

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Fall 2018
<b>Discipline:</b>	Human Development & Family Studies
<b>Course Number and Title:</b>	HDFS 332 Death, Dying and Grief
<b>Division:</b>	Upper
<b>Faculty Name:</b>	J. Scott Fraser
<b>Semester Credit Hours:</b>	3

**Prerequisites:** The standard Colorado State University prerequisite – one (1) individual and family development course OR one (1) general psychology course – has been waived by the professor.

### COURSE DESCRIPTION

This course will enable the student to understand and critically think about the developmental and lifespan processes related to death, dying, and grief. Course material and discussion will relate to the personal and emotional identify, and integrate, and apply a contextual framework that influences coping with loss and experiences of grief, including aspects of death, dying, and loss. Students will come to recognize and conceptualize a range of loss experiences and know how to support people in their experiences of loss and grief given their own and others cultural, spiritual and contextual identities. Theories, concepts, and research relating to grief and coping with loss will be evaluated, compared, and contrasted. We will particularly attend to important medical, legal, financial, spiritual, and cross-cultural issues related to death and dying as we move from one culture to the next on our travels.

Some major topics will include current issues and concepts for death, dying, and grief studies; causes of death; cross cultural encounters with and attitudes about death; cultural and spiritual differences and similarities and grief systems; encounters with death: HIV Infection and AIDS; a cross cultural look at AIDS, dying, and social constructions; contextual practices in working with people who are dying and grieving; needs of those who are dying; end of life experiences: legal, choice, ethics, and morality; coping with loss: grief experiences, grief work and grief processes; funerals, rituals, and memories; developmental perspectives of death, dying, and grief, including childhood, adolescence, young and middle adulthood, and older adulthood; and suicide, including context, bereavement, and ways to assist those considering suicide as well as survivors. We will discuss and experience all of this in the context of the multiple cultures, faiths, and traditions we will encounter along our journey.

### LEARNING OBJECTIVES

- Understand and critically think about the developmental and lifespan processes related to death, dying, & grief
- Identify, integrate, and apply a contextual framework of issues that influence coping with loss and experiences of grief
- Integrate course material and relate it to the personal and emotional aspects of death, dying, and loss
- Recognize and conceptualize a range of loss experiences and how to support people in their experiences of loss and grief
- Integrate and critically think about theories and research on coping with death, dying, and other losses
- Apply, evaluate, compare, and contrast theories and concepts of grief and coping with loss
- Understand important medical, legal, financial, and cross-cultural issues related to death and dying
- Develop a global perspective on death, dying and grief
- In order to meet the goals for this course, the student will accomplish the objectives by: Completing assigned readings, Completing course exams and assignments, & Participating in class activities and discussions

## **REQUIRED TEXTBOOKS**

AUTHOR: Leming, M. R. & Dickinson, G. E.  
 TITLE: Understanding Dying, Death, and Bereavement  
 PUBLISHER: Cengage Learning  
 ISBN #: 978-1305094499  
 DATE/EDITION: 2016/8<sup>th</sup> Ed.

## **TOPICAL OUTLINE OF COURSE**

**Depart Hamburg, Germany – September 9**

**B1–September 12: Course Introduction. Review of the syllabus, Videos & Exercises**

Assignment: **Journal #1**–Describe your desired funeral arrangements, and compose what you hope to be said in your eulogy (2 pages) Due next week & be ready to discuss.

**B2–September 14: Studying Dying, Death and Bereavement**  
Reading: Leming & Dickinson, Ch. 1  
Death & Dying in Spain  
Discussion Leaders **Group 1.1**  
**Journal #1 Due**

**Barcelona, Spain – September 15-16**

**Valencia, Spain – September 17-18**

**B3–September 20: Reflections on Spain**  
**The American Experience of Death**  
Reading: Leming & Dickinson, Ch. 2  
Discussion Leaders **Grp. 2.1**  
**Journal #2 Due**

**B4–September 22: Growing up with Death/Growing Old with Death**  
Reading: Leming & Dickinson, Ch. 3  
Discussion Leaders **Grp. 3.1**

**Study Day – September 23: No Class**

**B5–September 25: Perspectives on Death & Life after Death**  
Reading: Leming & Dickinson, Ch. 4  
Aging, Death, and Dying in Ghana (Christianity, folk beliefs, Islam)  
SI: Death in Ghana  
Discussion Leaders **Grp. 4.1**

**Tema, Ghana – September 27-28 FIELD CLASS**  
Thursday, September 27<sup>th</sup>,  
Start time is 1000  
Return no later than 1900

**Takoradi, Ghana – September 29-30**

**B6–October 1: Reflections on Ghana**  
**Diversity in Death Rituals**  
Reading: Leming & Dickinson, Ch. 10  
Discussion Leaders **Grp. 5.1**

**Community Programming–October 2: No Class**

**B7—October 4:** Aging, Death, and Dying in South Africa (Christianity, secular democracy)  
**The Dying Process**  
Reading: Leming & Dickinson, Ch. 5  
SI: African Views of Death  
Discussion Leaders **Grp. 1.2**  
**Journal #3 Due**

**B8—October 6:** **EXAM 1 (Chapters 1-5 plus Ch. 10)**

**Cape Town, South Africa — October 7-12**

**B9—October 14:** Reflections on South Africa  
**Living with Dying**  
Reading: Leming & Dickinson, Ch. 6  
Discussion Leaders **Grp. 2.2**  
**Journal #4 Due**

**Study Day—October 16: No Class**

**B10—October 17:** **Dying in the American Healthcare System**  
Reading: Leming & Dickinson, Ch. 7  
SI: Death in Mauritius  
Discussion Leaders **Grp. 3.2**

**Port Louis, Mauritius — October 19**

**B11—October 20:** **Biomedical Issues and Euthanasia**  
Reading: Leming & Dickinson, Ch. 8  
Discussion Leaders **Grp. 4.2**

**Study Day—October 21: No Class**

**B12—October 23:** Anticipating Dying and Death in India  
**Suicide & other Sudden, Unnatural Traumatic Deaths**  
Reading: Leming & Dickinson, Ch. 9  
SI: Indian Views of Death  
Discussion Leaders **Grp. 5.2**

**Cochin, India — October 25-30**

**Study Day—October 31: No Class**

**B13—November 1:** Reflections on India  
**The Business of Dying**

Reading: Leming & Dickinson, Ch. 11  
Discussion Leaders **Grp. 1.3**  
**Journal #5 Due**

**B14—November 3:** Death and Mourning in Myanmar (Buddhism, Christianity, Islam)  
**Legal Aspects of Dying**  
Reading: Leming & Dickinson, Ch. 12  
SI: Death in Burma  
Discussion Leaders **Grp. 2.3** **Journal #6 Due**

**Yangon, Myanmar — November 4-8**

**B15—November 10:** **EXAM 2** (Chapters 6-9, 11 & 12)

**Community Programming—November 11: No Class**

**B16—November 13:** Aging, Death, and Dying in Vietnam (Confucianism, Taoism, Buddhism)  
**Coping with Loss**  
Reading: Leming & Dickinson, Ch. 13  
SI: Vietnamese Views of Death  
Discussion Leaders **Grp. 3.3**

**Ho Chi Minh City, Vietnam — November 14-18**

**B17—November 20:** Aging, Death, and Dying in Vietnam (Confucianism, Taoism, Buddhism)  
**Coping with Loss**  
Reading: Leming & Dickinson, Ch. 13  
SI: Vietnamese Views of Death  
Discussion Leaders **Grp. 4.3**  
**Journal #7 Due**

**Study Day — November 21: No Class**

**B18—November 23:** Aging, Death, and Dying in China (Confucianism, Taoism, Buddhism)  
**Coping with Loss**  
Reading: Leming & Dickinson, Ch. 13  
Readings: SI, Chinese Views of Death  
Discussion Leaders **Grp. 5.3**

**Shanghai, China — November 24-29**

**A19—November 30:** Reflections on China  
Aging, Death, and Dying in Japan (Shintoism, Buddhism)  
**Grieving Throughout the Life Cycle**  
Reading: Leming & Dickinson, Ch. 14  
SI: Japanese Views of Death **Grp. 1.4**

## **Journal #8 Due**

**Kobe, Japan — December 2-6**

**B20—December 8:** Reflections on Japan  
**Grieving Throughout the Life Cycle**  
Reading: Leming & Dickinson, Ch. 14  
Discussion Leaders **Grp. 2.4**  
**Journal #9 Due**

**B21—December 10:** **Death: To be hastened or not: The Case of Suicide**  
SI: What is Death, Ch. 12 **Grp. 3.4**

**B22—December 12:** **Death: To be hastened or not: The Case of Treatment Refusal**  
SI: What is Death, Ch. 13 **Grp. 4.4**

**B23—December 14:** **Death: To be hastened or not: The Case of Physician-Assisted Suicide**  
SI: What is Death, Ch. 14 **Grp. 5.4**

**Honolulu, Hawaii — December 16**

**Study Day — December 12: No Class (International Date Line Crossing (2 days))**

**B24—December 17:** Wrap Up, Summaries & Reflections on the topic and the course

**Study Day — December 18: No Class**

**B25—December 20:** Final Exam  
[Final Paper Due & Exam over Chapters 13 & 14]

**Arrive San Diego, California — December 23**

## **CLASS STRUCTURE**

The class will be divided into five (5) small groups. Each Group will be responsible for presenting and leading four (4) class presentations/discussions over the semester, based upon readings or some focused element of the chapter assigned that day. The spokesperson for each presentation will rotate over presentations. Each group will also exist as a discussion group as required during classes.

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

The field class for this course is on Thursday, 27 September in Tema, Ghana.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

### Field Class: Ghana

Description: In this field class, we visit with a professor in Accra to discuss Ghanaian views of aging, death, and dying. We learn about why funeral services are important in Ghana. As a chance to mourn as well as to celebrate the life of a dearly departed, funeral services bring family and friends together in sometimes elaborate and expensive services. We also learn about the respected art of coffin making in Accra as well as, should the opportunity arise, view a portion of a funeral service in Ghana. If there is time, we visit a nursing home in Accra to discuss how Ghana is addressing the need for elder care. In keeping with the themes of the class, we discuss how aging, death, and dying are understood in Ghana and some of the ethical issues Ghana faces in caring for an aging population.

Objectives:

1. Deepen our understanding of Ghanaian views of aging and death
2. Deepen our understanding of Ghanaian funeral and burial practices in Ghana
3. Deepen our understanding of Ghana to learn about views of aging and death in Ghana

Assignment: Write a 6-page reflective essay in which you analyze how death and dying are understood in Ghana. Integrate class readings when appropriate.

### Independent Field Assignments

During port visits, students in the course will be asked to keep a journal of observations about aging, death, and dying in each country. Students will be asked to report back in classes while at sea about these observations. Keep detailed notes while ashore and document what you observe. Your observations may be incorporated into your philosophy journal reflections and/or final paper.

In the course, there will be a philosophy journal, field class essay, discussion points, and final essay:

- Philosophy journal: initial plus 9 ports (2 pages each entry) (10 X 3 points each) 30 pts.
- Field class essay (4 pages) 20 pts.
- Discussion points (for leader role) (4 X 5 points each) 20 pts.
- Final paper (6 pages) 30 pts.

**METHODS OF EVALUATION**

Engagement in course:

- (1) **Preparing for class:** Students are to complete the readings prior to attending class.
- (2) **Philosophy Journal (PJ) (2 pages each entry):** In your own words, summarize what you have learned about aging, death, or dying in the particular tradition that is being studied. Work is checked the day it is due for:
- a. Critical analysis of reading or voyage experience 1 pt.
  - b. Clearly written journal entry 1 pt.
  - c. Page length met (2 pages) 1 pt.

Total points

(10 total=30 points max)

- (3) **Field Class Essay (4 pages):** Graded for:
- a. Clear statement of topic 4 pts
  - b. Clear analysis of field topic 4 pts
  - c. Integration of readings 4 pts
  - d. Clearly written essay 4 pts
  - e. Page length met (4 pgs.) 4 pts
  - f. Total points possible 20 pts
- (4) **Discussion Points:** Be prepared to lead discussion on the assigned reading(s) on your assigned days.
- a. Come prepared for discussion 1 pt.
  - b. Provide a summary of a main point in the reading 1 pt.
  - c. Apply the reading to a personal or voyage experience 1 pt.
  - d. Be able to respond to questions 1 pt.
  - e. Remain attentive during class discussion 1 pt.
  - f. Total points possible 5 pts.
- (5) **Final Paper (6 pages):** The final exam will be a thesis-driven paper that addresses a topic raised in the course. The topic is the student's choice. The topic can build on a journal entry or class readings.
- a. Clear thesis 6 pts.
  - b. Clear analysis 6 pts.
  - c. Clearly written 6 pts.
  - d. Supported by class readings and citations 6 pts.
  - e. Page length met (6 pgs.) 6 pts.
  - f. Total points possible 30 pts.

Total Potential Points for the Course:



(1) Exam 1	100 pts.
(2) Exam 2	100 pts.
(3) Field Assignments & Final Exam	133 pts.

## GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

## ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment".

## RESERVE BOOKS FOR THE LIBRARY

Barry, V. (2007). *Philosophical Thinking about Death and Dying*. Belmont, CA: Thomson Wadsworth.

Stillion, J. M. & Attig, T. (2015). *Death, Dying, and Bereavement: Contemporary perspectives, institutions, and practices*. New York: Springer Publishing Company.

## ELECTRONIC COURSE MATERIALS

AUTHOR: Mary Ann G. Cutter  
TITLE: What is Death? A Global Reader

EDITOR: Mary Ann G. Cutter  
TITLE: Aging, Death, and Dying: Companion Readings (Called SI in syllabus)

Summary of Religious Traditions (Tables)

## FILM REQUEST

**Films and film clips to be watched in class and/or assigned outside of class:**

- **The Biology of Death** (29 minutes, color) This program covers the state of current knowledge about the biology of death and its causes, including the normal aging process. It also discusses legal and social response to death and the role of society in investigating and regulating it. (Films for the Humanities & Sciences) (Insight Media)
- **Calling Kevorkian: A Date With Death** (55 minutes) Never-before-seen interviews, videotapes, archival footage and photographs are used in this HBO documentary to examine the "self-execution" practices of Jack Kevorkian—"Death"—who, since

1990, has assisted in the suicide of over 70 people suffering from agonizing illnesses. Included in the program are case studies of four women whom Kevorkian helped to die. In interviews conducted before their deaths, the women discuss the physical and emotional agony that prompted their decisions and express frustrations with laws prohibiting suicide and euthanasia. Kevorkian and his lawyer, Geoffrey Fieger, are also interviewed. Fieger defends Kevorkian from a legal standpoint. Kevorkian first offers an eloquent defense in his own behalf, then illustrates how his “self-execution” machine induces coma, paralysis of the heart muscle and eventually, death. (Films for the Humanities & Sciences)

- **Caring for the Terminally Ill** (19 minutes, color) This program emphasizes that the goal of care for the terminally ill is not to conquer the patient’s disease but to provide support and enhance what time remains. The program shows the role of the spouse, visiting nurses and hospice personnel in caring for patients; a social worker explains how terminally ill patients often feel abandoned by family members because of emotional and financial stress (Films for the Humanities & Sciences)
- **Cultural Considerations in Death and Dying** (90 minutes) Death and dying is a complex and delicate area of practice for many healthcare professionals. This video explains the need for culturally sensitive intervention to meet the needs of clients. It presents a panel of experts from various areas in healthcare, who discuss diverse perspectives on death and explain the nature of cultural sensitivity. (Insight Media)
- **Death: An Overview** (50 minutes) This step-by-step program takes the myth and mystery out of the process of dying and death itself and presents both as biological and clinical realities. An 82-year-old terminally ill patient and those who provide palliative care witness the death process. Cameras also venture behind the closed doors of a mortuary to shed light on the scientific and commercial aspects of death, including body preparation, embalming and cremation. (Films for the Humanities & Sciences)
- **Dying** (97 minutes) This film is a personal, profound and poignant memoir of three people and how they faced their deaths. The film focuses on three people with terminal cancer. Sally, a 46-year-old with brain cancer, comes home to her mother’s house to die. In a rare study of shared grief, the elderly mother and the dying daughter are connected by the daily tasks of caregiving. The middle story is about Bill, dying in his early 30’s and his wife Harriet. Bill is stoic but his wife rages against her fate of being left alone with their two growing children. The third is the story of Reverend Bryant, a thin black preacher whose unassuming manner shows his courage as his life slides to an end. On learning he has no chance of a cure, he preaches a sermon on dying, returns south with his family for one last look around and at the end, with his grandchildren playing at his bedside, dies with dignity. Filmed over a two year period, the film shows how each human being lives and dies as an individual, with deep personal needs and attitudes. It will sensitize health care professionals and counselors to the human factors that mitigate the anguish of both the patients and those who care for them. (Filmmakers Library)
- **Dying Wish** (1989, 52 minutes, color) This hard-hitting program looks at some difficult issues: whether to keep a brain-dead patient’s heart beating with machines or take extraordinary measures to resuscitate a seriously ill patient? Whether health

professionals can assist death, or fail to prevent it? What about the cost of keeping incurable patients alive while others die because they lack access to the procedures that would cure them? (Films for the Humanities & Sciences or Penn State Audio Visual Services)

- **Encounters With Grief** (13 minutes) By KARA. A mother who has lost her teenaged son, a woman widowed in her sixties and a man whose wife died at fifty-two discuss the emotional upheaval that followed. They explore both the individuality and the commonality of grief and offer perspective on the process of recovery (Fanlight Productions)
- **Euthanasia** (44 minutes) Advances in modern technology have made it possible to postpone and control death and to sustain life almost indefinitely. This has raised a host of ethical questions that society must address. When does it become morally legitimate to pull the plug? Should a patient be guided to an easy death? What are the legal, moral and ethical implications of euthanasia? This film examines these critical issues. It invites arguments from both sides of the debate. Part of the film was shot in Holland, the only country to openly permit euthanasia at the patient's request. One learns first hand how this policy is affecting doctors, their patients and the general public. An important film in any classroom or discussion of the "right to die" issue. (Filmmakers Library)
- **The Fall of Freddie the Leaf** (16 minutes) Leo Buscaglia's story about the cycle of life and death is given visual expression in this gracefully shot film. The Fall of Freddie the Leaf is a gentle, beautifully told natural metaphor blending childhood and adult perceptions of life. It is dedicated to all who have ever suffered a permanent loss and cannot find a way to explain it.
- **A Fate Worse Than Death** (50 minutes) By Lori Hope, King Broadcasting Company. This engrossing documentary follows several families who must decide whether to withdraw artificial life support from a loved one in a coma or vegetative state. Relatives, doctors, nurses, attorneys and ethicists comment on the complex moral and legal dilemmas such tragedies pose for families, for health providers and for society as a whole. The video also includes a valuable discussion of living wills and durable powers of attorney as means of letting families and caregivers know what each of us would want done. (Fanlight Productions)
- **Grief in America** (55 minutes) This new video takes an honest and comprehensive look at how our culture deals with loss in all its forms. Interviews with a number of nationally recognized authorities on the grieving process examine, among other things, some common myths about grieving, the importance of social supports, the impact of ethnic traditions regarding grief and the social costs of unresolved grieving. The documentary also includes the moving stories of seven individuals who have experienced losses both from anticipated causes such as progressive disease, as well as from unexpected causes including heart attack, murder and suicide. (Fanlight Productions)
- **Living Fully Until Death** (29 minutes) Most people today die as a result of a chronic disease. Many will know the cause of their death for some time prior to dying, causing a great deal of stress and turmoil for both themselves and their families. This program from The Doctor Is In offers the inspirational tales of three people who find new meaning in life and the courage to deal with the challenge of living fully after

learning they have a terminal illness. Featured in the program are the late Morrie Schwartz, a Brandeis University professor diagnosed with Lou Gehrig's disease (ALS); Shirley Waring, a mother of four adult children, who has leukemia; and William Meyer, who has lung cancer. Each has struggled in his or her own unique way to try to find personal control, to plan for the unknown and to find a place for spirituality. As Morrie Schwartz notes, "Learning to die is also learning how to live." A Dartmouth-Hitchcock Medical Center production. (Films for the Humanities & Sciences)

- **Living Wills** (30 minutes, color) This program examines the concept of living wills and advanced directives. Host Jamie Guth spends time with families in intensive care units, where they are forced to make decisions about life-saving care. Their experiences may serve as a guide to viewers who may want to decide before the event whether they wish to be maintained on ventilators, fluids and drugs. Patients, their families and doctors also present their views of the situation (Films for the Humanities & Sciences)
- **On Death and Dying** (1974, 58 minutes, color) Elizabeth Kubler-Ross discusses her experiences in helping the terminally ill face death without fear. She stresses the importance of communicating with them in a way that recognizes their feelings. Produced by NBC. (Penn State Audio Visual Services)
- **On Our Own Terms: Moyers on Dying in America** In this acclaimed four-part series, veteran PBS journalist Bill Moyers reports on the growing movement in America to improve care for people who are dying. Using interviews and research from across the country, each program describes the intimate experiences of patients, families and caregivers as they struggle to infuse life's ultimate rite of passage with compassion and comfort. This powerful series is available exclusively through Films for the Humanities and Sciences.
  - **Living with Dying** (90 minutes, color) Death, which sooner or later comes to all, is treated as a strangely taboo subject in America. In this program, Bill Moyers describes the search for new ways of thinking—and talking—about dying. Forgoing the usual reluctance that most Americans show toward speaking about death, patients and medical professionals alike come forward to examine the end of life with honesty, courage and even humor, demonstrating that dying can be an incredibly rich experience both for the terminally ill and their loved ones. Purchase: (Films for the Humanities & Sciences)
  - **A Different Kind of Care** (90 minutes, color) At the end of life, what many Americans want is physical and spiritual comfort in a home setting. In this program, Bill Moyers presents the important strides being made in the area of palliative care at pioneering institutions such as New York's Mt. Sinai Hospital and Memorial Sloan-Kettering Cancer Center. These advances are bringing peace to those who fear that they will be a burden to their loved ones, will suffer needlessly, or will be abandoned in their hour of greatest need. (Films for the Humanities & Sciences)
  - **A Death of One's Own** (90 minutes, color) More and more Americans are looking for opportunities to exert some measure of control over where and how they die. In this program, Bill Moyers unravels the complexities underlying the many choices at the end of life, including the bitter debate over physician-assisted suicide. Three patients, their families and their doctors discuss some

of the hardest decisions, including how to pay for care, what constitutes humane treatment and how to balance dying and dignity. In the end, do these patients die the way they wanted? Yes...and no. (Films for the Humanities & Sciences)

- **A Time to Change** (90 minutes, color) Whether they want to or not, four out of five Americans will likely die in hospitals or nursing homes and the care they get will depend on both who is providing it and who is footing the bill. In this program, Bill Moyers introduces crusading medical professionals—including staff members of the Balm of Gilead Project in Birmingham, Alabama—who have dedicated themselves to improving end-of-life care by changing America's overburdened health system. (Films for the Humanities & Sciences)
- **Religion and Euthanasia** (29 minutes) The highly controversial topic of euthanasia is examined in this program through the eyes of several medical and religious experts. Euthanasia as an acceptable practice is discussed within the context of current "right-to-die" cases, including the highly publicized assisted-suicide activities of Dr Jack Kevorkian. We see how individual rights issues often overshadow legal arguments. Efforts currently underway by religious groups to block the practice are examined. Overall, the program represents an excellent starting point for discussions about what role religion and morality should play in the euthanasia debate (Films for the Humanities & Sciences)
- **A Time to Die: Who Decides?** (33 minutes) Who decides how and when a terminally ill patient should be allowed to die? This deeply moving film focuses on three patients—a nine month old boy with a brain tumor, a young woman with Hodgkin's disease, an elderly woman with Alzheimer's Disease—and their families. The film raises important questions and stimulates discussion from ethical and legal points of view. (Terra Nova Films)
- **Tired of Living, Feared of Dying** (54 minutes) Dutch doctors are now legally able to accede to a patient's request for medical help so that they can die with dignity and without pain when their sufferings have become unbearable. This remarkable film follows seven people who have registered a request for euthanasia when they judge the time to be right. Each patient talks about the reasons for choosing this way of death and tries to define the specific trigger which will cause him or her to decide when the time has come to ask the doctor for the lethal injection or drink. Members of their families add their own comments and five doctors with experience in the practice of euthanasia speak eloquently about the ethical questions and the practical problems which euthanasia poses for them. By the end of the film, several of the subjects had died without expressing apprehension or regret about their decision. (Filmmakers Library)
- **Understanding Death and Dying** (53 minutes) This important training video will educate staff in the psychosocial aspects of end-of-life issues, including-Death exercises, Stages of dying, Problems associated with a terminal illness, How we can help the dying, Advance Directives, Bereavement, Funerals, The Good Endings Program, Music for the dying, Care for the caregivers. This video kit also includes an Instructor's packet of handouts as well as topics of discussion. This video inservice was filmed during a healthcare professional conference and features Donalyn Gross, Ph.D., LCSW, CMP. (Good Endings)

- **The Way We Die** (25 minutes, color) Through interviews with doctors, patients and family members and through intimate and movingly filmed interactions between medical personnel and their terminally ill patients, this video encourages health professionals to work with their needs and values and to attend to the larger issue of what illness means for a particular patient and family. This is a valuable tool for continuing education programs and for schools of nursing, medicine and allied health. (Fanlight Productions)
- **With Eyes Open: Coping With Death** This four-part series, hosted by NewsHour's Ray Suarez, invites viewers to look at death with their eyes open to the end, so that they may more fully live in the natural light of the inevitability of dying. Topics such as grief, medical decision-making, caregiving and life after death are discussed in intimate groups. Simple exercises to assist in the healing process are included.
  - **Grief and Healing** (30 minutes, color) The news of a loved one's impending death is often accompanied by an initial reaction of fear. In this program, introduced by Newshour's Ray Suarez and facilitated by Frank Ostaseski, founder of San Francisco's Zen Hospice Project, seven everyday people reflect on their experiences with loss, grief and healing. Discussing what they fear, how they would say good-bye and other deeply personal topics, some discover the transformation and healing that may occur in such moments. The program concludes with a simple exercise in which participants write a final message to their loved ones, toss the paper into a fire and watch the ashes rise into the darkness. (Films for the Humanities & Sciences)
  - **Difficult Decisions: When a Loved One Approaches Death** (30 minutes, color) When a loved one's fate lies on another's hands, the decisions can be overwhelming. This program follows two families as they grapple with life-and-death decisions inside an ICU. A doctor and ethicist and others help these families through the process of making decisions on behalf of those who are no longer able to communicate their wishes. La Vera Crawley, of Stanford University's bioethics department, helps families better understand the difficult decisions they are about to make. (Films for the Humanities & Sciences)
  - **Caregiving** (30 minutes, color) Every day, 25 million Americans provide care for loved ones. This program looks at the rich rewards and wisdom that often attend such care, as well as at the hard work that home healthcare entails. Drawing on the direct experience of family members and others, including author Beth Witrogen McLeod—whose book *Caregiving, the Spiritual Journey of Love, Loss and Renewal* was nominated for a Pulitzer Prize—the program also offers caregiving advice and information that is both practical and profound. (Films for the Humanities & Sciences)
  - **Beyond Life and Death** (30 minutes, color) What happens after bodily death? This program explores how beliefs about an afterlife affect the way people live their lives and approach death. In a lively, insightful dialogue, Tibetan Buddhist scholar Robert Thurman and teacher/author Rabbi David Wolpe discuss the concepts of heaven and reincarnation while presenting their different views of what they believe might lie beyond the mortal veil. (Films for the Humanities & Sciences)