FLORIDA A&M UNIVERSITY

College of Social Sciences, Arts & Humanities

# DEPARTMENT OF SOCIAL WORK - SYLLABUS

***Course Information:***

Course Number/Title: **SOW 4740 Death and Dying**

Sections/Time: **501E/On-line**

Semester/Year: **Spring 2022**

Credit hrs/Prerequisites: **3 hours/Liberal Arts Foundation Courses**

***Instructor Information:******Dept. of Social Work Information:***

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**Wednesdays 9:00am-10:00am**

***Required Text:*** Corr, C.A., Corr, D.M., & Doka, K.J. (2019). *Death & Dying, Life & Living* (8th ed.). Boston, MA: Cengage Learning, Inc. ***ISBN#978-1-337-56389-5***

1. **COURSE DESCRIPTION**

A survey course focusing on the many issues surrounding death, dying, and bereavement.

1. **OVERVIEW OF COURSE:**

This course introduces students to the nature and role of death education, death-related experiences, and attitudes toward death and dying, as well as how different cultural and religious groups view death and death rituals. In addition, the course will examine grief and coping and various interventions utilized by health-care professionals to avoid burn-out among themselves.

1. **COURSE RATIONALE RELATIVE TO PROGRAM MISSION, GOALS, AND OBJECTIVES**

The BSW program seeks to provide a beginning generalist curriculum reflecting the history, knowledge, values, ethics and skills of the profession; and to educate students who will engage in the problem-solving process; promote social and economic justice for oppressed peoples; demonstrate knowledge and sensitivity to human diversity.

This course helps prepares the student for beginning generalist practice by familiarizing students with issues surrounding death, dying, and bereavement in the United States, and how we as social workers can help clients face these inevitable challenges.

1. **COURSE OBJECTIVES**

Following is a list of the core competencies and practice behaviors established by the Council of Social Work Education (CSWE) in the 2015 Educational Policy and Accreditation Standards. Specific competencies and practice behaviors for this course are identified by assignment below.

**Competency 1: Demonstrate Ethical and Professional Behavior**

1. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
2. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;
3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

1. select and use appropriate methods for evaluation of outcomes.
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**V. EXPECTED** **EDUCATIONAL** **OUTCOMES:**

By the end of the course, it is expected that students will have acquired the skills to:

1. Demonstrate awareness and sensitivity to death-related issues in ways that emphasize experiences of individuals at different points in their life cycle.
2. Demonstrate an awareness of themselves and others in grieving and coping with death.
3. Appreciate and manage moral, ethical, religious, and spiritual values and dilemmas in the care of the dying, support for the bereaved, and helping others cope with such controversial issues as assisted suicide and euthanasia.
4. Understand the legal aspects and documents associated with the death process, such as DNROs (do not resuscitate orders) and Advanced Directives.

## VI.        ACADEMIC LEARNNG COMPACTS (ALC)

The Academic Learning Compacts (ALC) are guidelines issued by the State University System requiring each State University in Florida to identify, by academic program, what it is that students will have learned by the end of the baccalaureate degree program, and how that learning will be measured above and beyond course grades.

The purpose of ALCs is to establish policy guidelines and procedures for universities, through their boards of trustees, to develop and implement Academic Learning Compacts to account for student achievement in baccalaureate degree programs in the State University System. The ALCs at Florida A&M University can be found at http://[www.famu.edu](http://www.famu.edu/) under Assessment.

VII. UNIVERSITY and CLASSROOM POLICIES

**AMERICANS WITH DISABILITIES ACT (ADA):** If any member of the class feels that s/he has a disability and needs special accommodations of any nature, the instructor will work with you to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Students who believe they need assistance should approach the LDEC Center to discuss such considerations. The LDEC Center will contact the instructors. Please notify and submit to the instructor written documentation from the LDEC of such disability and desired accommodations.

**HONOR CODE:** This class will be conducted in strict observance of the NASW Code of Ethics. Any student caught cheating will be automatically given a 0 for the assignment or exam. **If it is obvious that homework assignments have been shared between two students, both students will receive a 0 on the assignment.** If the student is a social work major, a conference will be called with the BSW Faculty to discuss the situation and status of the student continuing as a social work major.

**ATTENDANCE POLICY:** If this online class is taught in asynchronous manner, then there is no attendance policy. Students must keep up with the online course and complete assignments, quizzes, and exams by the published due dates. If the class is taught in a synchronous manner, online attendance is expected. University policy (see attached) states that students are permitted three (3) unexcused absences. Excessive absences are grounds for receiving a failing grade. Students must get absences excused by the Dean’s office (Tucker Hall 214) and bring the written excuse to the professor in order to get an excused absence. Unless **prior agreement** has been made between instructor and student, no documentation for absences will be accepted **AFTER** grades have been submitted for the semester.

**ON-LINE QUIZ MAKE-UP POLICY:** You will be given a period of time to complete all online chapter quizzes and case study quizzes. Once the deadline passes, you will not be able to make-up quizzes. Only in extreme circumstances involving extended excused absence will make-up quizzes be considered and requires ***a written excused absence from the Dean of the College of Social Sciences, Arts and Humanities in 214 Tucker Hall.***

**ASSIGNMENTS POLICY:** All work must be the original product of the student and may not be an assignment used for another class or copied from an outside source (called “plagiarism”). Promptness in completing assigned tasks and readings is a requirement for this class. ***Assignments can be turned in up to one week late with a 10% penalty (1 grade letter) on the grade. Beyond one week late, assignments will not be accepted.***

**CELL PHONES/BEEPERS:**  If attending a synchronous class, please **turn off** all cell phones and beepers **PRIOR** to coming into the online classroom. Failure to do so is a direct violation of University policy and will be reported to the Program Director. Any student who is not a social work major that violates the policy will have the matter referred to the chair/dean of his/her major program.

**CANVAS REGISTRATION AND USE**: This course requires the use of the FAMU Canvas system. All students must be enrolled in the Canvas course for this class. If you cannot enroll, tell the professor immediately. It is the responsibility of each student to regularly check for course materials, assignments and quizzes on Canvas.

**EMAIL USE:** Students must use their FAMU email accounts throughout the course. All correspondence with the professor of this course should be sent from your FAMU account, , and all emails and announcements sent from Canvas by the professor will be sent to your FAMU account.

**CONVOCATION DATES:**  *To be announced.*

**TECHNICAL SUPPORT:** For technical/computer support at FAMU regarding your FAMU email or Canvas account, call 850-412-HELP (4357) or email [helpdesk@famu.edu](mailto:helpdesk@famu.edu). For help with your Cengage/MindTap account, go to <https://www.cengage.com/help-center/>.

**DEPARTMENT OF SOCIAL WORK - PROFESSIONAL BEHAVIORS EXPECTATIONS**

Appropriate attire—Millenial FAMUan attire (<http://www.famu.edu/index.cfm?dressstandard>) and Department of Social Work dress standards: dress in business casual attire such as collared shirts with slacks or skirts; hems must reach the fingertips; no cleavage, sagging, see-through clothing, ripped jeans above the knee and clothing with obscenities or offensive language.

Attendance and punctuality—attend class on time and leave at the conclusion; arrive to class early to get settled in; be attentive during presentations; provide prompt notification to professors in case of tardiness or absences.

Respectful demeanor and interactions-- demonstrate respect and deference to professors and staff; conducting oneself in a manner consistent with the values and ethics of NASW and the profession; respect yourself and your peers through listening and thoughtful behaviors.

Professional language and communications—consistently engage in professional oral and written (including electronic) communication skills; use discretion and appropriate professional language in addressing faculty, staff and peers; “filter” language to limit emotional reactivity/content.

Appropriate effort and initiative-- collaborate with advisors and faculty to identify and complete assignments; complete higher priority tasks before secondary tasks; follow through on appointed tasks and activities; display a genuine interest, initiative and engagement in your professional development; demonstrate intellectual and professional curiosity and insightfulness

Accountability and integrity-- be accountable to the department’s practice guidelines and expectations; complete tasks and activities in a professional, high quality and timely manner; maintain professional integrity and honesty in all activities/interactions; represent accurately the tasks completed.

Boundary maintenance and ethical practice-- uphold NASW ethical standards and seek appropriate consultation when in doubt; maintain strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restrict the use of electronic devices to professional purposes while in class

Emotional self-regulation-- attend to one’s emotional reactivity and triggers; take responsibility for one’s feelings/behavior and avoid blame; avoid the expression of raw emotions; be personally and professionally centered when engaging with faculty and staff; use appropriate professional language (spoken and written) to filter emotional content; demonstrate a willingness to resolve difficult relationships and modify one’s behavior accordingly; do not expect special consideration or ‘entitlement’

Responsiveness to feedback-- demonstrate non-defensive receptivity to feedback and suggestion; show a willingness to be self-reflective and self-corrective

*Adapted from the University of Iowa Social Work Professional Behavior Expectations*

### VIII. STUDENT PERFORMANCE EVALUATION:

The following chart summarizes how each evaluation component/assignment reflects CSWE Core Competencies and related practice behaviors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Component/Assignment:** | **Dimensions** | **CSWE Competencies Addressed:** | **Percentage of Grade:** | **Due Dates:** |
| Chapter Tests | Knowledge | 2a, 5a, 6a | 30% | Throughout semester |
| Mastery Training | Knowledge, Skills, Cognitive & Affective Processes | 2a, 2c, 4c, 5a, 6a | 15% | Throughout semester |
| Discussion Boards | Cognitive & Affective Processes, Values | 1a, 1b, 2a, 2c | 10% | Throughout semester |
| Obituary and Epitaph | Cognitive & Affective Processes, Values | 1a, 1c, 2b | 5% | 2/4/22 |
| Planning Your Funeral | Skills, Cognitive & Affective Processes, Values | 1a, 1c, 2b | 10% | 3/11/22 |
| Advanced Directives | Knowledge, Skills, Values | 1a, 1c, 2b, 5b | 5% | 4/8/22 |
| PowerPoint Presentation | Knowledge, Skills, Cognitive & Affective Processes | 1b, 2a, 2c, 4c, 6a | 20% | 4/15/22 |
| Peer Evaluations of Presentations | Cognitive & Affective Processes, values | 1a, 1b, 1c, 2c | 5% | 4/22/22 |
| ***Total*** |  |  | 100% |  |

Grades will be awarded on the following basis:

**Percentage of Total: Letter Grade:**

90-100% A

80-89% B

70-79% C

60-69% D

0-59% F

1. **INSTRUCTIONS FOR ASSIGNMENTS:**
   1. **Weekly Chapter Tests (30%)**

Students will be required to complete an online chapter quiz for each chapter that is covered in the book. All of these quizzes will be available on Canvas (through Cengage MindTap) throughout the semester. Each quiz is assigned a due date. Once the due date has passed, students will not be able to complete the quizzes. The lowest quiz grade will be dropped at the end of the semester.

* 1. **Mastery Training (15%)**

Students will complete a mastery training for each chapter through Cengage MindTap. These exercises are an excellent way to master the content in each chapter. The exercises must be spread out over two days as this is the best way to learn new material. Make sure you start the day before the assignment is due so you’ll have time to complete it!

* 1. **Discussion Boards (10%)**

Students will complete several discussion boards throughout the semester. You will be given clear directions what is required for each assignment. For full credit, you will respond to a question(s) or statement(s) regarding the topic for the week, and then you will be required to respond with a meaningful statement to five of your classmates.

* 1. **Advanced Directives (5%)**

Complete the Living Will for yourself found at the following URL: <https://eforms.com/download/2016/02/florida-living-will-form.pdf>

Complete the Health Care Surrogate Form for yourself found at the following URL:

<https://eforms.com/images/2020/09/Florida-Health-Care-Surrogate-Form.pdf>

Complete the Organ Donor Registration Form for yourself found at the following URL:

<https://eforms.com/images/2020/09/Florida-Organ-Donation-Registration-Form.pdf>

Complete the Durable Financial Power of Attorney Form for yourself found at the following URL:

<https://eforms.com/images/2015/09/fl-durable-power-of-attorney.pdf>

***Do not sign any of these forms or have other people sign them as witnesses. You may use these as official advanced directive forms for yourself in the future, or, of course, you may use them for this assignment only.***

* 1. **Write your Epitaph and Obituary (5%)**

Write your own epitaph. What you would like on either your headstone or a plaque of remembrance if you want to be cremated? This should be just a few words. This allows you to contemplate what you most want to accomplish during your lifetime.

Write you obituary. What would you say about yourself for the newspaper obituary? You can write it as if it were about your life now, or you can imagine yourself much older and write it the way you would like to see it written in the distant future. This exercise will be helpful if you are in the position to write a loved one’s obituary in the future. It is also another way of identifying the things that are most important to you in your life. The things you want people to remember about you. This can be a very powerful exercise in pointing you in the direction you want your life to take.

* 1. **Planning your Funeral (10%)**

Students will be required to plan the details of their own funeral. This should not be a morbid activity. Think of who you would want to speak at your funeral, what music you would like to have played, what readings you would like. Will you be cremated or have an open or closed-casket? Where would you like to be buried or have your ashes spread? This can be a practical exercise if you would like to share this information with your loved ones, it can give you some guidance in the event that you are faced with planning a funeral in the future, and it can simply give you some time to think about the things you value most when presenting the end of your life. A general Grading Rubric will be offered on Canvas although it will not be real specific because I want to encourage students to be creative. This could look very different for different people. However, it will be graded on thoroughness

* 1. **PowerPoint Presentation (20%)**

Select a topic for your presentation from the list of topics at the beginning of “Modules” on Canvas. You must select one that has not been assigned to another student, and email the professor of the course to be assigned to the topic. Create a PowerPoint Presentation on your topic. A detailed explanation of the expectations will be presented on a Grading Rubric available on Canvas.

* 1. **Peer Evaluation of Presentations (5%)**

Students will view and evaluate 10 of their classmates’ PowerPoint presentations. The form for evaluation will be available on Canvas.