

Course Syllabus
KNP3502 – Dying and Suffering Across Cultures
Knox College
Toronto School of Theology
Winter 2025 – Updated Dec , 2024

Instructor Information

Instructor: Kelly Collins, PhD (Cand), Sessional Instructor
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Office Hours: Wednesdays, 1:00 – 2:00 pm or by appointment

Course Identification

Course Number: KNP3502
Course Format: *In person class*
Course Name: Dying and Suffering Across Cultures
Course Location: Classroom 4 (main floor) at Knox College
Class Times: Wednesdays 10:00am – 1:00pm
Prerequisites: None. This course is appropriate for MPS students as a special topics course and as an elective for MDiv and MTS students. It is not offered as KNP6502 in winter 2025 for graduate students.

Course Description

Seminar on Care at the End of Life: This course will provide an opportunity for students to discuss and reflect on the contemporary realities of medical practice which challenge some basic assumptions as to when death occurs and when is a person “dead”. In addition, students will examine contemporary efforts to rediscover old wisdoms concerning care for dying patients and ways in which communities of faith might reclaim some of the ancient practices of *ars moriendi*, the “art of dying.” Students examine the phenomena of chronic illness, suffering and dying from a variety of historical, biblical, theological, pastoral care, medical-physiological, psychosocial from a cross-cultural perspective. Students also examine contemporary modalities of care for persons at the end of life, including hospice and palliative care, medical assistance in dying, and allowing natural death. Course goals include developing the student’s ability to care for persons with chronic and terminal illness in ways that are shaped by a variety of theological and religious-cultural understandings of suffering, dying and death. To do so with integrity, students will also explore dimensions of what constitutes health and wholeness, as well as grief and mourning and burial rituals from various religious-cultural perspectives.

This course engages with the theme of Ministry in a Post-Christian Context in the Knox College MDiv

A note about “trigger” warnings: You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter.

Course Resources

Required Course Texts/Bibliography

- Kellehear, Allan (2014). *The Inner Life of the Dying Person*. Columbia University Press
- Coward, Harold and Stajduhar, Kelli (2012). *Religious Understandings of a Good Death in Hospice Palliative Care*. SUNY Press.
- Kalanithi, Paul (2016). *When Breathe Becomes Air*. Random House. (available on Amazon)

Required Readings are posted on the KNP3502 Quercus site and accessed electronically through the Knox Library. Each reading will have a link:

- Anderson, D., & De Souza, J. (2021). The importance and meaning of prayer rituals at the end of life. *British Journal of Nursing (Mark Allen Publishing)*, 30(1), 34–39. <https://doi.org/10.12968/bjon.2021.30.1.34>
- Brooks, David (2023). The Canadian Way of Death. *The Atlantic, June: Vol 331 – No 5*, pages 84-95.
- Chochinov, H. M. (2011). *Dignity Therapy: Final Words for Final Days* (1st ed.). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195176216.001.0001>
- Centofanti J, Swinton M, Dionne J, et al. (2016). Resident reflections on end-of-life education: a mixed-methods study of the 3 Wishes Project. *British Medical Journal Open*;6: e010626. doi: 10.1136/bmjopen-2015-010626
- Frazee, C. (2023). Death in Disabled Country: Declaring Ourselves in the MAiD Debate. In *Dispatches from Disabled Country* (pp. 17–30). University of British Columbia Press. <https://doi.org/10.59962/9780774868693-005>
- Kuhl, David (2002). *What Dying People Want: Practical Wisdom for the End of Life*. Anchor.
- LeBaron VT, Cooke A, Resmini J, Garinther A, Chow V, Quiñones R, Noveroske S, Baccari A, Smith PT, Peteet J, Balboni TA, Balboni MJ. (2016). Clergy Views on a Good Versus a Poor Death: Ministry to the Terminally Ill. *Journal of Palliative Medicine*. Dec;18(12):1000-7. doi: 10.1089/jpm.2015.0176. Epub 2015 Aug 28. PMID: 26317801; PMCID: PMC4842946.
- Low, F., & Earleywine, M. (2024). Psychedelic Experiences After Bereavement Improve Symptoms of Grief: The Influence of Emotional Breakthroughs and Challenging Experiences. *Journal of Psychoactive Drugs*, 56(3), 316–323. <https://doi.org/10.1080/02791072.2023.2228303>

- Merrill Childs, J. (2022). Medical assistance in dying and the trust of faith. *Dialog : A Journal of Theology*, 61(4), 288–295. <https://doi.org/10.1111/dial.12776> Pfiefer, M. and Head, B (2018). Which Critical Communication Skills Are Essential for Interdisciplinary End-of-Life Discussions? *AMA Journal of Ethics*, 20(8):E724-731. doi: 10.1001/amajethics.2018.724.
- Swinton, John and Payne, Richard (2009). *Living Well and Dying Faithfully: Christian Practices for End of Life Care*. Chapter One – Practicing the Presence of God. Chapter Two – Dying Well. William Eerdmans Publishing Company, Grand Rapids, Michigan

Course Website

Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students experiencing difficulties accessing Quercus should contact the registrar's office of their college.

Course Schedule (subject to change)

Week 1

Wed. January 8, 2025

Course introduction and welcome to one another
What does Living Well and Quality of Life really mean? What Makes a life worth living?
Connecting with our own experiences of life and death and grief
 Reading – Kalanithi, Paul “When Breathe Becomes Air” (2016) Prologue and Part 1

Week 2

Wed. January 15, 2025

Section One: RELIGIOUS and CULTURAL THOUGHTS ABOUT DYING
What Happens When We Die?
How is Death Determined in a Contemporary Context?
What are the emotional, psychological and spiritual needs of the dying?

Reading - Kalanithi, Paul “When Breathe Becomes Air” (2016)
 Part 2 and Epilogue.
 Swinton, John and Payne, Richard – Chapter 1-2

Week 3

Wed. January 22, 2025

Religious Understandings of a Good Death
Where do we die? What is hospice and palliative care?
Is there something more?
What is death anxiety?
What is the purpose of mourning, lament?
 Reading – Coward and Stajduhar – Chapters 1, 13

Reading - LeBaron VT et al (2016). Clergy Views on a Good Versus a Poor Death: Ministry to the Terminally Ill. *J Palliat Med.* 2015 Dec;18(12):1000-7.

Week 4

Wed. January 29, 2025

Islamic Views and Non-Western Attitudes on Death and Bereavement
Guest – Dr Ayesha Qazi on Islamic death experiences
Group 1 – Non-Western Attitudes to Death and Bereavement
Reading – Coward and Stajduhar – Chapters 2, 4, 8, 9, optional 11

Book Review is Due (Group Presentation One has an extension of two weeks)

Week 5

Wed. February 5, 2025

Jewish, Christian and Buddhist Views on Death and Bereavement
Reading – Coward and Stajduhar – Chapters 3,5,6

Guest – Dr Jennifer Bright on Buddhist views
Guest—Rabbi Rena Arshinoff
Group 3—Christian Attitudes and Practices of Death and Bereavement

Week 6

Wed. February 12, 2025

Modern Western Attitudes and Experiences with Death
Group 4 – *Portrayal of Death in Media*
Group 5 - *Advanced Care Directives and Living Wills*

Section Two: PRACTICAL, MEDICAL/ETHICAL DIMENSIONS ASPECTS

The Inner Life of the Dying Person
Reading – What Dying People Want Chapter 4
Reading - Kellehear – Chapters 4-7

READING WEEK IS FEB 17-Feb 21, 2025

Week 7

Wed. February 26, 2025

The Problem of Suffering and Theological Reflection

- Kellehear – chapters 1-3

Week 8

Wed. March 5, 2024

Challenging deaths - Medical Assistance in Dying - Suicide – Children and traumatic deaths
Group 7 – Medical Assistance in Dying
Group 9 – Organ Donation
Reading – Kellehear Chapters 8-9

Reading – Brooks, David (2023). Essay: The Canadian Way of Death in The Atlantic, June 2023

- Frazee, Catherine (2023) Death in Disabled Country (Page 17-30)
- Merrill Childs, J. (2022). Medical assistance in dying and the trust of faith. *Dialog : A Journal of Theology*, 61(4), 288–295.
<https://doi.org/10.1111/dial.12776>

Optional Reading:

Isgandarova, N. (2018). Medical Assistance in Dying: Challenges for Muslim Healthcare Professionals. *The Journal of Pastoral Care & Counseling*, 72(3), 202–211. <https://doi.org/10.1177/1542305018796184>

Week 9

Wed. March 12, 2025

Section Three: SPIRITUAL CARE OF THE DYING

Talking with the Dying

Guest – Gord Alton (Hospice Chaplain)

Group 8 – How Suicide Impacts Family and Friends

Reading – Harvey Chochinov (2011) *Dignity Therapy- Chapters 1 and 2.*

-Pfeifer and Head (2018) *What Communication Skills are needed...*

Kellehear – Chapters 10- 12

Week 10

Wed. March 19, 2025

Grieving and Dignity Therapy

Reading-- Low, F., & Earleywine, M. (2024). Psychedelic Experiences After Bereavement Improve Symptoms of Grief: The Influence of Emotional Breakthroughs and Challenging Experiences. *Journal of Psychoactive Drugs*, 56(3), 316–323.

<https://doi.org/10.1080/02791072.2023.2228303>

Week 11

Wed. March 26. 2025

Creating Rituals With and For The Dying Person

Reading – Centofaniti et al (2016) ...Three Wishes Project

Reading – Anderson and De Sousa (2021) *The Importance of Prayer and Ritual*

Week 12

Wed. April 2, 2025

Integration Through Role Playing Case Studies

Final Assignment is Due on Friday April 4th or Monday April 7th. Please feel free to submit before this date.

Evaluation

Requirements

The final grade for the course will be based on evaluations in four areas:

Basic Degree Students:

(1) **Participation (10%)** – *In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to attend all classes, take an equal share in group projects, contribute in a meaningful way to group discussions, engage with guest speakers respectfully.*

(2) **Book Reflection on When Breath Becomes Air (25%)** (6 pages, double spaced, One inch margins, 1500 words). Plagiarism scan is activated.

Due on January 24, 2024 – except for group one presentations which is Due on Feb 7.

- a) Summarize the content of the book
- b) Reflect upon how the content impacted you and integrate your faith understanding about preparing for dying and supporting the dying person.
- c) Discuss several important take aways that you will bring into your practice of spiritual caregiving or will inform your practice?

(3) **Group Presentation (30% for Basic Degree)** – *Due dates are on the signup sheet*

Students will choose from among nine topics for a two- or three-person led group presentation. This assignment is to develop skills in researching, distilling knowledge, collaborating with others, development of thought-provoking questions, and ability to communicate knowledge in effective ways. Student groups will receive one group grade.

Topic selection will occur on the first day of class.

- a) Prepare a twenty-minute presentation on the topic that is informative and creative (both students are expected to participate in the preparation and in delivering the presentation)
- b) Provide students with a one-page handout that summarizes the content and includes websites/journal article references for further resources or helpful organizations. Upload this to Quercus under the group presentation assignment the day before the presentation.
- c) Lead the class in a ten-minute exercise to integrate the material—use some creativity! (discussion, activity, etc.).
- d) Ensure you integrate a spiritual and/or theological perspective into the content.
- e) Leave time for questions and consider having a prompting question.

We will schedule 40 minutes for your presentation, activity and questions followed by a five minute break. Please practice your presentation and activity to ensure that you are within the time frame allotted. Managing time is part of the grading rubric.

****You will submit a presentation proposal 2 weeks prior to your presentation to Ruth Kease (ruthie.kause@mail.utoronto.ca). This will be up to 1 page, including a high-level overview of how you will spend your time, and a minimum of 6 references (3 which must be peer reviewed articles on your topic). This is not a marked part of the assignment and may be in point form.**

(4) **End of Life Integrative Project** (Interview and Analysis) (35% for Basic Degree) – Choose one of the following two options and prepare an 8 page paper, double spaced with appendices and references. Use of APA style for referencing in your paper is preferred.

Due on Monday, April 7, 2025 (All work must be completed before April 11th)

Option One - Write a creative verbatim using questions and practices from Chochinov's Dignity Therapy. Read one of Chochinov's books on Dignity Therapy--Dignity Therapy: Final Words in Final Days (2011), or Dignity in Care (2022). Research articles on communication with people at end of life. Interview a spiritual care practitioner or a psychospiritual therapist who has had end of life clients. Your verbatim will include a brief background section on the patient, and then four to five pages of a verbatim that are single spaced for the speaker and include the physical gestures (i.e. pausing for about ten seconds, tears, with forceful speech, looking away toward the door). In your appendices include the questions you asked of the spiritual care practitioner. Also include one page summary of using questions from Dignity Therapy/Dignity in Care. Be as creative as you would like.

Option Two- Prepare an end-of-life ritual to do with a family or with the person who is dying. In your paper, discuss the importance of ritual (e.g. in promoting connecting to one's faith and with community and inner healing) and the role of ritual in end-of-life care. Discuss the role of ritual from a theological perspective (your faith tradition). (four to five pages). Describe in detail the ritual you prepared so that it is repeatable by another (Three pages). This section may be single spaced. Reflect on this experience (one page). This assignment requires you to include reference to peer reviewed research articles and books. Be as creative as you would like.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale:

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate Conjoint Degree handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc.).

Policies

Class attendance. Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

Class recording. Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Students needing a few days extension may request the extra time before the assignment is due. Students who have not completed assignments will be docked five percent per week. **The absolute deadline for the course is the last day of exam week for the semester - April 11, 2025.**

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Inclusive Language. Knox College has an inclusive language policy, available at https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Use of Generative AI, e.g., ChatGPT. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by me and posted to the course Quercus site. This includes ChatGPT and other AI writing assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

Back-up copies. Please make back-up copies of assignments before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from me may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. All email communications from students in conjoint programs must be sent from a utoronto email address. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Learning Objectives/Outcomes

Basic Degrees – Knox and TST

<i>This course has the following course-level learning outcomes</i>	
Outcome	Evaluation
1. Develop cultural competency and religious/spiritual sensitivity on how to care for the dying	Final integrative project and book review
2. Develop leadership and presentation skills in a core area related to death and dying, such as organ donation, Medical assistance in dying, and grief	Group presentation
3. Develop skill and awareness of how to speak with people at end of life about matters of significance and spirituality and use of Dignity Therapy.	Role Plays and final integrative project
4. Articulate the student's family of origin teaching, cultural influences, and personal attitudes on death and treatment of those who are dying.	Book review and reflection paper

<i>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</i>		
MDiv	MTS	MPS
<input type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
<input type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> Group presentation and final integrative project	<input checked="" type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> Group presentation and final integrative project	<input checked="" type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> Group presentation and final integrative project
<input checked="" type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> Book Review	<input checked="" type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> Book Review	<input checked="" type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Book Review

<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God’s work and justice in a diverse and changing world. <i>Evaluation:</i> Book review; Handout and Power Point for the Group Presentation; Final Integrative Project	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> Book review; Handout and Power Point for the Group Presentation; Final Integrative Project	<input checked="" type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Book review; Handout and Power Point for the Group Presentation; Final Integrative Project
TST BASIC “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i>		
1. Depth and Breadth of Knowledge	Develop cultural competency and religious/spiritual sensitivity on how to care for the dying from the perspective of different cultures and religions	<i>Book review and final integrative project</i>
2. Knowledge of methodologies	Develop competency with Dignity Therapy	Final integrative project
3. Application of Knowledge	3. Develop skill and awareness of how to speak with people at end of life about matters of significance and spirituality and use of Dignity Therapy.	Final Integrative Project and role play
4. Communication Skills	Develop leadership and presentation skills in a core area related to death and dying, such as organ donation, Medical assistance in dying, and grief	Group presentation
5. Awareness of Limits of Knowledge	Develop cultural competency and religious/spiritual sensitivity on how to care for the dying from the perspective of different cultures and religions	<i>Book review and final integrative project</i>
6. Autonomy and Professional Capacity	4. Articulate the student’s family of origin teaching, cultural influences, and personal attitudes on death and treatment of those who are dying.	Book review and role play