COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF PSYCHOLOGY
LEVEL OF STUDIES	PRE-GRADUATE
COURSE CODE	Ψ4505 SEMESTER 8th
COURSE TITLE	DEATH ANG GRIEF

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES AND VIDEO PRESENTATIONS	3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	SKILLS DEVELOPMENT (SEMINAR)
PREREQUISITE COURSES:	PSYCHOLOGY AND HEALTH (Ψ3601); RESEARCH METHODOLOGY
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5665

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*

- *Guidelines for writing Learning Outcomes*

In this seminar, students will explore theoretical approaches to the process of dying and the psychosocial processes of grief. The course builds on basic theoretical approaches in the field of Health Psychology and Personality Theories, which students have learned in their respective background courses, as well as in certain elective courses (e.g., Health Psychology: Clinical Applications – Ψ3604). It focuses on and delves into those areas of Health Psychology that concern the reactions of individuals to death and dying, the individual and social representations of death and grief/mourning and the corresponding psychological theories, and the use of psychological techniques to provide relief to the dying and the bereaved.

During the meetings, students are expected to:
- Become familiar with the basic and contemporary literature on death, mourning, and the corresponding psychological theories.
- Conduct relevant bibliographic research using databases, and synthesize the relevant literature.

- Critically analyze, summarize, and present original research articles.
- Reflect on the ethical implications and practical applications of the research presented during the seminar.
- Acquire knowledge about the application of relevant theories and empirical data in the relief of the dying and the bereaved.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	*Project planning and management*
Adapting to new situations	*Respect for difference and multiculturalism*
Decision-making	*Respect for the natural environment*
Working independently	*Showing social, professional and ethical responsibility and sensitivity to gender issues*
Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*……*
Production of new research ideas	*Others…*
	…….

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Working independently

Team work

Respect for difference and multiculturalism

Production of free, creative and inductive thinking

(3) SYLLABUS

The course content is linked to the five core areas of the curriculum: (Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Rehabilitation [5])

From the third week onwards, students will present articles related to the respective topic. Experiential exercises will be conducted where appropriate.

Week 1: Description of the seminar and learning objectives and procedures. General introduction. [1, 5]

Week 2: What is loss - grief - mourning. Historical overview. Cultural perceptions and rituals. [1, 2, 5]

Week 3: Psychological and social processes. [2, 3, 4]

Week 4: Development of theories of mourning. Types of grief and mourning. [2, 3, 4]

Week 5: Social media and public expression of grief. The representation of death and grief in art. [2, 3, 4]

Week 6: Mental resilience and loss. Dysfunctional and pathological mourning. Health implications. [2, 3, 4]

Week 7: Mourning in childhood and adolescence. [2, 3, 4]

Week 8: Coping with loss in adulthood—loss of a partner, child. [2, 3, 4]

Week 9: Coping with atypical losses in adulthood (e.g., perinatal grief, diagnosis of terminal illness, sudden loss, loss of functionality, loss of employment and/or housing) [2, 3, 4]

Week 10: Managing loss in older adults (retirement, loss of physical and social functioning, loneliness, loss of a partner or adult child). [2, 3, 4]

Week 11: Loss management techniques for mourners. [2, 3, 4]

Week 12: Loss management techniques for mourners. Palliative care. [2, 3, 4]

Week 13: Ethics and moral dilemmas. How technological developments affect death and mourning (e.g., digital legacy). [2, 3, 4, 5]

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching. Use of digital databases. Use of e-class for the support of teaching and the achievement of learning outcomes, and for communicating with students.		
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	Teaching methods	Workload	ECTS credits
	Lectures	39 hours (13 lectures x 3 h)	1,56
	Individual weekly activities	45 hours	1,80
	Team work	36 hours	1,44
	Independent study and final project	25 hours	1,00
	Total	145 hours	6
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Literature review and group final written assignment (50%) Weekly analysis and commentary on articles (25%) Presentation of assignment during class (25%)		

(5) Recommended Reading

McCoyd, J. L. M., Koller, J. M., & Walter, C. A. (2021). Grief and loss across the lifespan: A
    biopsychosocial perspective (3rd ed.). Springer Publishing Company.
    https://doi.org/10.1891/9780826149640

Neimeyer, R. A. (Ed.). (2016). Techniques of grief therapy: Assessment and intervention.
Routledge/Taylor & Francis Group.

Selected articles from the following journals:
Death Studies, Health Psychology, Journal of Loss and Trauma, Palliative & Supportive Care,
Journal of Death and Dying.