



TYNDALE

• SEMINARY •

Course Syllabus Spring / Summer 2013

Aging, Mission and Ministry PAST/CHED 0670

Saturdays: May 4, 11, 25, June 8, 22
9:00 a.m. - 4:00 p.m.

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Office hours: arranged

To access your course materials, please go to www.mytyndale.ca. Note that all official Tyndale correspondence will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward Tyndale emails to your personal account, see www.tyndale.ca/it/live-at-edu. Every student is also responsible for information communicated through the student mailboxes.

I. COURSE DESCRIPTION:

This course will provide an introduction to a theological, psycho-social (cultural) and spiritual foundation for ministry in an aging world, both locally and globally. In the context of an ever-changing world in which those 65 years and older will soon constitute 25% of the population with those 85+ numbering more than those under 20 (Canada), and in which those 60+ will equal in number those under 15 (globally), missional servants and leaders require specific preparation to minister faithfully and effectively. "Aging, Mission and Ministry" is designed to introduce a theological, sociological and spirituality foundation for this emerging ministry.

Approximately one third of the course is focused on understanding the aging reality theologically, demographically, developmentally and spiritually, one third on building appropriate ministry programs as a response, and the last third on developing the skills needed for seniors' ministries. This course is designed for pastors, missionaries, lay workers, mid-life professionals in transition, early retirees, and all who seek to show compassionate honour to older adults.

II. LEARNING OUTCOMES

Students who complete this concentration will be able to:

1. Understand and communicate to others the sociological-demographic realities of Canada, Ontario, the GTA, and the World with regard to the aging phenomenon
2. Understand and communicate to others the characteristics of the aging populations of Canada and the World
3. Understand and communicate to others various psychological theories of the human developmental process, with a special focus on the latter years
4. Understand and communicate to others the unique aspects of the spirituality of aging
5. Understand and communicate to others various options for a response to the challenges listed above, including an evaluation of past and present programmatic responses by the churches and missions
6. Relate demographic changes to social and political realities;
7. Construct a theological foundation for ministry with aging persons;
8. Develop their own ecclesiology of intergenerational community and ministry in the stages of aging;
9. Apply principles of ministry practice, including visitation, counseling, edification, and evangelism in institutional settings (i.e., worship, bible studies, devotional gatherings, small groups, etc.).
10. Participate and grow together through prayer, worship and community.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Nouwen, Henri J. M., and Walter J. Gaffney. *Aging: The Fulfillment of Life*. Garden City, NY: Doubleday, 1974. **ISBN-10:** 0385009186.

Moll, Rob. *Art Of Dying: Living fully into the life to come*. Downers Grove: IVP. 2010. **ISBN-10:** 0830837361.

Peel, Donald. *The ministry of listening: Team visiting in hospital and home*. Toronto: Anglican Book Centre. 1980. **ISBN-10:** 0919030572.

B. SUPPLEMENTARY TEXTS: Various selections from:

Kimble, Melvin, ed. *Viktor Frankl's Contribution to Spirituality and Aging*. New York: The Haworth Pastoral Press, 2000.

Kimble, Melvin, and Susan H. McFadden, eds. *Aging, Spirituality, and Religion: A Handbook*. Vol. 1 & 2. Philadelphia, PA: Fortress, 1987, 2003.

Koenig, Harold G. *Aging and God: Spiritual Pathways to Mental Health in Midlife and Later Years*. New York, NY: Haworth Pastoral, 1994.

MacKinlay, Elizabeth. *The Spiritual Dimension of Ageing*. London/Philadelphia: Jessica Kingsley Publishers. 2001.

Moberg, David O., ed. *Aging and Spirituality: Spiritual Dimensions of Aging Theory, Research, Practice, and Policy*. Binghamton, NY: Haworth, 2001.

C. ASSIGNMENTS AND GRADING

The assignments are meant to foster the acquisition of competencies and objectives outlined above in at least three dimensions: information, transformation, and motivation.

1. **Involvement** (10%). Punctuality, attendance, participation and completion of readings.
2. **Journal & Daily Reading Questions** (5x3 = 15%). Due dates: each Saturday a.m. we meet (2-5 pages each).
3. **Reports on two "Visitations" (15%)**: Visits to LTC, etc. (to be explained in class).
4. **Choose either A or B** (20%): Due date: July 13, 2013.
 - A. **Book Review**: Select a book of your choice (approximately 250 pages) to be approved in consultation with the professor.

Write a book review of 7-10 pages in length. Follow this outline: Part 1: Include the major ideas of the book (What?); Part 2: Some theological reflection and analysis (Do you dis/agree? Why [not]?); Part 3: Recommended application to the Church-Mission context as you know it (So what?). ([How to Write a Book Review](#))
 - B. **Going Deeper**: (via email)
Review the equivalent of 250 pages from a combination of internet sites and journal articles and/or books.
5. **In-Class Presentation of your topic (10%). Due date: June 22, 2013.**
A preliminary exploration of your topic for your "Topic Paper" assignment (see next point).
6. **Topic Paper**: (30%) Due date: July 27, 2013 (via email). 12-15 pages on a topic of interest related to the course, to be approved by the Professor. 200 additional pages of reading is expected; include a bibliography. Further details to be given in class.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Hardcopies of assignments are due in the class session of the assigned date. Late deductions will follow Tyndale Policy (1/3 deduction for every day late, e.g. A reduced to A-, B+ to B are examples of 1/3 grade deductions). Students are responsible to keep a backup print copy of all assignments.
2. Due to the intensive nature of the course, you are expected to attend all 5 classes and to participate fully in each class session.
3. **Academic Integrity**: Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information (including false references to secondary sources) in an assignment, improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Students are advised to consult the Academic Calendar <http://www.tyndale.ca/registrar/calendar> for more information on this policy and its application to their work in this course.

4. **FORMATING GUIDELINES:** For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#) (similar to [SBL](#)).

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Participation	10 %
Weekly journal/ Reading Questions	15%
Reports on two “Visitations”	15%
Book Review or, Going Deeper: Annotated list	20%
In-Class Presentation of your Topic	10%
Topic Paper	30%
Total Grade	100

**IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS (as follows)
(some changes may be required depending on the availability of the guests)**

Adjustments Possible	Class #1	Class #2	Class #3	Class #4	Class #5
A. 8:30-10	Introductions *Worship *Personal Introductions * Expectations * Introduction: course * The Zimmers <u>Our Framework:</u> <i>"Biblical Perspectives on Aging (1)"</i> Demographic Intro (1)	Worship <i>"Biblical Perspectives on Aging (2)"</i> Demographic Intro (2): GTA (CCAC) <u>Discussion of Readings</u>	Worship <i>"Biblical Perspectives on Aging (3)"</i> Demographic Intro (3): Global <u>Discussion of Readings</u>	Worship <i>"Biblical Perspectives on Aging (4)"</i> YOU and the Kingdom: Children of the King? <u>Discussion of Readings</u> (Response Papers)	Worship <i>"Biblical Perspectives on Aging (5)"</i> <u>Discussion of Readings</u> (Response Papers)
10-10:20	Break	Break	Break	Break	Break
B. 10:30-12	DVD: What might "honour" look like? ("...I suppose") DEBRIEF (11:00) Introduction to 'Spiritual Needs' Prayer	DVD: "Peege" Rights and Wrongs? Needs? Visitation Skills (Handouts)	<u>Discussion of Readings</u> (Response Papers) The Situation (IFA-- Guests)	<u>Discussion of Readings</u> (Response Papers) Funeral Home Director (Guest)	<u>Reports on</u> <u>Web Site/Topics</u> <u>Assignment</u>
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
C. 1-2:30	<u>Groups:</u> <u><i>Case Study</i></u> LTC/Hospital Chaplains (Guests)	<u>Groups:</u> <u><i>Case Study</i></u> Social Workers/CCAC (Guests) Caregivers	<u>Groups:</u> <u><i>Case Study</i></u> (Guest) Community Needs	<u>Groups:</u> <u><i>Case Study</i></u> Palliative Care, MD	<u>Reports on</u> <u>Web Site/Topics</u> <u>Assignment</u> Verbal Evaluation
2:30-2:45	Break	Break	Break	Break	Break
D. 2:45-4:(3)0	Film Debrief Stages of Aging Intro to 'Gerotranscendence' Prayer	<u><i>Buffer</i></u> Stages of Aging: Understanding 60+ People (Guest)	<u><i>Buffer</i></u> Film (Debrief) Madrid Action Plan	<u><i>Buffer</i></u> Aging and Grief (Guest)	Summary, Conclusions, and Prayer Evaluations

Homework (600 pp.)

(for Day 1: to be done prior to May 4th Class) – 110 pp.

1. Browse <http://www.faithfulfriends.org/manual.html>
(Write out and turn in the 'treasure hunt' questions; 1 hour =25 pages)
2. Nouwen, *Aging: The Fulfillment of Life*. (50 pages) – the entire book (For your 'journal' assignment: how do you see yourself in the various description of (your) aging...darkness, light, and the caring ways noted? Are you 'at home' with your aging self?)
3. *Aging Well: A Theological Perspective* (35 pages) – pdf sent to you (for your 'journal' assignment: (i) do you have unresolved Ericksonian tasks from prior stages of your own personal development? (ii) what & how do you anticipate the stages in your future? Describe your thoughts, feelings, plans, etc.? (iii) reflect personally on at least 2 or the 5 tasks [1-2 pages each].

(OPTIONAL)

Piper on Mission and Worship (25 pages)

http://www.desiringgod.org/media/pdf/books_bnat/nations_ch1.pdf

(for Day 2: to be done prior to May 11th Class) – 75 pp. + Websites

1. Moberg (Needs; 17 pp) – *Aging and Spirituality*
2. Koenig (Needs; 12 pp) – *Aging and God*
3. MacKinley, chapter 14; 20 pp) – *The Spiritual Dimension of Ageing*
4. Kimble (*Meaning in LTC Settings*, 141-158; 25 pages) – *Viktor Frankl's Contribution to Spirituality and Aging*.
5. Gerotranscendence (50) (tba)
6. Key Canadian, Ontario, GTA websites

(for Day 3: to be done prior to May 25th Class) – 150 pp.

1. Listening (9-54; 45 pages)
2. Cultural Variations (25; choice re Black, Jewish,
3. UN documents + Madrid (50)
4. An area of the world of your personal interest: write up

(for Day 4: to be done prior to June 8th Class) – 257 pp.

1. Listening (55-103; 45 pages)
2. The Art of Dying (170 pages)
3. Kimble, chapter 33 (9 pages) – *Aging, Spirituality, and Religion*
4. Spiritual Care in Hospice Settings (tba)
5. (optional) Koenig (Chapter 20: *Hope for the Dying*; 20 pages) -- *Aging and God* (optional)

(for Day 5: to be done prior to June 22nd Class)

1. Your Proposed Topic: (prepare for your in-class presentation)
2. ASR, #7 (20), ##23 (25); #30 (10; Boomers);

V. SELECTED BIBLIOGRAPHY

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Completion of Assigned Readings

Please turn in the following form with your signature, acknowledging your completion of the assigned readings. Please be sure to turn in this sheet on Saturday, the last day of class with reference to the assigned readings for Weeks 1-5.

Check one of the following two boxes.

I affirm that I have completed the assigned texts PAST/**CHED 0670**

OR

I have not finished reading the assigned texts. I have completed _____ % of the readings.

(your signature)

(date)