



Thanatology 2225A (670)  
Summer 2026  
Topical Issues in Thanatology

**Course Information:**

**Calendar Description:** An interdisciplinary overview of current trends, practices, and issues in the field of Thanatology. Topics include children's responses to loss and grief, death in popular culture, sexuality in Thanatology-related contexts, diversity in Thanatology, suicide, and professional issues.

**Prerequisite(s):** None.

**Anti-requisite(s):** The former Thanatology 2200.

**Extra Information:** 3 lecture hours.

**Course Weight:** 0.50      **Breadth:** Category A  
**Subject Code:** THANAT

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary pre-requisites.

**Kings University College at Western University**  
**Thanatology 2225A (670): Topical Issues in Thanatology**  
**Summer Distance 2026**

Instructor: Dr. Adrienne Sauder

Email: [asauder5@uwo.ca](mailto:asauder5@uwo.ca)

Office Hours: Virtually by appointment

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### **Course Description**

This course will provide an interdisciplinary overview of current trends, practices, and issues in the field of Thanatology. Topics may include: terror management theory, the assumptive world, grief and technology, grief in specialized populations, and grief literacy.

### **Course Objectives**

1. Explain and apply key theoretical frameworks used to understand death, grief, and mortality awareness, including perspectives from psychology, sociology, and cultural studies.
2. Analyze how contemporary social, cultural, technological, and environmental changes influence experiences of death, mourning, and memorialization.
3. Evaluate grief and loss within diverse and often underrecognized contexts, including marginalized populations, institutional settings, and emerging forms of loss.
4. Critically examine how individuals and communities construct meaning around death and loss in modern society.
5. Reflect on personal and collective understandings of grief through written, creative, and collaborative forms of engagement.

### **Class Format ONLINE ASYNCHRONOUS**

#### **Structure of the Course**

This online course begins on Monday, May 4, 2026, and continues until Friday, July 24, 2026, honouring all important dates derived from University approved guidelines and academic policies.

This course is delivered entirely online and asynchronous, allowing you to engage with the material on your own schedule **within weekly deadlines**. For the purposes of this course, each week runs from Monday through Sunday. Course learning occurs through lecture slides, readings, and occasional videos designed to promote critical and reflective thinking. To make the most of the course, it is essential to complete all required materials each week and participate actively in online learning activities.

Participation includes contributing thoughtfully to discussion forums, asking relevant questions, offering constructive critiques, and engaging with your peers' perspectives. While the course is self-paced week to week, meaningful learning depends on your consistent engagement with both the content and the class community. The responsibility for creating a successful learning experience is shared by all participants—students and instructor alike. I trust that you will take an active role in fostering a thoughtful, respectful, and engaging online environment for everyone.

#### **Texts and Readings**

**Required:** All required readings, as per the schedule below, are accessible via the OWL Brightspace website.

#### **Strongly Recommended Text (\*used in all Thanatology courses\*)**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). (Cost: \$40-65 depending on format. Used text is acceptable.)

## Evaluation

1. Discussion Forum Posts (8 of 12 required)	20%
2. Critical Reflection Portfolio	25%
3. Individual Topic Presentation	25%
4. Critical Essay	30%

The assignments in this course are designed to build on one another. Early reflections encourage personal engagement with course themes, the presentation invites you to explore an emerging topic in thanatology, and the final essay allows you to develop a sustained critical analysis of issues introduced throughout the term.

### FRIDAY MAKE-UP EXAMS

Please note that Friday, Make-Up Exams may only be written with the instructor's consent.

### Discussion Forum Posts

As part of the course, students are expected to contribute regularly to the online discussion forums. These posts are an opportunity to reflect on course content, engage with peers, and apply critical thinking. While weekly participation is encouraged, students are required to complete **eight (8) discussion posts** over the term, allowing flexibility to engage more deeply with topics that resonate most with them. **At least 2 of these posts must be submitted in video format (2–3 minutes)**, allowing you to practice communicating your ideas verbally as well as in writing. Posts should be thoughtful, clearly connected to course material, and demonstrate engagement with the week's topic or readings. You are welcome to respond to classmates in addition to posting your own reflections—**meaningful, thoughtful peer responses earn additional points**, particularly if they extend the conversation or offer new perspectives.

**Forum post grading:** Forum posts are graded on a completion basis with attention to quality. Full credit requires students to engage directly with, and refer to, course concepts or readings and offer thoughtful interpretation, application, or critique. Posts that simply summarize the readings or offer brief personal opinions without clear connections to course material will receive lower marks.

Each weekly discussion forum will open **on Monday morning**. Posts must be submitted by **11:59pm on Friday** of the assigned week to receive full credit. This should give you sufficient time to read, reflect, and prepare your post. Forums will remain open for viewing and peer responses until the following **Monday at 11:59pm**, at which point they will lock and no further contributions will be accepted. Be sure to plan ahead, as late posts cannot be accommodated once the forum has closed.

In this online course, there will be opportunities to share personal experiences and reflections through discussion forums and other assignments. When doing so, it is essential to respect the vulnerability and integrity of others' contributions, which may involve sensitive or painful experiences. While personal narratives are welcome, please be mindful of the boundaries of self-disclosure and the relevance of shared content to course material. As this is an academic course, all students are expected to meet the course requirements to a high standard. Personal experiences, while valuable, do not replace the need for consistent effort, critical engagement, and scholarly work. Please also note that while this is an online setting, you are expected to treat your peers' contributions with confidentiality and respect.

### **Critical Reflection Portfolio (due June 1, 2026 by 5:00pm)**

The Critical Reflection Portfolio is your opportunity to engage creatively and personally with the course material while demonstrating thoughtful academic reflection. Over the first five weeks of the course, you will complete reflective journal entries (3 entries of 400 words each for a total of 1200 words - max), each accompanied by a visual or artistic element (e.g., photo, artwork, found object, digital image) that represents or deepens your thinking. Each entry should integrate your personal reflections with ideas from readings, class discussions, lectures, or films. While the writing is personal in tone, it must still show evidence of critical thinking and academic engagement—including connections to course concepts and appropriate citation of sources. Please review the assignment instructions for more information. Your completed portfolio will be uploaded to the Assignments tab in OWL.

### **Individual Topic Presentation (due June 29, 2026 by 5:00pm)**

In this assignment, you will explore a topic related to death, grief, or loss that is not covered in the course. Drawing on at least 3 scholarly sources, you will create a visual presentation (e.g., narrated PowerPoint, extended infographic, or short video) that clearly explains the topic and highlights its relevance to the study of death and dying. Your goal is to translate research into an accessible format that introduces your classmates to an emerging issue, practice, or perspective within the field of thanatology. Please review the assignment instructions for more information. Presentations will be shared via the Discussion Forum so your peers can benefit from your discoveries.

### **Critical Essay (due July 24, 2026 by 5:00pm)**

For this essay, you will *critically examine* a topic related to death, grief, and loss using course materials and additional scholarly sources. You will choose one of the three thematic prompts provided and develop an argument that explores how grief is shaped by identity, legitimacy, meaning-making, and temporality. In total, your paper will be 8-10 pages, not including title and reference pages. Please review the assignment instructions for more information. Your completed essay will be uploaded to the Assignments tab in OWL.

**\*Instructions regarding assignments** - Evaluation for all assignments will include professionalism, academic integrity, and adherence to APA formatting (7<sup>th</sup> ed.). Regular assignments are due by 5:00pm on the date indicated unless an extension is granted **prior** to the deadline. All written assignments turned into OWL via the assignment tab **must be in Word or PDF format (not any other format)**. If submitted in any other format, it will be marked as late and the student will be asked to resubmit.

#### **\*\*Tokens\*\***

All students have one (1) “token” which can be used to have a 2-day extension on any regular assignment (not including discussion posts) as long as Dr. Sauder is notified by email before the deadline, no later than the day the assignment is due (no explanation or documentation required).

### **GRADE DESCRIPTORS**

A+	90–100	One could scarcely expect better from a student at this level
A	80–89	Superior work which is clearly above average
B	70–79	Good work, meeting all requirements, and eminently satisfactory
C	60–69	Competent work, meeting requirements
D	50–59	Fair work, minimally acceptable
F	below 50	Fail

### **Late Penalties**

Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor's note may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized as follows: Assignments handed in after 5:00pm but no later than 11:59pm on the due date will lose 2%. Assignments handed in a day late will lose an additional 3%. After that, an additional 5% per day penalty will apply and assignments will not be accepted more than 7 days after the due date unless prior arrangements have been made with the instructor.

### **Policy Re: Make-Up Exams and Extensions of Deadlines**

If, on medical or compassionate grounds, you are unable to write the final examination or complete course work by the due date, you should follow the instructions below. In addition, you must demonstrate that there are compelling medical or compassionate grounds that can be documented **before** academic accommodation will be considered.

You should understand that **academic accommodation will not be granted automatically on request**. Instructors are under no obligation to offer more than one opportunity to write a make-up exam. Please note that any requests for discretion by the instructor will be decided on the basis of the issue that is brought to the instructor's attention and the instructor's obligation to ensure fairness to all students in the classroom. The instructor will not agree to any concessions or accommodations that would be unfair to the other students in the class.

### **OTHER IMPORTANT INFORMATION**

**AI and Chat GPT.** King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course, use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted for written work submitted for evaluation. Western's scholastic discipline policy can be found [here](#).

**Email Etiquette.** Email is for short answers or setting up appointments. If you have content- or course-based problems, please email me to set up a Zoom appointment. In the **email subject line**, please include the course that you are emailing about (THAN 2225A).

Please consider how you address me in your salutation. This is an academic class and I am your professor. Also, consider the tone of your email. I will respond to your email **within 2 business days**. If you have not heard from me **after** 2 business days, then please feel free to contact me again. I will not respond to emails over the weekend.

To ensure you have thoroughly reviewed the course syllabus and are familiar with its contents, please complete the following task: By the start of our second week (5:00pm on May 11, 2026), please send an email to Dr. Sauder ([asauder5@uwo.ca](mailto:asauder5@uwo.ca)) that includes the title and artist of your favourite song from the 1990s and explain why it is your fav song. Ensure your name and the course code are in the email subject line. This brief task serves both as confirmation of your engagement with the syllabus and as an introduction to me about you and your musical preferences and will earn you a 2% bonus to your final grade. Failure to complete this task by the stated deadline will not result in any penalty.

**Note on Changing Marks.** Marks will not be changed. If a student seeks to change their grade without legitimate ground for such changes they will be directed to the Academic Dean's Office.

I know students are in the habit of sharing and comparing marks. I don't encourage this because it just causes problems and competition between one another. Do not worry about what grades other students receive. Your work is not being graded against the quality of work that is presented by other students. Please do not tell the instructor how to grade other students. I will only discuss your marks with you, not another student's marks.

### **Drop Date**

The final date to drop a half course without academic penalty is **July 14, 2026**.

### **GENDER-BASED SEXUAL VIOLENCE**

King's at Western is committed to reducing incidents of gender-based violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website:

[Mental Health and Wellness at King's – King's University College](#)

You can reach some supports at King's by emailing [CARE@kings.uwo.ca](mailto:CARE@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can reach some supports at King's by emailing [CARE@kings.uwo.ca](mailto:CARE@kings.uwo.ca) or calling 519-930-4640 to reach a Case Manager/Social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

## COURSE SCHEDULE

<p><b>Week 1</b> May 4, 2026</p>	<p><b>Introduction. The Age of ‘Spectacular’ Death</b>            Jacobsen, M. H. (2016). ‘Spectacular Death’—Proposing a new fifth phase to Philippe Ariès’s admirable history of death. <i>Humanities</i>, 5(19), 1-20.  <a href="https://doi.org/10.3390/h5020019">https://doi.org/10.3390/h5020019</a></p> <p>Jacobsen, M. H., Clement, L., &amp; Petersen, A. (2020). Spectacular grief: On three main trends in the way we deal with loss in contemporary society. In M. H. Jacobsen (Ed.), <i>The age of spectacular death</i> (pp. 161-183). Routledge.</p>
<p><b>Week 2</b> May 11, 2026</p>	<p><b>Terror Management Theory</b>            Kilpatrick, M., Hutchinson, A., Manias, E., &amp; Bouchoucha, S. L. (2023). Applying terror management theory as a framework to understand the impact of heightened mortality salience on children, adolescents, and their parents: A systematic review. <i>Death Studies</i>, 47(7), 814-826. <a href="https://doi.org/10.1080/07481187.2022.2132550">https://doi.org/10.1080/07481187.2022.2132550</a></p> <p>Osterhold, H. M. (2021). Cultural complex, death anxiety and individuation during times of populism: A dialogue between Jungian psychology and social psychology. <i>Journal of Analytical Psychology</i>, 66(4), 926-948. <a href="https://doi.org/10.1111/1468-5922.12710">https://doi.org/10.1111/1468-5922.12710</a></p> <p>Pyszczynski, T., Lockett, M., Greenberg, J., &amp; Solomon, S. (2021). Terror management theory and the COVID-19 pandemic. <i>Journal of Humanistic Psychology</i>, 61(2), 173–189. <a href="https://doi.org/10.1177/0022167820959488">https://doi.org/10.1177/0022167820959488</a></p>
<p><b>Week 3</b> May 18, 2026</p>	<p><b>The Assumptive World</b>            Cann, A., Calhoun, L. G., Tedeschi, R. G., Kilmer, R. P., Gil-Rivas, V., Vishnevsky, T., &amp; Danhauer, S. C. (2010). The Core Beliefs Inventory: A brief measure of disruption in the assumptive world. <i>Anxiety, Stress, &amp; Coping</i>, 23(1), 19-34.  <a href="https://doi.org/10.1080/10615800802573013">https://doi.org/10.1080/10615800802573013</a></p> <p>Currier, J. M., Holland, J. M., &amp; Neimeyer, R. A. (2009). Assumptive worldviews and problematic reactions to bereavement. <i>Journal of Loss and Trauma</i>, 14(3), 181-195.  <a href="https://doi.org/10.1080/15325020802537153">https://doi.org/10.1080/15325020802537153</a></p> <p>Janoff-Bulman, R. (1989). Assumptive worlds and the stress of traumatic events: Applications of the schema construct. <i>Social Cognition</i>, 7(2), 113-136.</p>
<p><b>Week 4</b> May 25, 2026</p>	<p><b>Grief and Technology</b>            Eriksson Krutrök, M. (2024). Algorithmic closeness in mourning: Vernaculars of the hashtag #grief on TikTok. <i>Social Media + Society</i>, 1-12.  <a href="https://doi.org/10.1177/20563051211042396">https://doi.org/10.1177/20563051211042396</a></p> <p>Graham, P. (2017). Crowdsourcing obituaries in the digital age: ABC Open’s <i>In Memory Of</i>. <i>Media International Australia</i>, 165(1), 51-62.  <a href="https://doi.org/10.1177/1329878X17725916">https://doi.org/10.1177/1329878X17725916</a></p> <p>Kasket, E. (2020). If death is the spectacle, big tech is the lens: How social media frame an age of ‘spectacular death.’ In M. H. Jacobsen (Ed.), <i>The age of spectacular death</i> (pp. 20-35). Routledge.</p>

<p><b>Week 5</b> <b>June 1, 2026</b></p>	<p><b>Changing Geographies of Grief &amp; Mourning</b></p> <p>Hamscher, A. N. (2017). The American cemetery. In C. M. Moreman (Ed.), <i>The Routledge Companion to Death and Dying</i> (pp. 277-286), Routledge.</p> <p>Maddrell, A. (2016). Mapping grief. A conceptual framework for understanding the spatial dimensions of bereavement, mourning and remembrance. <i>Social &amp; Cultural Geography</i>, 17(2), 166-188. <a href="http://dx.doi.org/10.1080/14649365.2015.1075579">http://dx.doi.org/10.1080/14649365.2015.1075579</a></p> <p>Zaremba, C. (2025). Possession, performance, and the rhetoric of belonging: Urban cemeteries as spaces of cultural citizenship. <i>International Journal of Cultural Studies</i>, 28(4), 778-796. <a href="https://doi.org/10.1177/13678779241310460">https://doi.org/10.1177/13678779241310460</a></p> <p><b>*Critical Reflection Portfolio due June 1*</b></p>
<p><b>Week 6</b> <b>June 8, 2026</b></p>	<p><b>Dementia and the Long Goodbye</b></p> <p>Kenning, G., &amp; Treadaway, C. (2018). Designing for dementia: Iterative grief and transitional objects. <i>Design Issues</i>, 34(1), 42-53. <a href="https://doi.org/10.1162/DESI_a_00474">https://doi.org/10.1162/DESI_a_00474</a></p> <p>Manevich, A., Rubin, S. S., Katz, M., Ben-Hayun, R., &amp; Aharon-Peretz, J. (2025). Spousal mourning for partners living with cognitive impairment: The interplay of attachment and the Two-Track Model of Dementia Grief. <i>OMEGA-Journal of Death and Dying</i>, 91(2), 811-836. <a href="https://doi.org/10.1177/00302228221142632">https://doi.org/10.1177/00302228221142632</a></p> <p>Rubin, S. S., Manevich, A., &amp; Doron, I. I. (2021). The Two-Track Model of Dementia Grief (ITM-DG): The theoretical and clinical significance of the continuing bond in sickness and in death. <i>Death Studies</i>, 45(10), 755-771. <a href="https://doi.org/10.1080/07481187.2019.1688014">https://doi.org/10.1080/07481187.2019.1688014</a></p>
<p><b>Week 7</b> <b>June 15, 2026</b></p>	<p><b>Gender, Sexuality, and Death</b></p> <p>Patlamazoglou, L., Simmonds, J. G., &amp; Snell, T. L. (2023). Grief in later life: Symbolic losses and unsolicited gains following the death of a same-gender partner. <i>Psychology &amp; Sexuality</i>, 14(4), 627-639. <a href="https://doi.org/10.1080/19419899.2021.2016915">https://doi.org/10.1080/19419899.2021.2016915</a></p> <p>Weaver, K. K. (2018). Paying your respects: Transgender women and detransitioning after death. <i>Death Studies</i>, 44(1), 58-64. <a href="https://doi.org/10.1080/07481187.2018.15218862">https://doi.org/10.1080/07481187.2018.15218862</a></p> <p>Wheat, L. S. &amp; Thacker, N. E. (2019). LGBTQ+ loss experiences and the use of meaning reconstruction with clients. <i>Journal of LGBT Issues in Counseling</i> 13(3), 232-251. <a href="https://doi.org/10.1080/15538605.2019.1627973">https://doi.org/10.1080/15538605.2019.1627973</a></p>
<p><b>Week 8</b> <b>June 22, 2026</b></p>	<p><b>Pet Owners, Veterinary Professionals, and Loss</b></p> <p>Barnard-Nguyen, S., Breit, M., Anderson, K. A., &amp; Nielsen, J. (2016). Pet loss and grief: Identifying at-risk pet owners during the euthanasia process. <i>Anthrozoos</i>, 29(3), 421-430. <a href="https://doi.org/10.1080/08927936.2016.1181362">https://doi.org/10.1080/08927936.2016.1181362</a></p>

	<p>Dow, M. Q., Chur-Hansen, A., Hamood, W., &amp; Edwards, S. (2019). Impact of dealing with bereaved clients on the psychological wellbeing of veterinarians. <i>Australian Veterinary Journal</i>, 97(10), 382-389. <a href="https://doi.org/10.1111/avj.12842">https://doi.org/10.1111/avj.12842</a></p> <p>Field, N. P., Orsini, L., Gavish, R., &amp; Packman, W. (2009). Role of attachment in response to pet loss. <i>Death Studies</i>, 33(4), 334-355. <a href="https://doi.org/10.1080/07481180802705783">https://doi.org/10.1080/07481180802705783</a></p>
<p><b>Week 9</b> <b>June 29, 2026</b></p>	<p><b>Climate Grief / Ecological Loss</b></p> <p>Cooke, A., Benham, C., Butt, N., &amp; Dean, J. (2024). Ecological grief literacy: Approaches for responding to environmental loss. <i>Conservation Letters</i>, 17(3), 1-9. <a href="https://doi.org/10.1111/conl.13018">https://doi.org/10.1111/conl.13018</a></p> <p>Cunsolo, A., &amp; Ellis, N. R. (2018). Ecological grief as a mental health response to climate change-related loss. <i>Nature Climate Change</i>, 8(4), 275-281. <a href="https://doi.org/10.1038/s41558-018-0092-2">https://doi.org/10.1038/s41558-018-0092-2</a></p> <p>Ojala, M., Cunsolo, A., Ogunbode, C. A., &amp; Middleton, J. (2021). Anxiety, worry, and grief in a time of environmental and climate crisis: A narrative review. <i>Annual Review of Environment and Resources</i>, 46(1), 35-58. <a href="https://doi.org/10.1146/annurev-environ-012220-022716">https://doi.org/10.1146/annurev-environ-012220-022716</a></p> <p>Pihkala, P. (2025). Ecological grief and the Dual Process Model of coping with bereavement. <i>Religions</i>, 16, 411. <a href="https://doi.org/10.3390/rel16040411">https://doi.org/10.3390/rel16040411</a></p> <p><b>*Individual Topic Presentation due June 29*</b></p>
<p><b>Week 10</b> <b>July 6, 2026</b></p>	<p><b>Grief and Incarceration</b></p> <p>Fahmy, C., Testa, A., Woodward, K., &amp; Jackson, D. B. (2024). Depression among incarcerated persons following the death of a loved one: Does social support mitigate grief? <i>Death Studies</i>, 48(2), 79-94. <a href="https://doi.org/10.1080/07481187.2023.2188620">https://doi.org/10.1080/07481187.2023.2188620</a></p> <p>King, K., Whiting, P., Toone, D., &amp; Blount, T. (2023). How adult children of incarcerated parents experience ambiguous loss. <i>Family Process</i>, 63, 2347-2366.</p> <p>McLean, E., Livingston, T. N., Morgan, R. D., Rhyne, R%, Edwards, P. J., Prigerson, H. G., &amp; Singer, J. (2024). Family members grieving the loss of a person to incarceration: A scoping review. <i>Clinical Child and Family Psychology Review</i>, 27, 1144-1166. <a href="https://doi.org/10.1007/s10567-024-00501-7">https://doi.org/10.1007/s10567-024-00501-7</a></p>
<p><b>Week 11</b> <b>July 13, 2026</b></p>	<p><b>Occupational Exposure to Death</b></p> <p>Carleton, R. N. et al. (2018). Mental disorder symptoms among public safety personnel in Canada. <i>The Canadian Journal of Psychiatry</i>, 63(1), 54-64. <a href="https://doi.org/10.1177/0706743717723825">https://doi.org/10.1177/0706743717723825</a></p> <p>Guidetti, G., Grandi, A., Converso, D., &amp; Colombo, L. (2025). Exposure to death and bereavement: An analysis of the occupational and psychological wellbeing of</p>

	<p>funeral and mortuary operators. <i>OMEGA-Journal of Death and Dying</i>, 90(4), 1936-1950. <a href="https://doi.org/10.1177/00302228221130611">https://doi.org/10.1177/00302228221130611</a></p> <p>Jabr, A. (2019). It's complicated: Grief and the first responder. <i>EMS World</i>, 48(10), 48-52.</p> <p>Jonasen, A. M., &amp; O'Beirne, B. R. (2016). Death anxiety in hospice employees. <i>OMEGA-Journal of Death and Dying</i>, 72(3), 234-246. <a href="https://doi.org/10.1177/0030222815575007">https://doi.org/10.1177/0030222815575007</a></p>
<p><b><u>Week 12</u></b> <b>July 20,</b> <b>2026</b></p>	<p><b>Near Death Experiences/Extraordinary Encounters</b></p> <p>Nosek, C. L., Kerr, C. W., Woodworth, J., Wright, S. T., Grant, P. C., Kuszczak, S. M., Banas, A., Luczkiewicz, D. L., &amp; Depner, R. M. (2015). End-of-life dreams and visions: A qualitative perspective from hospice patients. <i>American Journal of Hospice and Palliative Medicine</i>, 32(3), 269–274.</p> <p>Parker, J. S. (2005). Extraordinary experiences of the bereaved and adaptive outcomes of grief. <i>OMEGA</i>, 51(4), 257-283.</p> <p>Steffen, E.M., Wilde, D.J. &amp; Cooper, C. E. (2018). Affirming the positive in anomalous experiences: A challenge to dominant accounts of reality, life, and death. In N. J. L. Brown, F.J. Eiroa-Orosa, &amp; T. Lomas (Eds.), <i>The Routledge international handbook of critical positive psychology</i> (pp. 227-244). Routledge.</p> <p><b>*Critical Essay due July 24*</b></p>

# King's University College General Course Policies 2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students’ Council offers many valuable support services for students, including the

health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

