



Course Syllabus
WYP2511HS – Go in Peace: Care for the Dying in Christian
Community
Wycliffe College
Toronto School of Theology
Winter 2019

Course Identification

Course Number: WYP2511HS
Course Name: Go in Peace: Care for the Dying in Christian Community
Course Location: Online

Instructor Information

Instructor: Catherine McNally, MD, Adjunct Lecturer
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Course Prerequisites or Requisites

None

Course Description

This course is an introduction to the physical, emotional, practical and spiritual needs of the dying, and effective community and pastoral responses to those needs. Students will acquire a theological understanding of living well and dying well from a Christian perspective. They will become familiar with some of the ethical, legal, medical, and practical issues surrounding end-of-life care and explore spiritual support within a collaborative team approach. They will also explore how to mobilize a Christian community of care. They will learn how to respond in compassionate and creative ways to those who are dying, their caregivers, and those who grieve (including funeral and bereavement ministry).

Course Methodology

This is an online course consisting of readings, online modules and a discussion forum.

Course Outcomes

COURSE OUTCOMES By the end of this course, students will:	COURSE ELEMENT This outcome will be demonstrated through these course elements	PROGRAM OUTCOMES This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (M.Div., MTS)
Become familiar with the Christian theological understanding of living well and dying well	Readings, modules 1-2, research paper	M.Div. 1.6, 2.1 MTS 1.6
Understand how to respond in an effective, compassionate, pastoral manner to those who are dying, their caregivers and those who are grieving their losses	Readings and modules 3-7, 10, 11	M.Div. 2.3 MTS 3.3
Be able to identify physical, emotional, practical and spiritual needs and develop healthy, Christian responses to those needs	Readings and modules 3-7	M.Div. 2.3 MTS 3.2, 3.3
Gain a deeper understanding of spiritual care, including (but not limited to) the roles of lament, prayer, and sacraments within the collaborative team approach to end-of-life care	Readings and module 3 (as well as course as a whole)	M.Div. 1.6, 2.3, 3.3 MTS 1.6, 3.3
Recognize the physical changes that occur when death is near	Readings and module 7	M.Div. 2.3
Be equipped to mobilize and nurture a Christian community of care in response to death and dying	Readings and module 6	M.Div. 2.4, 3.3 MTS 3.3
Become familiar with, and develop a Christian approach to, some of the ethical and legal challenges that may arise when someone is dying	Readings, web pages and modules 8-9	M.Div. 2.1 MTS 2.1, 2.3
Gain a deeper understanding of the importance of after-death care including funerals and bereavement care	Readings, self-reflection. modules 10-12 and practical project assignment	M.Div. 2.3, 3.3 MTS 3.3

Appreciate a companioning approach to the dying and bereaved	Readings, modules 10-11	M.Div. 2.3 MTS 3.3
Be able to reflect upon their own life losses and learn from them	Readings, module 12, Personal Loss Inventory and Reflection	M.Div. 3.2 MTS 3.1, 3.2
Engage with the themes presented both with a view to deeper understanding and practical application	Discussion forum, Research Essay and Application and Reflection paper	M.Div. 2.2 MTS 2.1, 2.2, 2.3

Course Resources

Required Course Texts

1. Brooks, James. *The Unbroken Circle: A Toolkit for Congregations Around Illness, End of Life and Grief*. Durham, North Carolina: Duke Institute on Care at the End of Life, 2009. (122 pp)
2. Swinton, John and Richard Payne, eds. *Living Well and Dying Faithfully: Christian Practices for End-of-Life Care*. Grand Rapids, Michigan: Eerdmans, 2009. (287 pp)
3. Wolfelt, Alan D. *Creating Meaningful Funeral Experiences: A Guide for Caregivers*. Fort Collins, Colorado: Companion Press, rev. ed. 2011. (94 pp)
4. **One of the following autobiographical reflections**
 - o Bernardin, Joseph Cardinal. *The Gift of Peace: Personal Reflections by Joseph Cardinal Bernardin*. New York: Doubleday, 1997. (153 pp)
 - o Lewis, C. S. *A Grief Observed*. 1961. Reprint, New York: HarperCollins, 2013. (80 pp)
 - o Nouwen, Henri. *A Letter of Consolation*. San Francisco: HarperCollins, 1982. (96 pp)
 - o Shaw, Luci. *God in the Dark: Through Grief and Beyond*. 1989. Reprint, Vancouver: Regent College Publishing, 2000. (268 pp)
 - o Sittser, Jerry. *A Grace Disguised: How the Soul Grows Through Loss*. Grand Rapids, Michigan: Zondervan, expanded edition, 2004. (224 pp)
 - o Wangerin, Walter Jr. *Letters from the Land of Cancer*. Grand Rapids, Michigan: Zondervan, 2010. (208 pp)

Required Course Online Reading

- See schedule of readings for each week

Course Website(s)

- 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 who

have trouble accessing Quercus should ask the assistant registrar for further help (jhocking@wycliffe.utoronto.ca).

Course Schedule

- Course modules will be posted the Friday prior to the upcoming week.
- John Swinton & Richard Payne, *Living Well and Dying Faithfully: Christian Practices for End-of-Life Care* is abbreviated to *LWDF*, and all other readings are indicated by title or website.

Week 1 **Go in Peace: An Introduction**

READINGS: *LWDF* (xii-xxiv) "Forward" and "Introduction: Christian Practices and the Art of Dying Faithfully"

Week 2 **Abundant Life / Abundant Death: The Theology of Life in Death**

READINGS: *LWDF* (3-58) Section 1 (Chapters 1-3): "Practices of Living to Die Well"
The Unbroken Circle (1-8) Section 1 "Call to Action"

Week 3 **Hope & Quality of Life: A Palliative Approach to Whole Person End-of-Life Care**

READINGS: *LWDF* (165-187, 205-225) Chapter 8 "Healing in the Midst of Dying," and Chapter 10 "Hope in the Face of Terminal Illness"

Week 4 -- PERSONAL LOSS INVENTORY AND REFLECTION PAPER DUE JANUARY 28, 2019--

Emotional Care & Dignity: Christian Compassion, Mercy, and Mental Health

READINGS: *LWDF* (139-162, 188-204, 226-245) Chapter 7 "Practicing Compassion for Dying Children," Chapter 9 "Compassion," and Chapter 11 "More than Sparrows, Less than the Angels: The Christian Meaning of Death with Dignity"
Harvey Chochinov (explore web-based toolkit) "Dignity in Care: Toolkit"
<http://dignityincare.ca/en/toolkit.html#irConcerns>

Week 5 **Spiritual Care: Sacraments, Symbols, Prayer & Lament**

READINGS: *LWDF* (86-162) Chapter 4 "Sacraments," Chapter 5 "Prayer," and Chapter 6 "Lament",
Okon, Tomasz R., "Palliative Care Review: Spiritual, Religious, and Existential Aspects of Palliative Care," *Journal of Palliative Medicine* 8, no. 2 (2005):392-414.

Week 6 **Communal Care: Christian Communities and Ongoing Care**

READINGS: *The Unbroken Circle* (9-60) Section 2 "Creating Unbroken Circles of Care," and Section 3 "Support During Serious Illness"

Week 7 **Medical Care: Symptom Control and "The Last Hours"**

READINGS: *The Unbroken Circle* (61-88) Section 4 "Support During the End of Life."
Canadian Virtual Hospice (explore web site and read specific article) "Canadian Virtual Hospice: Information and Support of Palliative and End-of-Life Care, Loss and Grief," (2015).

Week 8 -- **RESEARCH PAPER DUE MARCH 4, 2019--**

Ethics & Decision-Making: Ethical End-of-Life Choices

READINGS: LDWF (246-271) Chapter 12 “Embracing and Resisting Death: A Theology of Justice and Hope for Care at the End of Life”
Speak Up: Advance Care Planning Workbook (1-17) [http://www.myspeakupplan.ca/Cardio-Pulmonary Resuscitation: A Decision Aid](http://www.myspeakupplan.ca/Cardio-Pulmonary-Resuscitation-A-Decision-Aid) (1-7)
http://www.advancecareplanning.ca/wp-content/uploads/2015/10/ACP-CPR-Tool_FINAL-web.pdf

Week 9 **Medical Assistance in Dying: Biblical Reflections, Canadian Policy & Implications**

READINGS: due to the contemporary nature of this topic, up to date online readings will be assigned closer to the course date

Week 10 **Bereavement Support: Living with Loss**

READINGS: LDWF (272-276) “Conclusion: Attending to God in Suffering: Re-Imagining End of Life Care”

Wolfelt, Alan (explore site) Griefwords Library. <http://www.horancares.com/grief-support/griefwords-library/>

Week 11 **Funerals: Preparing Funerals and Caring for Grieving Families (Rev. Dr. John McNally, guest)**

READINGS: *The Unbroken Circle* (89-121. Omit “The Stages of Grief” section on p. 92)
“Support Through Grief,” *Creating Meaningful Funeral Experiences* (1-94)

Week 12 **Reflections: Learning from Loss**

READINGS: One of the autobiographies listed in course texts

Week 13 -- **APPLICATION WITH REFLECTION PAPER DUE APRIL 8, 2019--**

A Typical Week in the Course

(1) Previous Friday at 8:00AM: The week’s module including an introductory video, a written LECTURE, and any supplementary materials will be posted.

(2) Wednesday night by midnight (EST): Students will post their answer to the weekly discussion board.

(3) Friday morning at 8:00AM: The module for the next week of the course will be posted, giving students the weekend to prepare, if they so choose.

(4) Friday night by midnight (EST): Students must have read the discussion forum posts from other group members and have responded to, or interacted with, at least one of these posts.

Evaluation

Requirements

This is an online course which will be administered through the University of Toronto's Portal system. Students are expected to log into the course website regularly (<http://portal.utoronto.ca>), where one can access class modules throughout the course (further instructions for online contribution will be provided).

Each week the instructor will post a short video introducing the material for the course, as well as a written lecture. Participation in the course is very important and is encouraged through online discussion of assigned readings.

The final grade for the course will be based on evaluations in four areas. An outline is given below, with more information available on Quercus:

(1) Discussion Forum	Weekly	40%
(2) Personal Loss Inventory and Reflection	January 28, 2019	10%
(3) Research Paper	March 4, 2019	25%
(4) Application with Reflection Paper	April 8, 2019	25%

(1) **Discussion Forum** (40%) – In addition to reading the required texts, students are expected to participate regularly in the discussion forum evidencing familiarity with the required reading and thoughtful responses to the materials. Specific discussion forum questions will be posed at the end of each module. The mark generated for the week will include both the student's answer to the discussion question and his or her responses or interactions with at least one other student's submission. Discussion forum responses will typically be around 200-250 words, and responses to other students' submissions will be around 100-200 words. Each week will represent 3% of a student's final grade, with the exception of the last week of the discussion forum, which will represent 7% of the student's final grade. This last discussion forum question will involve sharing reflections from an autobiographical course text of the student's choice (see list of options under "Required Course Texts").

(2) **Personal Loss Inventory and Reflection** (10%) – Complete a personal loss inventory timeline and reflect on your personal losses:

Loss Timeline: Draw a line representing your life up to the current time. On the line, identify significant death and non-death losses that impacted you and your age at the time. Losses may include loss of a loved one, home, ability, community, job, friends, financial situation, health, dreams, etc.

Reflection on Experiences with Loss: Write 5 double spaced pages of reflections on your losses. The following questions can guide your reflections: How did these experiences affect you spiritually, emotionally, spiritually and/or cognitively? How did you respond to these losses? In what ways do you think your responses were healthy?... unhealthy? What helped or hindered you in your response to these losses? How did others help or hinder your grief journey? How have your past losses and griefs

shaped you? How have they impacted your attitude toward loss, death and grief? How might your history of loss and grief impact your ministry of care for those facing loss, death and grief (both positively and negatively)?

(3) **Research paper** (25%) – Submit a 2000-2500 word research paper on a topic related to one of the themes of the course, demonstrating integration of and interaction with course modules, course texts and other academic sources (e.g. books, peer-reviewed journal articles etc.).

(4) **Application with reflection paper** (25%) – Choose **one** of the following options.

- Option 1: based on a scenario from one of the autobiographical texts above (or another scenario pre-approved by the professor), prepare the following assignment with special emphasis given to addressing the six needs of mourning:
 - 1-2 pages: funeral service bulletin/order of service in your tradition. Include outline of music, scripture, prayers etc.. If yours is a liturgical tradition, no need to write out all the liturgy; it is sufficient to state “The Collect” or “The Apostle’s Creed” for example.
 - 1000 words: funeral sermon/homily (note: while it is important to personalize the sermon to address the needs of mourning, it is a sermon, not a eulogy)
 - 500 words: discussion of your thinking behind the choices made with reference to texts and course material
 - 250-500 words: personal reflection on the process
- Option 2: Practical project appropriate for your area of ministry or study
 - 5-6 pages: practical project plan (e.g. Bible study series on death and dying; plan to introduce circles of caring within your congregation)
 - 500 words: discussion of your thinking behind the choices made with reference to texts and course material
 - 250-500 words: personal reflection on the process
- Option 3: Critical Pastoral Review
 - 700-750 words: reproduce as accurately as possible (including conversation) a pastoral situation related to the themes of the course
 - 1500 words: critically and systematically review your role in the situation, make suggestions regarding how you would have done things similarly or differently in light of your learning through this course and why. Reference texts and course material.
 - 250-500 words: personal reflection on the process
- Option 4: Another Practical Project of similar scope chosen in consultation with the professor

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site. Due to the personal nature of parts of the Discussion Forum (Assignment #1) and the Personal Loss Inventory and Reflection (Assignment #2), these two assignments will not be submitted to Turnitin. The above statement will apply to Assignments #3 and #4.

Writing Style and Format. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013). Assignments should be submitted in 12 point, double-spaced, Times New Roman font, unless alternate arrangements have been made with the instructor.

Grading System

A+ (90-100)
A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

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

Late work (BD). Students are expected to hand in assignments by the date given in the course outline. Discussion forum submissions must be submitted on time since the value of the forum depends on the participation of all students. Late submissions for the Discussion Forum will not be graded. For other assignments, students do not need to ask permission to hand in a late assignment. Late assignments that are submitted within two weeks after the due date will still be accepted, with a penalty of 2% of the assessed mark per day. Assignments submitted more than two weeks late will normally not be accepted since other students are waiting to receive their graded assignments back. These penalties are not applied to students with medical or compassionate difficulties agreed to ahead of time with the instructor. The absolute deadline for the course is April 12, 2019. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes 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.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Course grades. Consistent 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. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

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 his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>, a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays 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 are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI 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 your course instructor may end up in your spam or junk mail folder.

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 should 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.