

# All Fields Report

Basic Course Information	
College	Cañada College
Discipline	FSE.-Funeral Service Education
Course Number	225
Full Course Title	Psychology of Death and Dying
Catalog Course Description	This course is an introduction to thanatology and basic psychological terminology and theories, with an emphasis on the study of grief, bereavement, and mourning. The content provides the knowledge required of the funeral director to work effectively with families as a facilitating agent. Follow-up programs initiated by the funeral director are examined in detail as well as community support groups with whom the funeral director participates. Major emphasis is placed on the student identifying problem areas in the field, intervening, and professional referral.
Class Schedule Course Description	This course is an introduction to thanatology and basic psychological terminology and theories, with an emphasis on the study of grief, bereavement, and mourning as well as the grief process, normal and abnormal, and the resolution of grief.
Proposal Information	
Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	11/13/2020
Deadline for submission to Dean's Queue:	10/08/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	10/20/2020
Proposal Origination Date:	09/17/2020
Justification For Board Report OR Curriculum Inventory update:	<p>1. <b>For NEW Courses:</b> Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. <b>For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations):</b> Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>Course content is required by the American Board of Funeral Service as described in the ABFSE Funeral Service Psychology and Counseling and Communication Professional/Business outlines and provides the student with an understanding of the general psychology related to death and the funeral service. The course also illustrates funeral counseling skills, different types of counseling associated with funeral service and changing social factors that impact funeral service. There is an emphasis on listening, verbal/nonverbal and other communicating skills. This course is a core requirement for the Funeral Service Education Associate in Science Degree.</p>
Honors Course	No
Open Entry/Open Exit	No 0

### Equivalent Courses

<b>Will this course replace an existing course in the catalog, or an experimental course?</b>	No
<b>If yes, identify and explain.</b>	
<b>Similar Courses</b>	
<b>Is there a similar or equivalent course in SMCCCD?</b>	No
<b>Added Similar Courses</b>	

### Units/Hours

<b>Unit Types</b>	Fixed			
<b>Units</b>	Min: 3.00			
<b>Variable Range</b>	Range (or)			
<b>Hours</b>				
<b>Please enter hours as per term values</b>				
<b>Method</b>	<b>Min Hours</b>	<b>Max Hours</b>	<b>Min Faculty Load</b>	<b>Min Units</b>
Lecture	48.00	54.00	3.00	3.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	96.00	108.00	0.00	0.00
<b>Other Hours</b>				
<b>Course Details</b>				
<b>Repeatable for Credit</b>	No			
<b>Grading Methods</b>	Letter Grade Only			
<b>Audit</b>	No - Please Justify: This course requires special preparation and program admission on a limited basis.			

### Materials Fee

<b>Fee Required?</b>	No
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### Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:
1. Recognize and understand the counseling principles and procedures available to the funeral director for grief counseling
2. Differentiate between the basic aspects of funeral service arrangements before a death has occurred (pre-need), after a death has occurred (at-need) or while a death is impending, and understand how grief, bereavement, and mourning impact the arrangements conference
3. Use verbal and non-verbal communication to aide clients through the grieving process

### Course Objectives

Upon successful completion of this course, a student will be able to:

1. Recognize the application of general psychology to funeral service
2. Describe the values and purposes of the funeral rite for the family and friends
3. Recognize the typical grief reactions and responses experienced during the emotion of grief
4. Describe the theories of grief
5. Describe issues relating to children and death
6. Explain how grief affects family function and the role of the deceased in the family and the effect of the death on that family structure
7. Differentiate between the types and styles of counseling therapy
8. Recognize the major goals of counseling as well as the functions of the counselor
9. Utilize the basic counseling skills and techniques
10. Recognize the pre-need, at-need and post funeral counseling opportunities
11. Recognize and understand personal resources for coping with loss and stress
12. Recognize when to make referrals to the appropriate community or professional resources
13. Identify the cultural requirements and diversities of the deceased's family
14. Connect elements associated with social function and culture to their funeral service applications
15. Identify the family governing systems found in contemporary society
16. Classify contemporary social factors affecting funeral rites
17. Describe changing social factors (traditional vs. non-traditional) which affect funeral rites and families that are served by funeral practitioners
18. Describe changing social factors (traditional vs. non-traditional) which affect funeral rites and families that are served by funeral practitioners
19. Identify how technology affects funeral service sociology
20. Identify the elements of verbal and non-verbal communication

### Course Lecture Content

1. Introduction to sociology of funeral service
  1. Effect of family structure on funeral rites
  2. Contemporary social factor which affect funeral rites
  3. Changes in American funeral rites
  4. Generational differences and values
  5. Introduction to psychology
  6. Social Behavior
2. Funeral Service Psychology
  1. Foundation terminology
  2. Psychological needs of the bereaved
  3. Values of the funeral rite for participants
3. Theories related to grief
  1. Grief Syndrome - (Lindemann)
  2. Attachment theory - (Bowlby)
  3. Five stages of dying - (Kubler-Ross)
  4. Tasks of mourning - (Worden)
  5. Melancholia and mourning - (Freud)
4. Typical grief reactions
  1. Feelings
  2. Physical sensations
  3. Cognitions
  4. Behaviors
5. Factors of Mourning
  1. Who the person was
  2. Nature of attachment

3. Historical antecedents
4. Personality variables
5. Social variables
6. Concurrent stresses
7. Circumstantial factors
8. Mode of death
9. Condition of remains
6. Complicated grief reactions
  1. Factors that may complicate grief
  2. Types of complicated grief reactions
7. Ego defense mechanisms
8. Children and grief
  1. A child's typical understanding of death - (Nagy)
  2. Factors affecting understanding
  3. Needs of bereaved children
  4. Advice to parents regarding children and funerals
9. Grief and the family system (Worden)
  1. Functional position or role the deceased played in the family
  2. Emotional integration of the family
  3. How families facilitate or hinder emotional expression
10. Introduction to Counseling
  1. Definitions of Counseling
  2. Types of Counseling
  3. Styles of Counseling
11. Funeral Service Counseling
  1. Foundation terminology
  2. Funeral Service Counseling and the survivor
  3. Funeral Director's Counseling responsibilities
12. Characteristics of the effective Funeral Director
  1. Empathy
  2. Respect
  3. Warmth and Caring
  4. Genuineness
13. Important points of contact
  1. Initial Contact
  2. Communication between initial contact and arrangements
  3. Arrangement conference
  4. Coordination of Service Details
  5. Funeral Rite
  6. Post-Funeral Follow-up
  7. Aftercare
14. Essential Interpersonal Skills
  1. Communication
  2. Communication Process
  3. Language
  4. Non-verbal Communication
  5. Listening
  6. Interpersonal Communication
  7. Group Communication
  8. Public Communication
  9. Self-Concept and communication
  10. Trust and supportive behavior to improve communication
15. Barriers to Effective Communication
  1. Funeral Director dominance
  2. Bombarding with questions
  3. Inappropriate self-disclosure

<ul style="list-style-type: none"> <li>4. Offering platitudes or false reassurance</li> <li>5. Discouraging the expression of emotion</li> <li>6. Emotional distancing</li> </ul>
<ul style="list-style-type: none"> <li>16. Crisis Intervention Counseling                             <ul style="list-style-type: none"> <li>1. Definition of crisis</li> <li>2. Characteristics of crisis</li> <li>3. Potential crisis situations</li> <li>4. Grieving Challenges</li> <li>5. The funeral director's role</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>17. The ABC Method of Crisis intervention                             <ul style="list-style-type: none"> <li>1. Achieving Contact</li> <li>2. Boiling Down the Problems</li> <li>3. Coping</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>18. Aftercare</li> </ul>
<ul style="list-style-type: none"> <li>19. Self-care                             <ul style="list-style-type: none"> <li>1. Funeral director's own Grief</li> <li>2. Funeral service and stress</li> </ul> </li> </ul>

**Course Lab Content**

**TBA Hours Content**

Frequently Recommended Preparation	
<b>Frequently Recommended</b>	
Justification for Frequently Recommended Preparation	
<p><b>Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)</b></p>	
Other Recommended Preparation	
<i>You have no defined requisites.</i>	

Prerequisites/Corequisites		
Drag and Drop to Reorder		
Edit/Delete	Requisites	Analysis
	<b>Prerequisite</b> FSE. 210	
	<b>Corequisite</b> Concurrent enrollment in	
	<b>Corequisite</b> FSE. 230	

Content Review
FSE. 210 - Prerequisite (Content to Content) *Launched*

FSE. 230 - Corequisite  
(Content to Content)  
\*Launched\*

### Mode of Delivery

#### Modes of Delivery

Online  
Hybrid  
Lecture

### Representative Instructional Methods

#### Methods

Lecture  
Critique  
Activity  
Discussion  
Field Trips  
Guest Speakers  
Individualized Instruction  
Observation and Demonstration

#### Other Methods

### Representative Assignments

#### Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Write a six to seven page paper explaining the proper methods to be used in various counseling situations with a very strong emphasis placed on referral to the proper professional agency. Two assignment of this nature per semester.

#### Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Read case studies (2-3 pages) to analyze behavior patterns for signs and symptoms of abnormal and delayed grief reactions. Six assignments of this nature per semester.
2. Read approximately 4 pages from the department student handbook on policies and procedures manual on a weekly basis.

#### Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- None

**To be Arranged Assignments**

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable

**Representative Methods of Evaluation**

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

**Methods**

- Class Participation
- Class Work
- Exams/Tests
- Group Projects
- Homework
- Oral Presentation
- Papers
- Quizzes

**Representative Texts**

Textbooks such as the following are appropriate:

**Formatting Style**

APA

**Textbooks**

1. Canine, J. *The Psychosocial Aspects of Death and Dying*, 1 ed. Stamford: Appleton & Lange, 1996
2. Leming, M. *Understanding Dying, Death and Bereavement*, 7 ed. Belmont, CA: Wadsworth, 2011
3. Klicker, Ralph. *Funeral Service Psychology and Counseling*, 1 ed. Buffalo, NY: Thanos Institute, 2007

**Manuals**

*You have no manuals defined.*

**Periodicals**

*You have no periodicals defined.*

**Software**

*You have no software defined.*

**Other**

1. Cañada College  
Funeral Service Education  
Student Handbook  
2021-2022

Degree/Certificate Applicability	
<b>Designation</b>	Degree Credit
<b>Proposed For</b>	AA/AS Degree
<b>Course Designation Text</b>	Are there degrees/certificates to which this course applies? Funeral Service Education (A.S. Degree)

General Education/Degree/Transfer Course	
Page Last Saved on Wednesday, Oct 7, 2020 at 5:56 PM By Damon de la Cruz	
<b>CSU Transfer Course</b>	
	Transfers to CSU <span style="color: green;">Approved</span>

Course Distance Education	
<b>Distance Ed Supplement</b>	New distance education supplement
<b>Distance Education</b>	Distance education component was developed by an instructor with training in online pedagogy. Training: This course was designed in consultation with, and will be taught by, faculty who have received @One, Cañada's QOTL (Quality Online Teaching & Learning) or equivalent certifications
<b>Method of Distance Education</b>	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
<b>Online Method Limitations</b>	
<b>Other Methods</b>	
<b>Course Content and Methodology</b>	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
<b>Instructional Methodologies (How will you deliver the course content?):</b>	Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links Two-Way Video conferencing (Two-way interactive video and audio)
<b>Representative Courseware/Textbooks Materials:</b>	
<b>Methods of Evaluation of Student Performance:</b>	Online homework (about 1/week) Online midterm exams (about 4/term) Graded discussion boards Proctored Final Exam



<b>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</b>	1. Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed for accessibility 7. Course is evaluated using the OEI Rubric 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)
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**Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."**

**Announcements/Bulletin Boards** - These will occur weekly as a minimum.

**Email Communication** - Email communication will occur through the LMS. Example content will be reminders and notifications. Email responses will be within two days. Daily (with a frequency of 24-48 hours).

**Resource Links** - Links to relevant news articles will be included with weekly announcements.

**Office hours** - Online Office hours will be scheduled. Office hours can also be by appointment.

**Scheduled Face-to-Face Meetings** - In person meetings can be during office hours or by appointment.

**Telephone** - The instructor will be available via phone during office hours or by appointment.

**Study and/or Review Sessions** - Non-scheduled sessions can be arranged through the instructor.

**Resources Needed**

<b>Adequate Library Resources</b>	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify:
<b>Affected Resources</b>	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.  Additional staff Learning Center Tutorial Assistance Microcomputer Lab Library Media Center

**Explain what effect the areas you have checked will have upon this college:**

**Comparable Transfer Course Information**

<b>Are there comparable courses?</b>	Yes
<b>Edit/Del</b>	<b>College Info</b>

**Minimum Qualification**

No Minimum Qualifications For this Course

**CB Codes**

<b>CB03 TOP Code</b>	1255.00 - Mortuary Science
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable

<b>CB05 Course Transfer Status</b>	B = Transferable to CSU only
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.
<b>CB09 SAM Code</b>	D - Possible Occupational
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB23 Funding Agency Category</b>	A = Fully Economic Development funds
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

### Codes/Dates

#### Entry of Special Dates

<b>Instruction Office Review</b>	11/13/2020
<b>Last Outline Revision</b>	11/13/2020
<b>Content Review</b>	11/13/2020
<b>CC Approval</b>	11/13/2020
<b>DE Approval</b>	11/13/2020
<b>Effective Term</b>	Term: Fall Year: 2021

### Web Catalog

<b>Course Family</b>	
<b>Web Catalog</b>	<input type="checkbox"/> Exclude from Web Catalog

### Instructional Services

<b>Implementation Date</b>	
<b>Originator</b>	Damon de la Cruz
<b>Origination Date</b>	09/17/2020
<b>Proposal Type</b>	Cañada New Course
<b>C-ID Numbers</b>	
<b>CB00 State ID</b>	
<b>CB03 TOP Code</b>	1255.00 - Mortuary Science
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	B = Transferable to CSU only
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.

<b>CB09 SAM Code</b>	D - Possible Occupational
<b>CB10 Course COOP Work Exp-ED</b>	N = Not part of Coop Work Exp
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB13-Special Class Status</b>	N - Not Special
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB22 Non Credit Course Category</b>	Y - Not Applicable
<b>CB23 Funding Agency Category</b>	A = Fully Economic Development funds
<b>CB24-Program Course Status</b>	1 = Program Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

### Web Catalog Metadata