

Department: NURS

Course No.: 175W

Credits: 3

Title: The End of Life: A Multicultural Experience

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Content Area: CA4 Diversity and Multiculturalism

Diversity: Non-International

WQ: W only

Catalog Copy: NURS 175W The End of Life: A Multicultural Experience. Fall 2006. 3 credits. Prerequisite: ENGL 110. An examination of experiences at the end of life to enhance student awareness of related issues through a societal, personal, multicultural, and interdisciplinary lens.

Course Information: a. An examination of experiences at the end of life to enhance student awareness of related issues through a societal, personal, multicultural, and interdisciplinary lens. Course Objectives:
1. Discuss components of the human experience at the end of life, including thoughts, perceptions, and values.
2. Experience the dimensions of culture at the end of life.
3. Describe the role of the interdisciplinary team at the end of life.
4. Address ethical, moral, and legal issues related to the end of life.
5. Incorporate aesthetics as a means of understanding and communicating the human experience during end of life transitions.

b. Course Requirements: Requirements will include reading a basic text and supplementary journal articles. The course will also require a paper examining selected aspects of the end of life experience (see below for details), a written final examination involving analysis of a relevant case study using information gained throughout the semester, and a project using aesthetic expression(s) to enhance understanding of and ability to communicate about the human experience at the end of life. The paper will be worth 50% of the course grade, the final exam 25%, and the aesthetic project 25%.

c. Major Topics: Global concepts of death and dying, how culture and religion affect end of life experiences, rituals surrounding the end of life, palliative and hospice care, caregivers and caregiving at the end of life, types of death, aesthetics as a means to understand the end of life experience, and personal views of death and dying, among others.

Meets Goals of Gen Ed.: 1. Become articulate - As this is a seminar, students will be expected to discuss their thoughts and feelings about course content both verbally and in writing.

2. Acquire intellectual breadth and versatility - The end of life experience is universal in nature. It is inherently interdisciplinary in its approach as it involves nurses, physicians, social workers, chaplains, and others in caring for the dying and their caregivers. In the process, students will learn the value of

interdisciplinary work and the intellectual breadth and versatility such work provides at its most elemental level.
 4. Acquire moral sensitivity - The moral and ethical decisions often involved at the end of life will be important considerations in this course. These decisions have to do with withholding or withdrawing life support, nutrition, and/or hydration, among others.

5. Acquire awareness of their era and society - The focus of this course is on contemporary views of death and dying, the end of life experience. Students will gain an understanding of the role contemporary global society plays in shaping this universal experience and our responses to it.

6. Acquire consciousness of the diversity of human culture and experience - This examination of the end of life will focus on both the universality of the experience and the uniqueness of each individual's personal experience. By considering this experience in the context of various cultures, students will develop an appreciation of the role culture plays in shaping our experiences in this area.

CA4 Criteria: This course will lead students to an appreciation of the differences as well as similarities among people by examining the end of life experiences of diverse cultural groups both inside and outside the U.S, from the perspectives of the groups under study. We will do this by emphasizing that there are varieties of human experiences, perceptions, thoughts, values, and modes of creativity in considering the end of life experience. NURS 175W will address how these differences can lead to great variation in the end of life experience for all involved. Central to the course is the development of an appreciation for and understanding of the diversity of human experience during end of life transitions, which rest, in turn, on a foundation of cultural, social, and interpersonal relationships, and interactions.

W Criteria: 1. The writing assignments in this course will enhance learning by allowing students to select a relevant end of life topic of interest to them and conduct an in-depth analysis of related issues, using criteria presented in reading assignments and discussed in class. Students will be required to search the scholarly literature, select appropriate materials pertaining to the chosen topic, and then read and incorporate these into their writing assignments.

Of the three required writing assignments, the first is a 3-5 page proposal outlining the student's proposed topic and approach. The second is a 15-page (minimum) working draft of the paper. The third is the final draft, also 15 pages (minimum), which is due the last day of class. The writing component of this course will constitute 50% of the course grade, with the proposal being worth 10%, the working draft 15%, and the final draft 25%. Failing to pass the writing component will result in failure of the course.

2. The primary modes of writing instruction will be formal in-class didactic sessions at the beginning of the semester and before each writing assignment is due. In addition, faculty will provide written feedback and suggestions to students on each writing assignment. Faculty will also meet with students individual, if needed.

3. Faculty will review each writing assignment and provide comments and suggestions for improvement. Faculty will grade each assignment for content, problem formulation, organization, structure, grammar, punctuation, spelling, and clarity. The will be required to revise the working draft according to faculty

feedback and resubmit it as the 15-page (minimum) final draft. They will submit both the working draft with the faculty feedback and the final draft simultaneously to facilitate the faculty's evaluation of how the student has responded to prior feedback.