

HLTH AGE 4B03E Death and Dying in Later Years

Tuesdays TSH 122 7:00pm to 10:00pm

Instructor: Dr. Myriam Nafté

Email: naftem@mcmaster.ca

Office: KTH 233

Office hours: Tuesdays 4:30-6:30pm

Course Description

This course explores an array of practices and beliefs related to death and dying as a progression of aging. Students begin by investigating multicultural beliefs on death and dying and how/whether these are integrated into contemporary Western society. Lectures, guest speakers, 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

Upon successful completion of this course, students will:

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

Evaluation

Participation/Attendance – 10%

Group Presentation – 15%

Presentation – 25%

Tests (2) – 50%

Participation – 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 will be expected to actively engage with the issues raised by their colleagues.

Presentations (15 minutes) – 25%

Each student will present a topic of their choosing (they must sign up by the end of the second class). *This presentation should provide an overview of a related topic, and integrate primary research data gathered by the student. This can consist of interviewing individuals, discussing personal experiences, analyzing art, media, film, or literature, and it must include scholarly references. Students will be graded on the quality of their presentation, the materials used, and their level of interaction and 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 during the presentation itself.



*Note: Students are expected to be attentive to representations of aging and death outside the classroom, collecting interesting texts, visual references, film clips, commercials, advertisements, images, and newspaper reports, all of which can enrich our understanding of the various subjects discussed throughout the term. Consider how this material relates to any of the areas we discuss as a class. Think about what visual or literary strategies this material employs for its effects.

Group Presentations (15 minutes) – 15 %

Students assembled into groups of 3 to 4, will be assigned a case study to present as an overview to the class, along with material from their own research interests, and/or experience in the field.

Tests (2) – 50%

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

Readings

All required readings, including case studies will be posted on Avenue to Learn

Course Schedule

**Please note: The contents and structure of the outline are subject to change*

Week 1 [Sept. 5] Introduction – Course overview

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

📖 Giacomini (1997)

Week 2 [Sept. 12] Death and Dying

☉Lecture – Death Defined: Spiritual/Religious Realms – Universalities in non-Western/Western Beliefs and Practices 📖 Giacomini (1997)

Week 3 [Sept. 19] Human Remains: Handling, Procurement, and Movement

☉Lecture – Medico-legal vs. Religious

📖 Bulow et al (2007)

Week 4 [Sept. 26] Predicting Death

☉Lecture – Anxiety, Mortality and Intervention – Generating Models

📖 Rowland (1997); Tomer and Eliason (1996)

Week 5 [Oct. 3] Coping with Death

📖 Hines et al (2001)

☉Lecture – Advanced Directives vs. Problematic Integration

Week 6 [Oct. 17] Test #1

Week 7 [Oct. 24] Clinical Medicine – Case Studies

📖 Cesari et al (2017); Flaherty et al (2017); Woo (2017); Sanford (2017)

Group Presentations

Week 8 [Oct. 31] The Beginning of the End; Exploring DBP

☉Lecture – Hallucination or Visitation?

📖 Willet (2010); Fenwick and Brayne (2011); Lawrence and Repede (2012)

Week 9 [Nov. 7] Clinical Medicine – Case Studies

📖 Landi et al (2017); Khow and Visvanathan (2017); Grossberg et al (2017);

Group Presentations/Student Presentations

Week 10 [Nov. 14] Test #2

☉Lecture –Physician Assisted Death: Introduction/Guest speaker TBD

Week 11 [Nov. 21] PAD Forum

📖 Browne and Russell (2016); Schafer (2013)

Week 12 [Nov. 28] Student Presentations

Week 13 [Dec. 5] Student Presentations

Conclusion – Course Wrap-up

NB. Information on the structure of the seminar, requirements and expectations, will be posted on Avenue to Learn.

Important Notice re email: Please do NOT email the Instructor using Avenue to Learn. Send email directly to Instructor 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

Late Assignment Policy

Essays must be submitted at the beginning of the class on the day they are due. Late assignments will be penalized 2% per day, for 7 days. Assignments more than one week overdue will not be accepted. Essays submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback.

Please Note: All materials, letters, documents for absences/missed work (due to family emergency, medical condition, etc.) must be directed to the Faculty of Social Sciences office.

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

THE UNIVERSITY REQUIRES INSTRUCTORS TO INCLUDE THE FOLLOWING ON COURSE OUTLINES.

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 his/her McMaster email and course websites weekly during the term and to note any changes.

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, 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.

TURNITIN.COM

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Students who do not wish to submit their work to Turnitin.com must notify the instructor **prior** to submitting their paper.

ACADEMIC DISHONESTY

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, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three 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.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

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. Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link.

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>

SPECIAL ACCOMMODATIONS Students with special learning needs are asked to contact the instructor no later than the second week of classes. You must have written confirmation from Student Accessibility Services (SAS). Students can contact SAS to arrange for special accommodation for writing exams. They also provide or assist students with their academic and disability-related needs, including: Learning Strategies, Assistive Technologies, Test & Exam Administration, Note-Taking Programs, Classroom Accommodations. Web site: <http://sas.mcmaster.ca>

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905.525.9140 ext. 27227 or hasdept@mcmaster.ca.