

HLTHAGE_4B03 DEATH AND DYING IN THE LATER LIFE

Winter 2020

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Lecture: Tues 2:30-5:20 [MDCL1116]

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Course Description

This course explores an array of practices and beliefs related to death as a progression of aging. Students begin by investigating multicultural beliefs of death and dying and how / whether these are integrated into contemporary society. Lectures, guest speakers, tours and case studies serve to broaden our understanding of the social and physical transformations of the aging and dying body, and many of the taboos surrounding its presence among the living. The other half of the course will look at the pivotal role of institutions and clinical medicine in managing the process of death and dying alongside current policies on issues such as physician assisted death, palliative care facilities, and end of life practices. Students will have an opportunity to present their research and interests based on some of the major themes discussed in class.



Course Objectives

By the end of the course students should be able to:

- Understand how the body is physically/socially transformed in the process of dying
- Define networks that provide for, and contribute to end of life care
- Consider the pivotal role of institutions in managing illness and death
- Identify legal, political, and social frameworks that determine end of life policies
- Describe spiritual, religious and cultural practices related to death, burial and mourning

Required Materials and Texts

- All Required Readings / Case Studies will be posted on Avenue to Learn

Course Evaluation – Overview

Participation/Attendance – 10%

Group Presentation – 20%

MM Ind Presentation – 20%

Tests (2) – 50%

Course Evaluation – Details

Participation/Attendance – 10%

Participation grades are based on the completion of in-class assignments, and student contribution to class and seminar discussions. It is vital that all students come prepared to discuss the weekly readings. Active, engaged, thoughtful reactions to the presentations, lecture material, and films are essential to maintaining a good classroom dynamic. Students who are not presenting are expected to actively engage with the issues raised by their colleagues.



Group [Clin Med] Presentations – 20% [5-6 min per student]

Each group [3 to 5 students] will present a topic **assigned** through a case study series. This presentation should provide a brief overview of the article, the issue, and some *primary research data* gathered by the student [relevant to the topic]. This can consist of interviewing individuals, discussing personal experiences, analyzing media, film, or literature. Students will be graded on their comprehension of the issue, the quality of their presentation, the materials used, and their level of engagement with the class. Please refer to the grading rubric below for specific expectations. NB. There is no paper to hand-in, as students are graded *as a group* during the presentation itself.

Multi-Media Individual Presentations – 20% [10 minutes per student]

Students will work on a personal project related to any of the themes, motifs or topics covered in the course. The project must integrate *primary research*, be approved prior to presenting, and be delivered in multimedia format, i.e. as a short film, musical piece, slides, etc.

Please refer to the grading rubric below for specific expectations.

Group and Ind Presentation Evaluation Rubric

Clarity 1 2 3 4 5

Eye Contact 1 2 3 4 5

Engagement 1 2 3 4 5

References 1 2 3 4 5

Visuals 1 2 3 4 5

Tests (2) – 50%

The content, format and structure of tests will be discussed in class.

Weekly Course Schedule and Required Readings

Week 1 (Jan 7)

Introduction Course Overview

Lecture Death Defined: Physiological/Medico-Legal – “The Dead Brain Syndrome”

Readings: *Giacomini (1997), JAMA (1968) Vol 205, No 6*

Week 2 (Jan 14)

Topic Death and Dying

Lecture Death Defined: Spiritual/Religious Realms – Universalities in non-Western/Western Beliefs & Practices

Readings Q+A on *Giacomini (1997), JAMA (1968) Vol 205, No 6*

Week 3 (Jan 21)

Topic Human Remains: Handling, Procurement, and Movement

Lecture Medico-legal vs. Religious [class to meet in *Skeletal Biology Lab TBA*]

Readings *Nafte (2015)*

Week 4 (Jan 28)

Topic Death and Dying Across the Life Span

Lecture Non-Verbal Articulations of Kubler-Ross’s DABDA [MultiMedia]

TEST #1

Week 5 (Feb 4)

Topic Clinical Medicine in Death and Dying

**Case Studies assigned to Groups*

Week 6 (Feb 11)

Topic Death and Donation

TBD Anatomy Tour Scheduled

Health Sciences Building 1R1
[yellow section across from the Centre for Simulation Based Learning]

Readings *Wainman (2019)*

Week 7 (Feb 18)

Reading Week



Week 8 (Feb 25)

Topic Clinical Medicine in Death and Dying

**All Groups Present*

Week 9 (Mar 3)

Topic Self Esteem and Death

Lecture TMT and Mortality Salience

Readings *Harmon Jones et al (1997)*

Beatson et al (2007)

Review with Q+A

Week 10 (Mar 10)

Topic Guest speaker

TEST #2

Week 11 (Mar 17)

Topic Exploring DBP

Lecture “The Beginning of the End”

Reading *Brayne et al (2006)*

Film with Q+A, Dr. Peter Fenwick

Week 12 (Mar 24)

Physician Assisted Death [PAD]

Lecture History, Policy, Procedures

Readings *Schafer (2013)*



Week 13 (Mar 31)

Topic Student Presentations

Week 14 (Apr 7)

Topic Student Presentations

Course Wrap-up

Course Policies

Grades

Grades will be based on the McMaster University grading scale:

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

Late Assignments

Due to the presentation content and testing requirements of the course, all concerns and issues regarding lateness can be brought to my attention directly.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Avenue to Learn

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, usernames 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.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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 his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior 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 types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

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 [Academic Accommodation of Students with Disabilities](#) policy.

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

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.