

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2026
Course Title	MEDICAL ETHICS AT THE END OF LIFE
Course Code	PAST TH61 1S
Date	From September 14 to December 11, 2026 Every Tuesday
Time	From 2:15 PM to 5:50 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Tuesdays via Microsoft Teams from 2:15 to 5:50 PM.
Instructor Contact Information	AIMEE PATTERSON, PhD Email: apatterson@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course reviews ethical values, principles, and issues in end-of-life care. We do so from perspectives informed by the Christian faith and biblical principles, drawing on a breadth of theological voices. We also consider similarities and differences between Christian perspectives and those outside the Christian faith. As we apply Christian values and principles to issues of ethical concern, we explore problems—whether novel or enduring—that plague end-of-life care, particularly in the Canadian context. This equips students for ethical application in local situations.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe ethical issues faced in professional medicine, in the church, and by individuals and their loved ones when it comes to end-of-life care.
2. Apply Christian values and principles that are important for analyzing ethical issues in end-of-life care and compare them with values and principles outside Christian perspectives.

3. Assess the similarities and differences of various practical ethical analyses of end-of-life care issues.
4. As a ministry practitioner, construct rich and robust ways to respond to persons facing ethical issues at the end of life using Christian ethics.
5. Demonstrate the ability to build learning relationships with others, engaging in conversations and teamwork in a respectful, attentive manner.
6. Integrate what they have learned into their ministry and/or life in community.

III. COURSE REQUIREMENTS

A. REQUIRED READING

For purchase:

Bible. New Revised Standard Version (NRSV) or New Revised Standard Version Updated Edition (NRSVUE).

Edson, Margaret. *Wit: A Play*. New York: Nick Hern Books, 2008. ISBN-13: 978-1854594587

Patterson, Aimee. *Suffering Well and Suffering With: Reclaiming Marks of Christian Identity*. Eugene, OR: Wipf and Stock, 2023. ISBN-13: 978-1666765458 [Note: This book is not required for graded assignments.]

Available on the course website:

Banner, Michael. "Scripts for Modern Dying: The Death before Death We Have Invented, the Death before Death We Fear and Some Take Too Literally, and the Death before Death Christians Believe In." *Studies in Christian Ethics* 29, no. 3 (2016): 249–255.

Bauer, J. Ladd. "Slow Medicine." *Journal of Alternative and Complementary Medicine* 14, no. 8 (2008): 891–892.

Baylis, Françoise. "A Face is Not Just Like a Hand: pace Barker." *American Journal of Bioethics* 4, no. 3 (Summer 2004): 30–32.

Beauchamp, Tom L. "The Four Principles Approach to Health Care Ethics." In *Standing on Principles: Collected Essays*, 36–49. New York: Oxford University Press, 2010.

Bonhoeffer, Dietrich. *Letters and Papers from Prison: New Greatly Enlarged Edition*, edited by Eberhardt Bethge, 349–366. New York: MacMillan Publishing Co., 1997.

Brueggemann, Walter. "Necessary Conditions of a Good Loud Lament." *Horizons in Biblical Theology* 25 (2003): 19–49.

Callahan, Daniel. "The First Illusion: Mastering Our Medical Choices." In *The Troubled Dream of Life: In Search of a Peaceful Death*, 23–56. New York: Simon & Schuster, 1996.

- Campbell, Courtney S. "Harvesting the Living? Separating 'Brain Death' and Organ Transplantation." *Kennedy Institute of Ethics Journal* 14, no. 3 (2004): 301–18.
- Cherny, Nathan I. "The Use of Sedation to Relieve Cancer Patients' Suffering at the End of Life: Addressing Critical Issues." *Annals of Oncology* 20, no. 7 (2009): 1153–1155.
- Childress, James F. and Catharyn T. Liverman, eds. "Presumed Consent." In *Organ Donation: Opportunities for Action*, 205–228. Washington, D.C.: National Academies Press, 2006.
- Chochinov, Harvey Max. "Dignity and the Eye of the Beholder." *Journal of Clinical Oncology* 22, no. 7 (2004): 1336–1340.
- . "The Platinum Rule: A New Standard for Person-Centered Care." *Journal of Palliative Medicine* 25, no. 6 (2022): 854–856.
- Evans, Abigail Rian. "Death is Conquered: How Christian Faith Informs Funerals." In *Is God Still at the Bedside? The Medical, Ethical, and Pastoral Issues of Death and Dying*, 387–424. Grand Rapids: Eerdmans, 2011.
- Hauerwas, Stanley. "Must a Patient Be a Person to Be a Patient? Or, My Uncle Charlie Is Not Much of a Person But He Is Still My Uncle Charlie." In *Critical Reflections on Stanley Hauerwas' Theology of Disability: Disabling Society, Enabling Theology*, edited by John Swinton, 113–119. Binghamton: Routledge, 2004.
- Hauerwas, Stanley and Charles Pinches. "Practicing Patience: How Christians Should Be Sick." In *On Moral Medicine*, 3rd ed., edited by M. Therese Lysaught, 475–483. Grand Rapids: W.B. Eerdmans Pub. Co., 2012.
- Health Canada. *Sixth Annual Report on Medical Assistance in Dying in Canada, 2024*. Ottawa: Health Canada, November 2025.
- Hurley, Thomas. "The Meaning of Gift in Organ Transplantation." In *The Ethics of Organ Transplantation*, edited by Steven J. Jensen, 217–231. Washington, D.C.: Catholic University of America Press, 2011.
- Hunsinger, Deborah van Deusen. "Trauma, Gospel, and Pastoral Care." In *Bearing the Unbearable: Trauma, Gospel, and Pastoral Care*, 1–20. Grand Rapids: Eerdmans, 2015.
- "Job in Three Acts – Selected Texts" (NRSVUE).
- Johnston, Grace. "Jesus Practiced Advance Care Planning: Biblical Basis and Possible Applications." *Palliative Medicine Reports* 1, no. 1 (2020): 242–245.
- Kenny, Nuala. "Rituals and the Ministry of Consolation." In *Rediscovering the Art of Dying*, 144–156. New London: Novalis, 2017.

- Malone, Stormy and Rhonda K. Lewis. "Compassion Fatigue and Spiritual Leaders: A Pilot Study." *Journal of Pastoral Care and Counselling* 77, no. 1 (2023): 64–72.
- Meilaender, Gilbert. "How Shall We Think about Aging?" In *Should We Live Forever? The Ethical Ambiguities of Aging*, 1–19. Grand Rapids: Eerdmans, 2019.
- . "I Want to Be a Burden to My Loved Ones." *First Things* 16 (October 1991): 12–14.
- Mount, Balfour and Michael Kearney. "Healing and Palliative Care: Charting Our Way Forward." *Palliative Medicine* 17, no. 8 (2003): 657–658.
- O'Rourke, Kevin D. "The Catholic Tradition on Forgoing Life Support." In *On Moral Medicine*, 3rd edition, edited by M. Therese Lysaught, 1118–1127. Grand Rapids: W.B. Eerdmans Pub. Co., 2012.
- Pennings, Ray. *Death is Natural: Reframing the End-of-Life Conversation in Canada*. Ottawa: Cardus, 2015.
- Rosenbaum, Lisa. "Altruism in Extremis — The Evolving Ethics of Organ Donation." *New England Journal of Medicine* 382, no. 6 (February 6, 2020): 493–496.
- Schüklenk, Udo, Johannes J. M. Van Delden, Jocelyn Downie, et al. "End-of-Life Decision-Making in Canada: The Report by the Royal Society of Canada Expert Panel on End-of-Life Decision-Making." *Bioethics* 25, S1 (2011): 14–16 and 67.
- Scruton, Roger. "Timely Death." *Philosophical Papers* 41, no. 3 (November 2012): 421–434.
- Sinclair, Shane, et al. "Sympathy, Empathy, and Compassion: A Grounded Theory Study of Palliative Care Patients' Understandings, Experiences, and Preferences." *Palliative Medicine* 31, no. 5 (2017): 437–447.
- Statistics Canada. "Older Adults and Population Aging Statistics." Available online: https://www.statcan.gc.ca/en/subjects-start/older_adults_and_population_aging/. Last modified April 23, 2025.
- Sulmasy, Daniel P. "Dignity, Vulnerability, and the Personhood of the Patient." In *The Rebirth of the Clinic: An Introduction to Spirituality in Health Care*, 24–43. Washington, D.C.: Georgetown University Press: 2006.
- Verhey, Allen. "From 'Tame Death' to 'Medicalized Death.'" In *The Christian Art of Dying: Learning from Jesus*, 11–23. Grand Rapids: Eerdmans, 2011.
- Wachholz, Patrick Alexander and José Carlos Aquino de Campos Velho. "Slow Medicine: A Philosophical Conception for a Humanized Geriatric Practice." *Geriatrics, Gerontology and Aging* 15 (2021): 1–4.

Woodland, Gloria. "Ministry among Competing Values: Pastoral Care and Medical Assistance in Dying." *Direction* 47, no. 2 (2018): 142–153.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

Stylistic and Submission Requirements

Written assignments may be written from a first-person point of view (e.g. "My research," "I conclude"). Otherwise, writing style must be formal with clearly expressed ideas, and virtually free of stylistic and grammatical errors.

Quotations are to be used for only two purposes: first, when the original wording is particularly powerful or memorable and you cannot say it better yourself, and second, when you are directly analyzing the quote. Quotes used for the first purpose must be brief (one phrase or sentence), while quotes used for the second purpose can be longer (no more than 50 words).

Format each written assignment as a Microsoft Word document. Use a standard 12 pt font, normal (1") margins, double spacing, and page numbers. The title page should list the course number, the assignment title, your name, the submission date, the word count, and, if applicable, the number of grace days claimed. If the assignment includes additional research, ensure the citations and bibliography are formatted according to the Chicago Manual of Style. Both in-text citations and footnotes are acceptable if they conform to that style.

Note: The assignment word count is exclusive of citations and bibliography.

When saving a written assignment, include your last name at the beginning of the file name. Submit the assignment through the course website.

Grace Days

You are permitted a total of three grace days when it comes to the submission of two written assignments: the Critical Book Review and the Case Study – Written Reflection. To access grace days, indicate the number of grace days you are claiming on the assignment title page. For instance, if your Critical Book Review is submitted one day late, your title page should include "Grace Days: one day." This leaves you with only two more grace days for your Case Study – Written Reflection. If either of these assignments is late and the title page has no indication of grace days, it will be penalized according to the assignment guidelines.

Use of AI

You are permitted to use basic AI tools for word processing functions, including grammar and spell checking (e.g. Microsoft Word Editor, Grammarly).

However, you are not permitted to use generative artificial intelligence (genAI) tools or apps (e.g. ChatGPT and other AI writing assistants). There are three reasons for this. First, in terms of research, the information supplied by genAI is unreliable and thus untrustworthy. Second, in terms of analysis, each course assignment asks you to think critically and creatively, and to communicate clearly and effectively. Using genAI stifles the development of these skills. Finally, in terms of stewardship, the amount of energy and water your body needs to complete an assignment is much less than what is needed by a genAI data centre.

For more information see the [Academic Calendar](#).

1. Livestream Class Participation – throughout (12% of final grade)

This assignment contributes to all Learning Outcomes and particularly 5. It encourages you to practice attentive listening and thoughtful dialogue to enhance your learning.

Description

Class Participation includes the following components.

1. **Attendance:** You are expected to attend each class session and actively participate. Any necessary absences, late arrivals, or early departures must be cleared with the instructor in advance. In the event of an unanticipated absence, you are required to offer a timely explanation that is satisfactory to the instructor. The instructor's class slides will be made available on the course site following each session. However, the instructor does not share copies of lecture notes. It is especially important to attend the November 3 session when we engage in an in-class assignment.
2. **Preparation:** Come to class having completed the assigned readings. Prepare questions about the readings and/or session topic ahead of time for the purpose of constructive conversation. At each class session, have the Bible on hand.
3. **Respectful Engagement:** You are expected to actively participate in each session. Asking questions and offering constructive ideas contribute to an open and collaborative learning community. As this course engages sensitive matters, we are all responsible to ensure that everyone feels safe enough to contribute. Show others respect through attentive listening, choice of words, tone of voice, and body language.

Grading

You begin with the full 12%. Whenever one of the above requirements goes unmet, you receive a penalty of 1 of 12.

2. Critical Book Review: Due October 13 (20% of final grade)

This assignment contributes to Learning Outcomes 1, 2, and 3. It requires you to personally reflect on a fictional account of the complex clinical experiences of a dying patient.

Description

Read Margaret Edson's *Wit: A Play*. In addition to a brief introduction and conclusion, structure your review by responding to the following items:

1. How does Dr. Bearing's course of treatment change her day-to-day life? Provide one or two examples. How does she cope with these changes?
2. How do Dr. Kelekian, Dr. Posner, and Susie treat Dr. Bearing? What effects do they have on her self-understanding?
3. Who else does Dr. Bearing encounter over the course of the play? What effects do these encounters have on her self-understanding?
4. How has Edson's play informed your understanding of the roles suffering and compassion play at the end of life?

Clarity and Style

Indicate the item to which you are responding by using the number. Do not repeat the item.

Your assignment must be between 1,800 and 2,000 words in length.

Grading

The following applies apart from grace days. Late submissions will receive a deduction of 5 out of 20 per day (up to 15 out of 20). Submissions after October 16 will not be accepted.

Content	<ul style="list-style-type: none">• You fully address each item.• Your answers provide evidence that your reflection has been informed by the book, course content, and original, critical thinking.	15%
Clarity and Style	<ul style="list-style-type: none">• Your ideas are expressed clearly.• Stylistic requirements are met.	5%

3. Case Study – In-class Analysis: Due November 3 (15% of final grade)

This assignment contributes to each of the Learning Outcomes and particularly 2, 3, 4 and 5. Its purpose is, first, to apply Christian ethics to a practical end-of-life care issue and, second, to learn from student colleagues through collaborative analysis.

Description

On November 3, you will be provided with an ethics case and an ethics analysis resource. Using this resource, you and your student colleagues will analyze the case together with the aim of arriving at a course of action. It is not necessary for everyone to share the same course of action. If this is the case, you are responsible for exploring why disagreement exists. You are strongly encouraged to take notes, as they will contribute to the Written Reflection component of the Case Study (see assignment 4).

This assignment will take up the entirety of the class session. The use of personal computers and other electronic devices is permissible for the sole purpose of gaining information to inform your analysis. The instructor will be present throughout and able to offer clarification about the assignment. However, the instructor will not offer further guidance or opinions on the case.

Additional details about the assignment will be discussed prior to November 3.

Grading

You will receive full marks provided you arrive at a course of action (whether shared or not) using the ethics analysis resource, listen respectfully and attentively to others, and verbally contribute on a regular basis.

Note: Marks will not be deducted for disagreement as long as there is evidence that you have explored why it exists.

Decision	<ul style="list-style-type: none"> You have verbally indicated your course of action, whether it is shared with others or not. You have used the ethics analysis resource to arrive at this course of action. 	5%
Contribution	<ul style="list-style-type: none"> Respectful, attentive listening to others is evident. Regular contributions to the conversation are made. 	10%

4. Case Study – Written Reflection: Due November 17 (20% of final grade)

This assignment contributes to each of the Learning Outcomes and particularly 3, 4, and 5. It reflects how collaboration and relationships can affect your perspective on an ethical matter.

Description

Structure your review by responding to the following items:

1. Course of Action (between 100 and 150 words)

Describe the course of action you chose. If it is the case that a) student colleagues chose different courses of action, or b) the group arrived at a single course of action but for different reasons, briefly explain.
2. Conversation Analysis (between 1,000 and 1,200 words)
 - a) When did you disagree with another student colleague, and why? Was your disagreement resolved? If so, how? If not, why? Address all significant disagreements, whether expressed aloud or left unexpressed.
 - b) How was your own analysis of the case enhanced or changed by the perspectives of other student colleagues? Include any comments or questions that challenged you or revealed something you had not considered on your own.
 - c) Since the In-class Analysis, have you changed your mind about your chosen course of action? Why/why not?

Clarity and Style

Do not include a description of the case.

Indicate the item to which you are responding by using the number. Do not repeat the item.

Your assignment must be between 1,100 and 1,350 words in length.

Grading

The following applies apart from grace days. Late submissions will receive a deduction of 5 out of 20 per day (up to 15 out of 20). Submissions after November 20 will not be accepted.

Reflection and Analysis	<ul style="list-style-type: none">• Your course of action is described briefly, originally, and accurately, making note of any disagreements.• Your conversation analysis includes evidence of a thorough understanding of disagreements, the influence of others on your critical thinking and decision-making, and how reflection over time has contributed to your ethical thinking.	15%
Clarity and Style	<ul style="list-style-type: none">• Your ideas are expressed clearly.• Stylistic requirements are met.	5%

5. Ethics Analysis Conversation Proposal: Due November 24 (8% of final grade)

This assignment contributes to each of the Learning Outcomes. Through initial research, it prepares you for your final assignment, the Ethics Analysis Conversation (see assignment 6).

For your benefit, the instructor will provide feedback and confirm your Ethics Analysis Conversation time and date as soon as possible following your submission.

Description

Your proposal prepares you to analyze an ethical matter related to medical ethics at the end of life from a perspective informed by Christian ethics. The instructor will alert you to any concerns about the topic, the amount of research required, and available sources. It is likely that this assignment will strengthen your Ethics Analysis Conversation.

Note: You are encouraged to identify a topic early in the course. You are invited to consult with the instructor as soon as possible.

Structure your proposal in this way:

1. Topic: Identify the matter you intend to address.
2. Thesis: State the primary claim(s) or conclusion(s) you will make about your topic.
3. Analysis: Provide a basic outline of the argument that will support your thesis, including primary points.
4. Brief Bibliography: Include three scholarly sources that support your analysis.

Note: In addition to the three scholarly sources, you may include non-scholarly sources.

5. Ethics Analysis Conversation Schedule: Identify three dates and times in order of preference between Monday, December 14 and Friday, December 18 from 9:30 am to 4:00 pm. Also indicate any times at which you are unavailable (e.g. exam or employment conflict). Each time slot is 30 minutes. The instructor will attempt to grant your preferred time but cannot guarantee this.

Clarity and Style

Indicate the item to which you are responding by using the number. Do not repeat the item.

Your assignment must be between 800 and 1,200 words in length.

Grading

Should you fail to submit the assignment by November 24, there are two consequences. First, your proposal will not be graded. Second, you will receive an automatic deduction on your Ethics Analysis Conversation of 5 out of 25.

Content	<ul style="list-style-type: none"> • Your topic, thesis, and analysis outline are feasible. • Your bibliography includes three scholarly sources that support the analysis. • Your Ethics Analysis Conversation Schedule is completed. 	5%
Clarity and Style	<ul style="list-style-type: none"> • Your ideas are expressed clearly. • Stylistic requirements are met. 	3%

6. Ethics Analysis Conversation: Due between December 14 and December 18 (25% of final grade)

This assignment contributes to each of the Learning Outcomes. It encourages you to use both your personal experience and your course learning to address an ethical matter related to medical ethics at the end of life from a perspective informed by Christian ethics. It also allows you to engage directly with the instructor in dialogue about that ethical matter.

Description

This assignment asks you to offer a presentation to the instructor. It must be supported by supplementary materials you prepare and submit in advance. Your presentation is followed by a structured dialogue with the instructor.

1. Supplementary Materials. The following materials must be submitted to the instructor no less than 24 hours in advance of your Ethics Analysis Conversation. They include:
 - a) Bibliography: Your bibliography includes the sources used in your presentation. It consists of at least one required course reading and no fewer than six additional scholarly sources.
Note: In addition to these sources, you may include non-scholarly sources.
 - b) Slides: Your slides feature an outline of your thesis and analysis. They also include brief citations to sources used in your presentation. Submit slides in pdf format.

OR

Handout: Your handout features an outline of your thesis and analysis. It also includes brief citations to sources used in your presentation. It must be one page (single-sided) in length.

Note: Ensure your supplementary materials include basic content that supports your presentation. Do not supply a “script” of your presentation. Also, you may submit both slides and a handout, but this does not lead to a higher grade.

2. Presentation (approx. 10 minutes). Describe your thesis and offer a clearly structured supporting analysis. In justifying your ethical claims and conclusions, your analysis must be original, thoughtful, organized, intelligible, and robust. It must also be consistent with the content provided in your supplementary materials.
3. Dialogue (approx. 10 to 15 minutes). The instructor will engage you in conversation by asking questions related to your thesis and analysis. These questions will be shaped by your Ethics Analysis Conversation Proposal, your supplementary materials, and your presentation. Prepare for this dialogue by attending to the following matters:
 - Have a close familiarity with the facts, ideas, and sources that support your analysis. Your own interpretation of them should be persuasive to the instructor.
 - Be acquainted with ethical claims and conclusions that differ from your own. You will be asked to elaborate on any differences you name and, if applicable, those that have gone unnamed.
 - Your analysis might be a springboard for related ethical matters. What are they, and how does your analysis prepare you to explore them?
 - Not all ethical issues can be resolved in a manner that is fully satisfactory. If this is the case for you, be prepared to explain why the issue remains problematic.

Clarity and Style

Your camera and microphone must be on throughout the presentation and dialogue. You must join from a quiet, private space.

Speak clearly. Be honest if you don’t have an answer to a question posed by the instructor.

Grading

Should you fail to submit your supplementary materials 24 hours in advance of your Ethics Analysis Conversation, they will not be graded. You may still submit them within that 24-hour period for the sake of informing the instructor.

Your Ethics Analysis Conversation will take place virtually through Microsoft Teams some time between December 14 and 18. It will last between 25 and 30 minutes. The Ethics Analysis Conversation must happen at its scheduled time. The instructor will change the scheduled time only in the case of an emergency.

Supplementary Materials	<ul style="list-style-type: none">• Your bibliography includes all the sources used in the analysis, including at least one required course reading and no fewer than six additional scholarly sources.	5%
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	<ul style="list-style-type: none"> Your slides/handout feature(s) the thesis and analysis, including any bibliographical sources cited or quoted in the presentation. Ideas are expressed clearly. Stylistic requirements are met. 	
Presentation	<ul style="list-style-type: none"> Your thesis statement is identifiable and clearly stated. Your supporting analysis is original, thoughtful, organized, intelligible, and robust. It addresses alternative perspectives and identifies areas for further exploration. Your ideas are expressed clearly. 	10%
Dialogue	<ul style="list-style-type: none"> Your responses show close familiarity with the facts, ideas, and sources that support the analysis. Your responses show creative thinking when engaging new ideas and areas for further exploration. Your ideas are expressed clearly. 	10%

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignments		Due	%
1	Livestream Class Participation	throughout	12 %
2	Critical Book Review	October 13	20 %
3	Case Study – In-class Analysis	November 3	15 %
4	Case Study – Written Reflection	November 17	20 %
5	Ethics Analysis Conversation Proposal	November 24	8 %
6	Ethics Analysis Conversation	December 14 to 18	25 %
Total Grade			100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic	Readings	Assignment Due
Wk 1 Sept 15	Introduction I: Christian Medical Ethics	Beauchamp Patterson, "Introduction" Sulmasy	
Wk 2 Sept 22	Introduction II: What is Death?	Patterson, "Reclaiming Our Identity" Pennings Verhey	

Wk 3 Sept 29	Medical Options at the End of Life I: Life Sustaining Treatment and Palliative Care Special Guest Speaker	Callahan Cherny Chochinov, "Dignity and the Eye of the Beholder" -----, "The Platinum Rule: A New Standard for Person-Centered Care" O'Rourke	
Wk 4 Oct 6	Medical Options at the End of Life II: Medical Assistance in Dying	Health Canada Patterson, "Between Two Extremes" Woodland	
Wk 5 Oct 13	Suffering I: "Suffering Well" – A Christian Ethic of Suffering	Bonhoeffer "Job in Three Acts – Selected Texts" (NRSVUE) Hauerwas and Pinches Patterson, "Suffering without Answers"	Critical Book Review
Wk 6 Oct 20	Suffering II: "Suffering With" – A Christian Ethic of Compassion	Hunsinger Malone and Lewis Mount and Kearney Patterson, "A Communion of Compassion" Sinclair et al.	
Oct 27	Reading Days – No Classes		
Wk 7 Nov 3	Case Study: Small Group Work	<i>Students will be provided with materials for in-class analysis. No reading is required.</i>	Case Study – In-class Analysis
Wk 8 Nov 10	Suffering III: Suffering in Grief – Lament: A Christian Ethic of Grief	Brueggemann Evans Kenny Patterson, "Lament"	

Wk 9 Nov 17	Practical Issues I: Organ and Tissue Donation	Baylis Campbell Hurley Childress and Liverman, eds. Rosenbaum	Case Study – Written Reflection
Wk 10 Nov 24	Practical Issues II: Aging, Decline, and Dementia	Banner Hauerwas Meilaender, “How Shall We Think about Aging?” Scruton Statistics Canada	Ethics Analysis Conversation Proposal
Wk 11 Dec 1	Practical Issues III: Advance Care Planning	Johnston Meilaender, “I Want to Be a Burden to My Loved Ones” Patterson, “Communities in Solidarity” Schüklenk et al.	
Wk 12 Dec 8	Practical Issues IV: Slow Medicine	Bauer Patterson, “Hosts and Guests” Wachholz and Velho	
Dec 14 - 18	---	---	Ethics Analysis Conversation

V. SELECTED BIBLIOGRAPHY

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Betherton, Luke. “Hospitality, Hospice Care and Euthanasia: A Case Study in Negotiating Moral Diversity.” In *Hospitality and Holiness: Christian Witness amid Moral Diversity*, 160–95. Aldershot: Ashgate, 2006.

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- Brady, Christian M. M. *Beautiful and Terrible Things: A Christian Struggle with Suffering, Grief, and Hope*. Louisville, KY: Westminster John Knox Press, 2020.
- Brueggemann, Walter. *The Message of the Psalms*. Minneapolis: Augsburg Publishing House, 1984.
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- Frank, Arthur W. *The Wounded Storyteller: Body, Illness, and Ethics*. 2nd ed. Chicago: University of Chicago Press, 2013.
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- Grewe, Fred. *Time to Talk about Dying: How Clergy and Chaplains Can Help Senior Adults Prepare for a Good Death*. London: Jessica Kingsley Publishers, 2018.
- Gutiérrez, Gustavo. *On Job: God-Talk and the Suffering of the Innocent*. Maryknoll, NY: Orbis Books, 1985.
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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have

committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding **Artificial Intelligence (AI)** outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It’s advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).