

HLTH AGE 4B03
Death and Dying in Later Life
January 9 - April 3, 2018
Tuesdays 8:30 – 11:20 a.m.

Instructor:

Anju Joshi
Associate Professor
Dept. of Health, Aging and Society
KTH 238

Office Hours:

Wednesday, 1:00 – 2:00 p.m.
or by appointment
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Phone: (905) 525-9140, x 23242

Course Overview:

This course is designed to explore various concepts and issues related to death and dying in later life from multidisciplinary perspectives. You will examine social, cultural, ethical and spiritual aspects of death and dying in order to deepen your understanding and to examine your personal views and beliefs. Provision of care at the end of life in the Canadian context, decision making at the end of life, role of formal and informal caregivers and, organization of care and support for dying persons and their families will be some of the other topics that will be addressed. In addition, you will have the opportunity to explore topic (s) related to death and dying in later life that interest you. To achieve the course objectives, we will be utilizing readings, group work, multi-media, classroom activities, reflection, written assignments, guest speakers, and discussions.

COURSE OBJECTIVES:

1. To gain a deeper understanding of important theories, concepts and current issues related to death and dying in late life from a range of different perspectives.
2. To increase self-awareness of personal beliefs about death and dying in old age.
3. To examine end of life care needs of dying older persons and their families and critically examine relevant policy frameworks, programs and practice approaches.
4. To enhance comfort level of students to discuss end of life issues with older adults and their support network.
5. To examine spiritual aspects and representation of old age and death and dying in the literature.
6. To provide opportunities for students to improve skills in critical thinking, analysis, team work, research, presenting and writing.

Important Notice re email:

Please do NOT email the Instructor using Avenue to Learn. Send email directly to Instructor and Teaching Assistant to the McMaster e-mail accounts from your own McMaster e-mail account. Due to university policy, we are unable to reply to emails sent from gmail and other personal e-mail accounts.

If you require the course information in an alternate/accessible format, please contact Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

COURSE REQUIREMENTS AND EVALUATION: The course requirements consist of integrative reflection, options for written assignments (i.e. film analysis or book review), term paper or presentation and class participation. More information on course assignments will be provided during class.

The distribution of grades for the course is as follows:

Assignments/Evaluation:

- 1. **Class Participation..... 15%**
Participation (7%)
Submission of Summaries..... (8%)
- 2. **Book Review or Film Analysis.....15%**
(Due: Jan. 30, 2018)
- 3. **Presentation or Term Paper 30%**
(Due: Term Paper on or before March 21, 2018; Presentation Dates assigned in class)
- 4. **Integrative Reflection on Course content and Analysis of Journal..... 40%**
(Due on or before April 3, 2018)

ASSIGNED READINGS:

Assigned readings for this course are available in a Custom Courseware Package (available at the university bookstore).

Royal Society of Canada Expert Panel, *End-of-life Decision Making* (2011). available at: <http://rsc-src.ca/en/expert-panels/rsc-reports/end-life-decision-making>

Health Canada. A guide to the end-of-life for seniors. Available at: <http://publications.gc.ca/collections/Collection/H88-3-31-2001-3E.pdf>

OTHER IMPORTANT INFORMATION:

Support Services and Accommodations

Academic Accommodation of Students with Disabilities: Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

The Student Accessibility Services (SAS) office (*formally, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

<http://sas.mcmaster.ca/>

Location

MUSC B107

Please feel free to discuss necessary accommodations with the instructor.

Student Wellness Centre (SWC)

Medical and Counselling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

<http://swc.mcmaster.ca/>

Location

MUSC B101, 107, and 106

ACADEMIC INTEGRITY: Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only two forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained. In order to avoid plagiarism, all work submitted must be completed by the student(s) for this course only and be clearly and correctly referenced using the APA style.
2. Copying or using unauthorized aids in tests and examinations (not applicable to this course as there is no exam).

Marks

Negative class participation: This course depends on you! During class, and discussion, you are expected to participate fully. I reserve the right to downgrade your mark (a maximum of 7 points) for negative class participation. Activities that will be considered negative class participation: failure to attend sessions consistently, talking to classmates about things that are not a contribution to the class discussion, general nonparticipation in the sessions, using any of the following devices: computer, cell phone, mp3 player, ipod, etc, sleeping, coming to class late or leaving early. Note that computers may be used for note taking only– evidence of using the computer for anything other than note taking is considered a part of the negative class participation mark.

Late Penalty:

To be fair to all students, late assignments will be penalized at the rate of three **(3%) percent** per day, including weekend days, except in the most extenuating of circumstances. (If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day).

The following McMaster Grading Scale will be used as noted in the McMaster Undergraduate Calendar.

<u>MARK</u>	<u>GRADE</u>		
90-100	A+	63-66	C
85-90	A	60-62	C-
80-84	A-	57-59	D+
77-79	B+	53-56	D
73-76	B	50-52	D-
70-72	B-	0-49	F
67-69	C+		

FACULTY OF SOCIAL SCIENCES
E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

Please NOTE:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

The Use of Avenue to Learn in this course:

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Step 1: Make sure you are in the Avenue to Learn system.

If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course. The Avenue to Learn student database will be updated automatically from the Office of the Registrar several times weekly for the first few weeks of classes, so please be patient while your name is being added.

Step 2: Logon to Avenue to learn.

Go to <http://Avenue.mcmaster.ca/>

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

Step 3: Support

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

Return of Assignments:

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope with assignments for return by mail;
4. submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class

HLTH AGE 4B03
Death and Dying in Later Life
Weekly Schedule of Topics and Readings

Jan. 9 Review of course outline

Discussion of course expectations/ requirements
Introduction to course themes
Exploring personal views on death and dying

Jan. 16 Current Issues in end of life care for older persons

Hall, L. K. (2017). Rehumanizing birth and death in America. *Society*, 54(3), 226–237.
<https://doi.org/10.1007/s12115-017-0129-6>

Hurd Clarke, L., Korotchenko, A. and Bundon, A. (2012). ‘The calendar is just about up’: Older adults with multiple chronic conditions reflect on death and dying, *Aging and Society*, 32, 1399-1417.

The Royal Society of Canada Expert Panel, (2011). *End of Life Decision Making Report*, Available at:
src.ca/documents/RSCEndofLifeReport2011_EN_Formatted_FINAL.pdf
pp. 1-17 and pp. 18-36.

Wilson, D. M., Birch, S., Sheps, S., Thomas, R., Justice, C., and MacLeod, R. (2008). Researching a Best-Practice End-of-Life Care Model for Canada, *Canadian Journal on Aging*, 27 (4), 319-330.

Jan. 23 Concepts: hope, control, personhood, suffering and loss

Black, H. K., and Rubinstein, R. L. (2004). Themes of Suffering in Later Life, *Journal of Gerontology, Social Sciences*, Vol. 59B, No. 1, S17-S24.

Hudson, R. (2006) Nurturing Hope at the End of Life, *Ageing International*, 31(3), 241- 252.

Schroepfer, T.A., Noh, H., Kavanaugh, M. (2009). The Myriad Strategies for Seeking Control in Dying Process, *The Gerontologist*, 49 (6) 755-766.

Kjølseth, I., Ekeberg, Ø., and Steihaug, S. (2010) Why suicide? Elderly people who committed suicide and their experience of life in the period before their death, *International Psychogeriatrics*, 22:2, 209-218.

Jan. 30 Attitudes towards dying//Death and Dying in the Literature

Dr. Alan Bishop, Professor Emeritus, Dept. of English, McMaster University
Readings: Literary Works

Excerpts from Yesterday Morning

Athill, D. (2002) *Yesterday Morning*, Granta Books,

“Winter”

Hill, S., (1986) *The Lighting of the Lamps*, Hamish Hamilton Ltd.

“The Veteran”

Crane, S., (1966) *The Red Badge of Courage and Selected Prose and Poetry*, Gibson, W. (ed.), Holt, Rinehart and Winston, Inc.

“The Pardoner’s Tale”

Chaucer, G. (1964), *The Canterbury Tales*, Panther Books, Ltd.

“The Struldbruggs”

Swift, J., (1961) *Gulliver’s Travels*, Greenberg, R.A. (ed.), W.W. Norton & Company Inc.

“The Voice”

Hardy, T. (1973) *The Oxford Anthology of English Literature*, Vol. 2, Kermode, F. & Hollander, J. (eds), Oxford University Press (US)

“The Ship of Death”

Lawrence, D., (1974) *The Norton Anthology of English Literature*, Vol. 2 (Third Edition), Abrams, M. (ed), W.W. Norton and Company Inc.

“Do not Go Gentle into that Good Night”

Thomas, D.,(1974) *The Norton Anthology of English Literature*, Vol. 2 (Third Edition), Abrams, M. (ed), W.W. Norton and Company Inc.

“Wanting to Die”

Sarton, M. (1994) *Coming into Eighty: New Poems*, W.W. Norton and Company Inc.

“To Have What I Have”

Sarton, M. (1994) *Coming into Eighty: New Poems*, W.W. Norton and Company Inc.

“Death Psalm: O Lord of Mysteries”

Levertov, D., (1986) *Selected Poems*, Bloodaxe Books

“Widow”

vanHouten, E. (1996) *Grow Old Along with Me: The Best is Yet to Be*, Martz, S.H. (ed.), Paper –Mache Press

Feb. 6 Experiences of Dying in Canada/ Current Medically Assistance in Dying Legislation Coping with Dying

Government of Canada, Medical Assistance in Dying Interim Report, available at: <https://www.canada.ca/en/health-canada/services/publications/health-system-services/medical-assistance-dying-interim-report-sep-2017>

Hardwig, J. (2009) Going to Meet Death: The Art of Dying in the Early Part of the Twenty-First Century, *Hastings Center Report*, 39 (4) 37-45

Medically Assisted Dying Legislation Bill C-14

<http://www.parl.gc.ca/HousePublications/Publication.aspx?Mode=1&DocId=8183660&Language=E>

van Wijngaarden E., Leget, C. and Goossensen, A. (2015). Ready to give up on life:

The lived experience of elderly people who feel life is completed and no longer worth living. *Social Science & Medicine*. 138: 257-264.

Feb. 13 Ethical Issues and end of life care

Clarfield, A.M., Gordon, M., Markwell, H. and Alibhai, S.M.H. (2003) Ethical Issues in End of Life Geriatric Care: The Approach of Three Monotheistic Religions – Judaism, Catholicism, and Islam”, *The American Geriatrics Society*, 51 (8): 1149-1154

Moorman, S. (2011) Older Adults’ Preferences for Independent or Delegated End of life Medical Decision Making, *The Journal of Aging and Health*, 23(1) 135-157.

The Royal Society of Canada Expert Panel, *End of Life Decision Making Report*, Available at:
src.ca/documents/RSCEndofLifeReport2011_EN_Formatted_FINAL.pdf
pp. 37-69

Health Canada, (2000) Ethical Issues, in *A guide to end-of- life care for seniors*, pp. 82-97.

Feb. 20 No Class. Break Week

Feb. 27 Palliative Care and End of Life Care in LTC

Lavoie, M. and Blondeau, D. (2013). The integration of a person-centered approach in palliative care, *Palliative and Supportive Care*, 11, 453-464.

Munn, J.C., Dobbs, D., Meier, A., Williams, C.S., Biola, H., and Zimmerman, S. (2008). The End-of-Life Experience in Long-Term Care: Five Themes Identified from Focus Groups with Residents, Family Members, and Staff, *The Gerontologist*, 48 (4), 485 - 494.

Tanuseputro, P., Budhwani, S, Qing Bai, Y. and Wodshis, W. P. (2016) Palliative Care delivery across health sectors: A population-level observational Study, *Palliative Medicine*, 1-11

Sussman, T, Kaasalainen, S., Mintzberg, S., Sinclair, S., Young, L, Ploeg, J, Bourgeois-Guerin, V., Thompson, G., Venturato, L, Earl, M., Strachan, P., You, J.J., Bonifas, R. and McKee M., (2017). Broadening End-of-Life Comfort to Improve Palliative Care Practices in Long Term Care, *Canadian Journal on Aging*, 36 (3): 306-317

March 6 Diversity ,Culture, Religion and Ethnicity

Duffy, S., Jackson, F.C., Schim, S.M, Ronis, D., Fowler, K.E. (2005) Racial/Ethnic Preferences, Sex Preferences, and Perceived Discrimination Related to End of Life Care, *The American Geriatrics Society*, 54: 150-157

Gupta, R. (2009) Death Beliefs and Practices from an Asian Indian American Hindu Perspective, *Death Studies*, 35: 244-266.

Health Canada, (2000) The Cultural Context for Palliative and End-of-Life Care for Seniors, in *A guide to end-of-life care for seniors*. (CD-ROM). pp. 151-167.

Mar. 13 Spirituality in Later Life

Dr. Ellen Ryan, Professor Emeritus, McMaster University, Department of Health, Aging & Society Department of Psychiatry & Behavioural Neurosciences

Howarth, G. (1998). 'Just live for today'. Living, caring, ageing and dying, *Aging and Society*, 18 (6), 673-689.

Fenwick, P. and Brayne, S. (2011) End of life Experiences: Reaching Out for Compassion, Communication, and Connection – Meaning of Deathbed Visions and Coincidences, *American Journal of Hospice and Palliative Medicine*, 28 (1) 7-15

Wong, P.T.P. (2000) Meaning of Life and Meaning of Death in Successful Aging, Tomer, A. (ed.), *Death Attitudes and the Older Adult* Brunner/Mazel Publishers

Wingfield, N. (2010) Poems, *Journal of Aging, Humanities and the Arts*, 4:73-76

Mar. 20 Family/ Informal and Formal Caregivers; Communication

Clarke, A., Seymour, J. (2010) "At the Foot of a Very Long Ladder": Discussing the End of Life with Older People and Informal Caregivers, *Journal of Pain and Symptom Management*, 40 (6) 857-869.

Clemmer, S.J., Ward-Griffin, C., and Forbes, D. (2008). Family Members Providing Home-Based Palliative Care to Older Adults: The Enactment of Multiple Roles, *Canadian Journal on Aging*, 27(3): 267-283.

Lawrence, M. and Repede, E. (2012). The incidence of Deathbed Communications and Their Impact on the Dying Process, *American Journal of Hospice and Palliative Medicine*, 30 (7), 632-639.

Waskiewich, S, Funk, L.M., and Stajduhar, K.I., (2012). End of Life in Residential Care from the Perspective of Care Aides, *Canadian Journal on Aging*, 31 (4) 411-421

March 27 Death, Grief and Bereavement and Beliefs about afterlife

Damianakis, T. and Marziali, E. (2012). Older Adults' response to the loss of a spouse: The function of spirituality in understanding the grieving process, *Aging and Mental Health*, Vol. 16, No. 1: 57-66.

Dick, H.V. (2014). "Every Time You Deal With a Death You Think, 'One Day'...": The Emotional and Spiritual Effects of Dealing with Aging, Dying, and Death for Staff in a Residential Aged Care Facility, *Journal of Religion, Spirituality and Aging*, 26, 173-185.

Nowatzki, N. R. and Grant Kalischuk, R. (2009). Post-Death Encounters: Grieving, Mourning, and Healing. *OMEGA* 59(2): 91-111.

Tassell-Matamua, N. A. and Lindsay, N. (2016). "I'm not afraid to die": the loss of fear of death after a near-death experience. *Mortality*, (21) 1: 71-87.

Apr. 3

**Student Presentations/Discussion of students' selected assignments.
Future Challenges and Issues in Care of Older adults at the end of life
Reflections/Review/Evaluation**

1. CLASS PARTICIPATION

15%

Guidelines for Evaluation of Participation

Class attendance and participation are essential components of this course. Part of the participation grade will come from attendance and an evaluation of how much a given class member **contributed to the class discussion (7%)**. The other part will be based on submission of **reading summaries (8%**, see below for more details). Remember that evaluation of participation in class is different from evaluation of knowledge or understanding of a set of given readings or course content. My evaluation of your knowledge and understanding will come from your written work. You will be evaluated on the quality of your contributions in class discussions. Your participation grade will be based on my perception and assessment of your active involvement in class (attendance and involvement in class discussions, initiating discussion on specific readings, and participation in presentations). However, you also have the opportunity to evaluate your participation by assigning yourself a 'fair' grade (out of 7) and a brief written statement as to why you feel that grade is warranted. I will take your self-evaluation grade and comments under serious consideration when assigning your final grade at the end of term.

If you wish to check out how well you are doing in your participation, you might ask yourself the questions on page 13.

Summaries of Readings

8%

You are expected to do all the readings assigned for each week. You will select two readings to prepare a written submission for the week.

All students will be expected to **submit** a two page document which has the following components for each of the two readings (note: each summary is approx. 250 words or 1 page).

1. Summary statement (six sentences maximum) of the author's main argument. *This statement should be written in your own words.* It should not be borrowed directly from the text of the reading.
2. Brief statements in terms of how the article connects with the broader theme of the week's discussion or of the course.
3. Two or three issues or questions in the reading that are important and merit some discussion. These questions or issues should be well thought out and demonstrate your critical thinking and analytical skills. *(these are the questions you may be invited to share with the class to initiate or sustain a discussion).*

Note that all three of these components should be focused on understanding the readings well, and not on criticizing them.

In class discussions, you are expected to be familiar with the assigned material. "Familiar with" is just the right phrase. You need not have mastered the material; after all, a goal of discussion is to move everyone towards mastery, that is, to improve everyone's (even the leader's) understanding. To prepare for discussion, first read and study the assignment, underlining the more important or interesting points, and making notes in the margins. Then think about and write down some of the main issues that the author raises and a few questions pertinent to the issues. Then go back over your notes and the text and note the key concepts or terms and then try to put the author's argument into your own words.

Handing in of summaries:

You will prepare a summary of two readings for each of the weeks where we have required readings, hence 10 weeks in total. Members of the class are permitted two “heavy burden” weeks without losing points here. So basically **you will be submitting 8 summary statements** (consisting of two readings each). A total of 8 summary statements will give you 8% for your class participation if they are completed and meet the above guidelines.

Submission process: Before the class, each member emails me a copy of her or his summary statements. Late submissions of these materials will *not* be credited to the participation grade. Put both summary statements in the same computer file, with your name as part of the filename. Avoid using section breaks and do not insert headers or footers. When emailing the summaries, please put **4B03 Summaries in the subject heading of the email**. Students taking a ‘heavy burden’ week must inform me by the Thursday **of the week preceding the next class**. **Please bring a hard copy of the summary to class for your reference and then submit it to the instructor at the end of class.**

General Assignment Guidelines

Your assignments are assessed on the following: content, conciseness and organization. In addition, here are some guidelines you should follow for completing the written assignments:

- All assignments should be typed, double spaced, using 1" margins and 12 pitch regular font (average size) ;Keep within the specified word limit.
- Do not use binders or any other assignment covers. Just staple your pages.
- Use proper referencing style (accurate and consistent). Check with the reference desk at Mills library if you need help.
- Use correct grammar and spelling.
- Always use a cover page indicating your name, assignment title, course name, assignment submission date and instructor’s name.
- Submit assignments on or before the deadline date or be prepared to accept the late penalty as noted on page 4 of this course outline.

Note: If emailing an assignment, please put all content in file doc or docx file.

Guidelines for Evaluation of Your Participation

If you wish to check out how well you are doing in your participation, you might ask yourself the following questions:

Did I go to class prepared to discuss the readings and the topics assigned for the week?

Did I initiate a topic or question?

Did I provide some information when it was needed?

Did I provide constructive feedback?

Did I question assumptions made in the readings or by peers?

Did I give some positive opinions or reactions?

Did I give some negative opinions or reactions?

Did I ask for positive or negative opinions or reactions?

Did I confront someone whom I thought was wrong?

Did I try to restate what someone else had said to ensure I and others understood?

Did I ask someone else to restate what he or she had said?

Did I give examples when they were needed?

Did I ask others to provide some examples?

Did I try to synthesize or summarize a part of the discussion?

Did I ask if someone might synthesize or summarize a part of the discussion?

Did I encourage, help or reward others in the group?

Did I relieve tension in the group or help problem solve or resolve conflict?

2 Film Analysis or Book Review
(Maximum 750 words)

Due: Jan. 30, 2018
Worth 15%

Option 2A: Film Analysis

The purpose of the assignment is to get you thinking critically about death and dying in later life and how it is understood and re/presented. For this assignment you will review and provide a critical analysis of two films of your choice.

Briefly introduce the films and outline the plot, identify main characters and identify key themes related to aging, death and dying in these films. In writing this section, you will want to keep in mind that throughout your analysis/critique you will be focusing on death and dying and age related issues, so focus on these themes in this section. Do NOT copy existing summaries, synopses available elsewhere – this constitutes academic dishonesty. Include a critical review of the films by discussing how death and dying are portrayed in the films and based on the knowledge gained in class and through the readings, whether this portrayal is an accurate reflection of the lives/issues faced by older adults and their families. Some things to consider: Examine how the ageing, death and dying topics or experiences have been portrayed from different dimensions – cultural, social, physical, mental and spiritual. Conclude with your personal reflections/opinions of the film.

Option 2B: Book Review (Maximum 750 words)

Check the following websites for tips on how to write a good book review:

www.writing.utoronto.ca/advice/specific-types...writing/book-review

www.lib.uwaterloo.ca/libguides

Suggested Books on Death and Dying:

Bradbury, R. (1981) *The Leave-Taking* (Also published as "*Goodbye, Grandma.*"). New York: Alfred A. Knopf Publisher

Byock, M. (1997). *Dying well*. New York: Riverhead Books.

De Beauvoir, S. (1963). *A Very Easy Death*. (P. O'Brian, Tans.). New York: Warner.

Dimidjian, V. (2005). *Journeying East: Conversations of Aging and Dying*. Berkeley, CA: Parallax Press.

Guilley, E. (2008) *The closing chapters of long lives: results from the 10-year Swilsoo study on the oldest old*, New York: Nova Science Publishers

Ignatieff, M. (1993). *Scar Tissue*, Toronto, Canada: Penguin Books

Kastenbaum, R. (2004). *On our way: the final passage through life and death*. Berkely, CA: University of California Press

Khul, D. (2003). *What Dying People Want*, Anchor Canada

- Kubler-Ross, E. (1969). *On Death and Dying*.: MacMillan.
- Kubler-Ross, E., & Kessler, D. (2000). *Life lessons: Two experts on death and dying teach us about the mysteries of life and living*. New York: Scribner.
- L'Engle, M. (1974). *The Summer of the Great-Grandmother*. New York: Harper Collins.
- Lynn, J. (2004) *Sick to Death and Not Going to Take it Anymore: Reforming Health Care for the Last Years of Life*, Berkeley, Ca: University of California Press.
- MacKinlay, E. (2006). *Aging, Spirituality and Palliative Care*. Binghamton: The Haworth Press.
- Morrison, B. (2006) *And When did you Last See your Father?* London, UK. : Granta Books
- Nuland, S.B. (1993). *How We Die: Reflections on Life's Final Chapter*, New York: Vintage Books
- Roth, P. (2006) *Everyman*, Boston, MA: Houghton Mifflin Company
- Ware, B. (2012). *The Top Five Regrets of the Dying*, New York: Hay House Inc.

3 Presentation or Term Paper

30%

Option 3A Presentation

If you wish to pursue this option, you need approval of the topic by your instructor. Class presentation is meant to be completed by two team members and you will have 30 minutes for the presentation. The specific expectations and evaluation criterion for the presentation is on page 16 of this course outline.

Option 3B Term Paper (maximum 2000 words)

Details for (term paper research question) to be discussed with instructor and must be approved. See page 17 for term paper evaluation criterion. You are expected to briefly highlight your key themes and research findings in class.

Option 3A

In class presentation (see evaluation form): If you choose option A, you will make a presentation in class for 30 minutes on an approved topic. Each group presentation to include:

1. **Key Issues and Material related to Topic:** Each group will present academic and other practical or applied material related to the topic. The group is to discuss material from the courseware readings, as appropriate, but is primarily to seek out relevant information beyond the course material. The presentation should include a BRIEF overview of research findings in the area, as well as other relevant practical information on the topic. Research material discussed in the presentation must be clearly referenced as to the source of the information. Each group has the opportunity to focus on specific aspects of the topic that they find most interesting or important. A strong presentation will find ways to link academic research with applied or practical aspects of the topic, in an interesting and engaging way. A good presentation also concludes with a brief ‘summary’ of key points or insights gained from the presentation.
2. **Class Engagement/Involvement/Discussion:** Class involvement during the presentation is IMPORTANT to keep the presentation ‘active’ and the students engaged in the topic. There are many ‘creative’ ways to involve the class in the presentation (for eg., as questions interwoven throughout presentation, short group exercises, or other class activities). Class involvement is a KEY component of the overall presentation.
3. **Class Handout:** Each group will prepare a short (one sheet of paper only, one or both sides, typed) handout for students and instructor that HIGHLIGHTS the key components of the presentation (eg. an overview of components of the presentation, key issues to be discussed in the presentation, a reference list of material incorporated into the presentation). The purpose of this handout is to give your audience a clear, well organized ‘guide’ to follow during the presentation, and as a resource for the students, after the presentation.

Potential Presentation topics:

Ethical issues in long term care or community care
End of Life Care for people with Dementia
End of life care among diverse individuals and populations
End of life care in LTC
Suicide among men and women
Views on Death and Dying in different cultures
Other topics with approval of the course instructor
Funeral rituals: comparative analysis
Legal issues related to end of life

Presentation Evaluation Form (30%)
HLTH AGE 4B03

Names of Presenters:

Topic:

Date:

Presentation of material related to topic: /15

Key points or issues presented in a brief, clear, and well-organized manner
The material presented well linked to the topic
Group presented relevant academic and applied material beyond course readings
The material presented was current (2012 +), informative, and interesting
The material presented clearly referenced the sources used
Demonstrated analytical and critical thinking skills

Class engagement/involvement/discussion: /5

Presenters used effective questions/activities to engage the class throughout the presentation
Presenters responded well to student responses and/or questions
A significant component of the presentation focused on class involvement/discussion

Presentation Handout: /5

Handout was clear, well-organized, and useful as a 'guide' to the overall presentation
An overview of components of presentation/key points/issues outlined on the handout
The summary conclusion identified key insights gained from the presentation
The handout was typed (one sheet and one sided)

Overall structure and style of the presentation: /5

The presentation was well-prepared, well organized and clearly presented
Overall there was good pace, clear articulation, and easy-to-follow information
The presentation was effective in conveying information and holding the interest of the audience
There was an attempt to discuss issues rather than over-relying on reading from notes
The presentation well coordinated/orchestrated among members of the group

Comments:

Total: /30

Term Paper Evaluation (30%)
HLTH AGE 4B03
DUE: March 21, 2018

Name: _____

Topic: _____

Introduction: (3 marks)

Topic area and objectives of the paper are clearly identified /3
Rationale for the importance of the topic is provided
Scope and limitations of the paper are identified
Key concepts are briefly defined

Literature Review: (8 marks) /8

Literature review is relevant to the topic and objectives of the paper
Literature review is primarily based on at least 10 journal articles from past 6 years
Literature review critically evaluates ideas, arguments, and evidence presented

Discussion: (7 marks) /7

Issues, themes, and trends apparent in the literature review are discussed
Insights and questions raised by the literature review are presented
Implications for individuals, groups and/or practice and policy are identified
Implications for education in health studies and aging and future research are identified

Conclusion: (3 marks) /3

Well reasoned, logical conclusion
Conclusion is linked to the objectives and content of the paper

References: (5 marks) /5

A consistent, accurate and common style of referencing is used
All references cited in the body of the paper are listed
Reference list is reasonably comprehensive and relevant to the topic area

Writing Style, Grammar & Spelling: (4 marks) /4

Writing style
Grammar
Spelling

TOTAL MARK _____ **/30**

Term papers must be typed. Please avoid the use of binders and folders etc., i.e., just use staples. The essay should be **double spaced** and be approx. 2000 words in length. Please use appropriate 1" margins and 12 pitch courier type fonts (appr. 250 words per page)

4 Integrative Reflection on Course Content and Analysis of Journal40 %
(1250 words) *Due: on or before April 3, 2018*

This assignment offers you the opportunity to integrate information from a variety of sources and reflect on your own knowledge, beliefs, biases, attitudes and feelings about death and dying in later life.

Keep a weekly journal of your personal reflections on a topic we explored in class and/or addressed in the readings. You could include other sources that may have led you to do some self-reflection (for example: something you read in the newspaper, see on television, something you experienced in your daily life related to aging, death and dying. Please note: journal entry is not a “summary” of what was discussed in class but more about your thoughts and reflections.

To complete this assignment, students are required to do the following:

1. Review your journal entries to date, critically examine the content of your notes and explore and analyze the area of your biases, beliefs and attitudes towards dying, and death of older adults.
2. Review course readings and class notes and think critically about issues identified by speakers and the various authors and incorporate the concepts from these readings into your reflections (cite references)
3. Self reflection involves thinking about the implications of the learning experience for you as an individual and what this mean if you plan to work with older adults e.g. what was your major area of learning and what specifically helped you to examine your views about death and dying; how you think about something differently, what would you do differently in your interactions with people, how has this influenced your life and plans and your approach? If you feel you have identified fears, concerns and bias(es), discuss these and why these exist and/or are important to address.

Some suggestions/guidelines for the structure and content of your reflections after an experience:

Basically you are addressing three simple questions: **What?/ So What? Now What? What ?**

Descriptive account (brief)

Facts, what happened, with whom

Substance of group interaction/activity

So What ?

Shift from descriptive to interpretive

Meaning of experience for you

Feelings involved, lessons learned

Understanding why of the experience and activity?

Now what?

Contextual - what does this activity, experience/situation mean in the broader context

Applying lessons learned / insights gained to new situations

Setting future goals (e.g. learning goals or plan of action)

Reference: Facilitating Reflection : A Manual for Higher Education,

http://www.uvm.edu/~dewey/reflection_manual/activities.html

Here are some questions you may consider addressing in your reflections:

What are three things that were the highlights of this experience and why?

How were you a different person when you left the activity compared to when you entered?

What have you learned about yourself by participating in this experience?

What connections do you see between this experience and what you have learned in your courses at McMaster or elsewhere?

What have you learned about a societal issue through this activity/experience?

How did this experience challenge your assumptions and stereotypes about aging or any other population group?

How has your experience/ participation in this activity contributed to your growth in any of these areas: civic responsibility, political consciousness, professional development, spiritual fulfillment, social understanding, intellectual pursuit?

How would you do something differently in a particular location/setting if you were in charge?

How can society better deal with the problem/issue that you have identified?

How can this experience apply to other situations in your life?

How can some of the solutions you saw/heard/ experienced apply to other problems of other groups?

What was the most challenging thing that happened during your experience?

Reference: Facilitating Reflection : A Manual for Higher Education, (n.d.) Retrieved

August 16, 2003 from http://www.uvm.edu/~dewey/reflection_manual/activities.html

HLTH AGE 4B03
Death and Dying in Later Life
4 Integrative Reflection on Course Content and Journal Analysis
(Due April 3, 2018, 40%)

Evaluation of Integrative Reflection based on the following criterion:

Identified three major areas of learning	/3
Identified what specifically helped to examine biases/beliefs	/3
Critical analysis of areas of biases, beliefs, attitudes	/7
Incorporated theories, concepts, ideas from readings (at least 6-7 different assigned readings)	/9
Integration of classroom experience (lectures, speakers, exercises, discussions)	/7
Discussed possible change in understanding, action/behaviour/response and future learning needs	/5
Writing - clarity, conciseness, spelling and grammar, accurate referencing	/5
Length of reflection- within reasonable word limit	/1
Total	/40