Course Syllabus
WYP2511HS – Go in Peace: Care for the Dying in Christian Community
Wycliffe College
Toronto School of Theology
Winter 2017

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 lectures 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, lectures 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 lectures 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 lectures 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 lecture 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 lecture 7	M.Div. 2.3
Be equipped to mobilize and nurture a Christian community of care in response to death and dying	Readings and lecture 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 lectures 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. lectures 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, lectures 10-11	M.Div. 2.3 MTS 3.3
Be able to reflect upon their own life losses and learn from them	Readings, lecture 12	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 (book 1 from Amazon.ca or Amazon.com : books 2-3 available at CRUX books http://www.cruxbooks.com/)

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 (acquire whichever you choose yourself)**
   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

- Canadian Hospice and Palliative Care Association. "Speak Up: Advance Care Planning Workbook." http://www.myspeakupplan.ca/. (1-17)
- Christian Medical and Dental Society. *Focus: Faith and Practice: Christian Medical and Dental Society*, "A Subtle Shift in Emphasis in Canadian Medicine" (10-11) and "What Does It Mean to Care for a Patient in Today's World?" (16-28), (April 2015). http://www.cmdscanada.org/my_folders/FOCUS/FOCUS_35.1-web.pdf .

- Heyland, Daren and Christopher Frank. "Cardio-Pulmonary Resuscitation (CPR): A Decision Aid for Patients and Their Families." *Canadian Hospice and Palliative Care Association.* http://www.advancecareplanning.ca/wp-content/uploads/2015/10/ACP-CPR-Tool_FINAL-web.pdf. (1-7)

Course Website(s)

Blackboard https://weblogin.utoronto.ca/

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at http://portal.utoronto.ca and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at http://www.portalinfo.utoronto.ca/content/information-students. Students who have trouble accessing Blackboard should ask Thomas Power for further help.]

Course Schedule

John Swinton & Richard Payne, *Living Well and Dying Faithfully: Christian Practices for End-of-Life C*are 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   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
               PROPOSAL FOR RESEARCH PAPER DUE MONDAY OF WEEK 5
READINGS: *LWDF* (86-162) Chapter 4 "Sacraments," Chapter 5 "Prayer," and Chapter 6 "Lament"

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 on palliative and end-of-life care, loss and grief, (2015).
               http://www.virtualhospice.ca/en_US/Main+Site+Navigation/Home/Topics/Topics.aspx

Week 8   Ethics & Decision-Making: Ethical End-of-Life Choices
               RESEARCH PAPER DUE MONDAY OF WEEK 8
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 (1-7)
http://www.advancecareplanning.ca/wp-content/uploads/2015/10/ACP-CPR-Tool_FINAL-web.pdf

Week 9 Physician Assisted Death: Biblical Reflections, Canadian Policy & Implications
READINGS: "A Subtle Shift in Emphasis in Canadian Medicine" (pp 10-11) and "What Does it Mean to Care for a Patient in Today's World" (pp 16-28) in *Focus*: *Magazine of the Christian Medical & Dental Society*,
http://www.cmdscanada.org/my_folders/FOCUS/FOCUS_35.1-web.pdf

Watch video developed by the Christian Medical and Dental Society: "The Gift: Living Fully and Dying Naturally" http://www.cmdscanada.org/euthanasia.aspx

Week 10 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 11 Bereavement Support: Living with Loss
READINGS: *LWDF* (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 12 Reflections: Learning from Loss
READINGS: One of the autobiographies listed in course texts

Week 13 **APPLICATION WITH REFLECTION PAPER DUE**

A Typical Week in the Course

(1) Previous Friday at 8:00AM: The introductory video, LECTURE, and readings will be posted onto Blackboard in the appropriate unit folder.

(2) Monday morning: The instructor will send out an announcement reminding you what you have been assigned for the week.

(3) Wednesday night by midnight (EST): Students will post their answer to the weekly discussion board. Answers will typically be around 200-250 words.

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

(5) Friday night by midnight (EST): Starting on Thursday, students will be given a few days to respond and interact with each other's posts. Your responses to posts will make up a part of your total participation mark. Typical responses can range in length, from 100-200 words.

(6) Friday night by midnight (EST): Bigger assignments, such as papers and reading notes, will be due during the appropriate week, as noted in the schedule above.

Evaluation

Requirements

This is an online course which will be administered through the University of Toronto's Portal (Blackboard) system. Students are expected to log into the course website regularly (http://portal.utoronto.ca), where one can access class LECTUREs and the forum for discussing material 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. Students will also be evaluated through a research paper and an application and reflection paper.

All assignments will need to be submitted as PDF or DOC files to the instructor at her email address.

The final grade for the course will be based on evaluations in three areas:

(1) Discussion forum	Weekly	40%
(2) Research paper	Proposal due week 5 and paper due week 8	30%
(3) Application with reflection paper	Due week 13	30%

(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.

 (2) **Research paper** (30%) – Submit a 2000-2500 word research paper on a topic related to the themes of the course, chosen in consultation with the lecturer. A one-page email attachment proposal that indicates the topic, thesis and tentative research texts/articles you have selected for your paper will be due week 5.

(3) **Application with reflection paper** (30%) – Choose **one** of the following options.
- Option 1: based on a scenario from one of the lectures or from one of the autobiographical texts above, prepare the following assignment:
    - 1-2 pages: funeral service bulletin (in your tradition)
    - 1000 words: funeral sermon
    - 500 words: discussion of your thinking behind the choices made
    - 250-500 words: personal reflection on the process
- Option 2: Practical project appropriate for your area of ministry or study

- o 5-6 pages: practical project plan (e.g. Bible study series on death and dying; plan to introduce circles of caring within your congregation)
- o 500 words: discussion of your thinking behind the choices made
- o 250-500 words: personal reflection on the process
- Option 3: Critical Pastoral Review
  - o 700-750 words: reproduce as accurately as possible (including conversation) a pastoral situation related to the themes of the course
  - o 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
  - o 250-500 words: personal reflection on the process

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). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. 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.

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.

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.

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.

Writing Style. 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), which is available at Crux Books.