and organization and clarity. Although grammar, spelling, and formatting are not crucial concerns, they should nevertheless be at such a level that they do not compromise the clarity of your thoughts. Each thought paper will be assigned a point grade out of 100 to reflect a percentage score. Thought papers will account for 25% of your final grade in the course (i.e., 8.333... % each).

THOUGHT PAPER SUBMISSION: Thought papers must be submitted within one week of the question being posed in class (i.e., when a preferred critical thinking question is presented in lecture, the related thought paper is due by the following Thursday), before the end of that day (11:59 PM). Electronic copies must be uploaded through the course website (see Assignments section) in either PDF or Microsoft Word (DOC) file format. Because you have many opportunities over the term, no late papers will be accepted. Only one paper will be accepted per unit (no exceptions).

THOUGHT PAPER GRADES: Grades for thought papers will be posted on the course website as soon as they are available. Feedback will be provided directly on Canvas. Please allow 2 weeks for grades to be posted following submission. Students wishing to discuss or review their thought papers should make an appointment with the TA. Students who have viewed a thought paper and who wish to have it re-graded should email me detailing why they think that their thought paper was unjustly graded within 2 weeks of the grades being posted.

EXTRA CREDIT (HSP)

You may earn extra credit for research participation (at a rate of 1/2 point for 1/2 hour, **to a maximum of 3 points**) or, as an alternative, by completing a library writing project (see HSP information on website listed below). Your earned points are added to your final grade (**after any scaling**, i.e., before meeting the department's standards for grade distribution). For complete details, or to register, visit <https://ubc-psych.sona-systems.com>. Please **register** in this online system as soon as possible, as deadlines are in place. For additional information, see "Subject Pool Information for Participants" on the above-noted website.

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and to students in other courses. The target grade distribution for 300-level psychology courses requires that the mean for the class fall between 66% and 70% (SD of approximately 13%). Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution deviates substantially from the target. **Your grade is not official until it appears on your academic record.**

CHEATING & ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult with me or a TA. UBC's policies on Academic Honesty and Standards as well as Academic Misconduct can be found here: <http://www.calendar.ubc.ca/vancouver> (click on Campus-Wide Policies and Regulations).

ATTENDANCE & MISSING CLASS

Although attendance is not recorded, **you are responsible for all material covered during class.** Should you miss class for any reason, it is your responsibility to find a classmate who is willing to share their notes with you (and you may want to establish this early on in order to better prepare). If your absence is legitimate, then I will be happy to answer questions about the missed material once you have consulted with a fellow student.

IN-CLASS PARTICIPATION

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class amongst your classmates or outside of class in discussion with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas.

CLASS ETIQUETTE

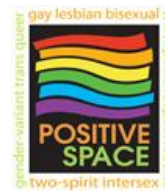
In consideration of your fellow students, **PLEASE TURN YOUR PHONE OFF DURING CLASS** and **keep noise to a minimum!** This includes when eating—avoid noisy wrappers and other distractions! The use of laptops in class is an effective means to take notes and record comments related to course content. However, some students use laptops in class to surf the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and can interfere with their efforts to focus on course content. For this reason, all students who intend to use laptops in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom. Please also make an effort to type quietly, as background sounds can be very distracting for others.

If you arrive at class late or need to leave early, do so with minimal disruption. **OPEN AND CLOSE DOORS QUIETLY** and **DO NOT ALLOW DESKTOPS TO SLAM DOWN LOUDLY (if applicable)!**

RESPECT & DECENCY

I will only ever tolerate an inclusive, respectful, and safe classroom environment. **The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity.** To this end, and in support of UBC's Positive Space campaign, I further aim to foster a classroom atmosphere that is receptive to and welcoming of LGBTQ+ people and issues (see <http://positivespace.ubc.ca>). All individuals in the classroom should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a **respectful** and **polite** manner. Yes, Intellectual discourse and debate CAN occur politely and respectfully! In regards to more sensitive issues, it is advisable that you "think before you speak." If a statement or behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Students should familiarize themselves with UBC's policy on maintaining a Respectful Environment on campus and in the classroom:

<http://www.hr.ubc.ca/respectful-environment>



Intellectual discourse and debate CAN occur politely and respectfully! Consider those around you, and review UBC's policy on maintaining a respectful environment.

STILL UNSURE OF WHAT IT MEANS TO BE RESPECTFUL? Here are some basic tips on how to communicate respectfully: https://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub. And remember, treat your Instructor and TA(s) with the same respect! That includes being patient for e-mail replies.

REQUESTS FOR LETTERS OF REFERENCE

During your academic career, you may require a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, I will not be able to accommodate all requests for such letters. I am only willing to write letters for those students who engage in the course material (beyond simply attending class and writing exams) and who attain a minimum grade of 75 in the course. If these criteria are met, sufficient notice must be provided and accommodation is still not guaranteed. **I can only write letters for a limited number of students each term.**

SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>. Further details are included below...

ACADEMIC ACCOMMODATION

The University accommodates students with disabilities who have registered with Access and Diversity (<http://students.ubc.ca/about/access>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

ACADEMIC CONCESSION

During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

LEARNING RESOURCES

Learning Commons (<http://learningcommons.ubc.ca>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools. The University of Northern British Columbia (UNBC) also has a number of useful learning resources available for students online. They can be found at: <http://www.unbc.ca/lsc/index.html>.

HEALTH & WELLNESS RESOURCES

Access and Diversity: Access and Diversity provides accommodations for UBC students living with physical or mental disabilities. Website: students.ubc.ca/about/access | Phone: 604-822-5844

BC Crisis Center: Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. Website: crisiscentre.bc.ca | Phone: 604-872-3311

Counselling Services at UBC: Counselling offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or document an illness. Website: students.ubc.ca/livewell/services/counselling-services | Phone: 604-822-3811

Distress Line: If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Kaleidoscope: A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Website: the-kaleidoscope.com

Mental Health Awareness Club: A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness at UBC. Website: ubcmhac.sites.olt.ubc.ca

Mood Disorders Clinic UBC: A program designed specifically to treat individuals living with depression or bipolar disorder. Website: www.centreforbrainhealth.ca/clinics/clinic-information/mood-disorders

Pacific Spirit Addiction Services: A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician, and resources. Phone: 604-267-3970

Psychology Clinic at UBC: Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. Website: clinic.psych.ubc.ca

Student Health Services at UBC: Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses. Website: students.ubc.ca/livewell/services/student-health-service | Phone: 604- 822-7011

Wellness Centre at UBC: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: students.ubc.ca/health/wellness-centre

PSYC-208 (002). PSYCH OF DYING. Schedule of Course Lectures, Readings, & Exams

| Dates: | Lecture # and Topics | Readings: |
|--|--|-----------------------|
| UNIT 1 → PSYCHOLOGICAL & EXISTENTIAL FACTORS IN DEATH & DYING | | |
| Sept. 5 | 1. INTRODUCTION TO THE STUDY OF DEATH & DYING | Ch.2 |
| | <i>Syllabus Review; Introduction to Death & Dying; Stats and Facts</i> | |
| Sept. 12 – 19 | 2. FROM ANXIETY & DENIAL TO DEATH ACCEPTANCE | Ch.5 / A.1,2 |
| | <i>The Perspective of the Dying Person; Key Psychological Considerations</i> | |
| Sept. 19 – 26 | 3. BEREAVEMENT & THE GRIEVING PROCESS | Ch.6 / A.3,4 |
| | <i>The Perspective of the Survivor; Stages of Grief and Bereavement</i> | |
| Oct. 3 | *EXAM #1* (1 hour 40 minutes, in class) | |
| UNIT 2 → SOCIAL & CULTURAL CONTEXTS OF DEATH & DYING | | |
| Oct. 10 | 4. THE SOCIAL CONTEXT OF DEATH & DYING | Ch.3 / A.5 |
| | <i>Social Institutions: Family, Religion, & the Law; The Formalities of Dying</i> | |
| Oct. 17 | 5. CULTURAL PERSPECTIVES ON DEATH, DYING, & LOSS | Ch.1,4 / A.6 |
| | <i>Cultural & Religious Perspectives: Western, Non-Western, & Indigenous</i> | |
| Oct. 24 | 6. SOCIOCULTURAL ISSUES IN DEATH AND LOSS | Ch.4 / A.7 |
| | <i>The Role of Culture in Death Attitudes; Shameful & Stigmatized Deaths</i> | |
| Oct. 31 | 7. FINAL CONSIDERATIONS ON CULTURE & DEATH / HALLOWEEN! | A.8 |
| | <i>Death in Popular Culture (Note: This lecture will only be 1.5 hrs in length)</i> | |
| Nov. 7 | *EXAM #2* (1 hour 40 minutes, in class) | |
| UNIT 3 → END-OF-LIFE CARE, DEATH WORK, AND THE FUTURE OF DYING | | |
| Nov. 14 | 8. CARING FOR THE DYING | Ch.7 / A.9,10 |
| | <i>The Healthcare Context; Factors in End-of-Life Care, Assisted Dying</i> | |
| Nov. 21 | 9. THE IMPACT OF END-OF-LIFE CARE & DEATH WORK | Ch.8 / A.11,12 |
| | <i>Grieving in a Professional Context; Nurses, Physicians, & Medical Examiners</i> | |
| Nov. 28 | 10. THE FUTURE OF DEATH & DYING | A.13 |
| | <i>The Implications of Life Extension; Final Thoughts & Course Wrap-Up</i> | |
| Dec. 3–18 | *EXAM #3* (1 hour 40 minutes, scheduled during university exam period) | |

NOTE: You are not responsible for reading the concluding chapter of the textbook.

READINGS: “Ch.” refers to a chapter from the textbook. “A.” refers to an additional reading/article (see p. 3 for order). It is recommended that you read the chapters and articles by the dates on which they are listed in this schedule.