

## **Associated Canadian Theological Schools**

### **CHP / PTH 540: Pastoral Care for the Bereaved**

Gloria J. Woodland, DMin.  
Spring 2012  
3 credit hours

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Class Dates: February 27 – March 2, 2012  
8:30a.m. – 12:30p.m. Modular Format

#### **I. Course Description**

This course will assist pastors, chaplains, counsellors and other helping professionals develop a pastoral theology and response to dying, grief and loss through biblical, cultural, and psychological insights. Students will gain an understanding of the grief journey for people from diverse backgrounds, affirming and respecting their strengths and differences. The course will encourage an understanding of how one's personal losses enrich them and equip them for ministry. This course will equip pastoral care givers for ministry to those who are experiencing dying, grief and/or loss.

#### **II. Objectives**

By the end of this course, each student should:

- 1) Demonstrate an understanding of the dynamics of dying, grief and loss and the principles that shape an appropriate pastoral response in these situations;
- 2) Explain various attitudes, beliefs and feelings that different social, cultural and religious groups typically experience concerning dying, grief and loss;
- 3) Describe the varied types of grief and loss, reactions and coping mechanisms, as well as the stages of the grieving and mourning process.
- 4) Discuss ways in which grief and loss affect faith and how faith can impact grief.
- 5) Analyze and articulate personal reactions and emotional responses to grief including their personal questions, fears and anxieties.
- 6) Present a philosophy and strategy for prepared pastoral presence for ministry situations of dying, grief and loss.
- 7) Demonstrate a growing capacity for effective, theologically grounded ministry with the dying, bereaved and those experiencing significant losses in life.

### **III. Course Textbooks:**

1. Mitchell, Kenneth, R. & Herbert Anderson. (1983) *All Our Losses All Our Grievs: Resources for Pastoral Care*. Louisville, Kentucky; The Westminster John Knox Press (180 pages) ISBN: 13:978-0-664-24493-4
2. Griffith, William, H. (2004) *More Than a Parting Prayer: Lessons in care-giving for the dying*. Valley Forge, PA. Judson Press (157 pages)

### **Additional Resources: (not required reading)**

Rando, T.A. (1984) *Grief, Dying and Death: Clinical Interventions for Caregivers*

Buckman, Robert (1996) *I don't know what to say ... How to help and support someone who is dying (Revised Edition)*

A supplementary listing of resource material will be supplied in class.

### **IV. Course Assignments**

➤ **PRE-course** (40% total) Both # 1 and # 2 are due on the first day of class in hard copy.

- **#1- Book Review**
- **READ** both course textbooks as listed above
- **WRITE** one (1) book review covering both texts, include your personal interaction with the texts and how you feel they could be applied to your current or future ministry.  
6 page minimum – 10 page maximum  
**DUE: February 27, 2012 – please bring hard copy to class.**
- **#2 – Personal Loss Inventory**
- Complete a personal loss inventory, in the form of a loss time line, and write a reflection on your personal losses. Use the following guidelines.
  - **Loss Time Line** – Use a piece of unlined paper (letter or legal size), draw a horizontal time line to represent your life –up to your current age. Label the time line with the various losses experienced in your life. Identify both death and non-death losses. For each loss indicate your age, the nature of the loss and whether or not you feel you have grieved the loss.
  - **Reflection on Personal Losses** – Write a narrative paper to describe the losses you have experienced and why the loss was significant. For each loss describe:

- Why the loss was significant to you;
- How you responded – include any defence mechanisms or strengths that helped you cope – did anything hinder your process?
- Does your inventory reveal any patterns in your responses?
- Have your losses had an impact on your new grief or on your life choices today?
- How will your loss history strengthen your work as a pastoral caregiver? How will it limit your work as a pastoral caregiver?
- Does your personal loss inventory leave you with any concerns?

The reflection should focus on your own personal experiences of loss, but it should also include some interaction with key ideas from your pre-course readings: how does your experience reinforce, qualify, or otherwise refine what you learned from the readings.

*Bring a completed time line and reflection paper to the first class – be prepared to discuss and hand in this assignment.*

**DUE: on the first day of class – February 27, 2012**

➤ **During Modular Class Week** (25%)

○ **Reflective Journal** (15%)

- Throughout the course, maintain a “reflective journal” that outlines your personal feelings, questions, growth points and thoughts in regards to your development as a pastoral care giver. Comment on the affect experienced during the class week, readings, lectures, discussions, group sharing as well as your developing sense of identity as a companion in situations of dying, grief and loss. **DUE: March 16, 2012**

○ **Class Participation** (10%)

- Active participation in the class discussion times, group sharing and role-plays is encouraged and appreciated. Class participation will compose 10% of the grade.

➤ **Post Modular Class** (35%) DUE: April 5, 2012

○ **Pastoral Exploration and Response Paper** (12 page minimum)

Write a Pastoral Exploration and Response Paper based on one of the following:

- **Non-Death Loss Exploration Response** – Focus on a particular circumstance or area of non-death loss. Research current relevant materials and issues in such a circumstance and identify the preferred modes of pastoral care and intervention found to be effective in this type of loss. The focus of this assignment is to be from the perspective of work with an adult client. (*Other possible scenarios need to be discussed with the instructor in advance.*)

The paper should include

- Explanation of the non-death loss
- Primary grief issues related to this kind of loss
- Possible pastoral care interventions and the assumed efficacy.
- Possible challenges you as a pastoral care giver may experience in this situation – and how you would overcome them.
- A theological/biblical understanding of the loss, situation and pastoral intervention
- A clear explanation of the pastoral care response you would implement for the client.

The paper should give evidence of an exploration of the area of non-death loss, through commentary on identified references and supportive materials.

**OR**

- **Complicated Grief, Mourning or Loss Exploration and Response** – Focus on a particular circumstance or area of pastoral care that involves complicated grief, loss and/or mourning. Interact with a variety of materials and discuss how you as a pastoral care giver would minister in the chosen situation. The focus of this assignment is to be from the perspective of work with an adult client. (*Other possible scenarios need to be discussed with the instructor in advance.*)

The paper should include:

- Explanation of the chosen complicated loss or mourning situation
- Primary grief issues related to the situation
- Possible pastoral care interventions and the assumed efficacy.
- Possible challenges you as a pastoral care giver may experience in this situation – and how you would overcome them.
- A theological/biblical understanding of the complicated loss situation and pastoral intervention

- A clear explanation of the pastoral care response you would implement for the client.

The paper should give evidence of an exploration of the area of complicated grief, loss, or mourning, through commentary on identified references and supportive materials.

**This work is due: April 5, 2012**, and may be submitted in either electronic or hard copy.

**Accumulation of Grade:**

Pre-Class

-Reading Review 15%

-Personal Inventory 25%

During Class

-Reflective Journal 15%

-Class Participation 10%

Post Class

-Explore/Response

Paper 35%

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Total = 100%

**Grading Scale**

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

## V. Miscellaneous Notes/Policies

*Because of the nature of the topics covered, a climate of respect, safety and confidentiality will be part of the course requirement. No one will be asked to share beyond the limits of their own comfort. Sharing our own stories and experiences can be a valuable learning tool, as well as an opportunity to practice appropriate pastoral behaviours and interventions. Group guidelines will be discussed further in class.*

## VI. [Tentative] Course Outline

- Day 1: Monday
  - Introduction to Dying, Grief & Loss
  - Various Types of Grief
  - Personal Loss Inventories
  - Group Exercises & Sharing
  - Reflection & Renewal
- Day 2: Tuesday
  - Understanding the varied experiences of dying, grief and loss
  - Coping Mechanisms – personal/familial/cultural and corporate
  - Companionship (based on the Wolfelt Model)
  - Reflection & Renewal
- Day 3: Wednesday
  - The stages and process of grief and mourning
  - Theological perspective of Grief and Loss
  - Reflection and Renewal
- Day 4: Thursday
  - Grief and Interventions
  - Developing a Prepared Pastoral Presence
  - Ritual, Reflection and Renewal
- Day 5: Friday
  - Self-care and Compassion Satisfaction
  - Creating Appropriate Ceremony (rituals, funerals, memorials)
  - Ritual, Reflection & Renewal

*Class Discussion and group participation will be used to increase understanding and pastoral application.*

## ***Supplement: Important Academic Notes from ACTS***

### **Web Support – Student Portal <https://students.twu.ca>**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.