TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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	WINTER, 2027
Course Title	**SPIRITUAL CARE OF THE BYING AND GRIEVING**
Course Code	PAST TH51 / COUN 0684 / SPIR 0684 NP & NS
Date **Time** **Delivery Format**	JANUARY 4-8, 2027 Monday to Friday From 9 AM to 4 PM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	The classes will be IN-PERSON and LIVESTREAMED from Monday to Friday from 9 am to 4 pm.
Instructor **Contact Information**	**DAVID SHERBINO, DMIN, CSDS, CTPS, FT** Email: dsherb@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 6741
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 examines the psychological and theological aspects of dying to better understand and provide significant pastoral care to those who are dying and to those who grieve.

II. LEARNING OUTCOMES

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

1. Examine the theology of death
2. Describe and explain various psychological responses to death
3. Assess some ethical and legal issues that arise when someone is dying
4. Construct an effective pastoral manner to those who are dying and to those who are grieving their losses

III. COURSE REQUIREMENTS

A. REQUIRED READING

Hastings, W. Ross. *Where Do Broken Hearts Go? An Integrative, Participational Theology of Grief*. Eugene OR: Cascade Books, 2016.

Sherbino, David. *Living, Dying, Living Forever*. Toronto: Castle Quay, 2014.

Swinton, John and Richard Payne. *Living Well, Dying Faithfully*. Grand Rapids: Eerdmans, 2009.

Wright, N.T. *Surprised by Hope*. New York: Harper One, 2018.

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

1. From the assigned texts (apart from *Living Dying, Living Forever*), submit a four page paper for each text book, in response to an issue raised by the author. (45%)
   Due Date: Monday, Feb. 26, 2027. This meets Learning Outcomes 1, 2 and 4.

2. Read a chapter per day from the text, *Living, Dying, Living Forever*. Write a personal response to the reflection questions at the end of each chapter. These are personal notes. At the conclusion of three weeks, write a four-page paper that reflects what you have discovered about your personal life journey, your understanding of death and how this will enable you to have a greater awareness in ministering to others. (25%)
   Due Date: Monday, Feb. 06, 2027. This meets Learning Outcomes 1 and 4.

3. Read the case study submitted in class and respond to the following four questions. Your responses must be thoughtful and carefully reasoned biblically, theologically and informed by your study of thanatology.
   a. How do you interpret the suffering of this individual in light of the Christian narrative of creation, the fall, redemption and restoration?
   b. How could the individual in the case study interpret his suffering in the light of the hope of the resurrection?

c. What types of values and considerations would the Christian worldview focus on in deliberating about whether the individual in the case study should opt for euthanasia?
d. Based on your worldview, what decision would you make in this situation if you were asked by the sufferer "what should I do?" (30%)

Due Date: Monday, March 12, 2027. This meets Learning Outcomes 1, 2, 3, 4.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	**Due**	**%**
Critical Book Reviews	Feb 26, 2027	45 %
Personal Reflection Questions	Feb 6, 2027	25 %
Case Study	March 12, 2027	30 %
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Introduction

This is an exploration of the Christian understanding of suffering, death and the concept of life after death.

Facing the Reality of Death

This session examines the resistance to explore the reality of dying. At times there is a code of silence that prevents all parties from talking about the reality that one is dying.

The Grief Process and the Place of Lament

Grief is a response to loss or potential loss. At times we are expected to cope without an appropriate expression of our grief. Grief is messy and is a process that has no timeline.

Grief and Depression

When we lose someone through death, we discover that the laughter has gone. Depression is a response to our loss. What are biblical and spiritual resources to help us through this season of life?

Grieving Children

Children are sometimes forgotten in the grieving process. Yet they experience grief as significantly as adults. From a clinical and pastoral perspective, we need to understand their coping mechanisms and respond to their emotional outbursts and profound questions about death in a manner that is helpful.

Ethical Decisions and Advanced Planning
With advances in medicine there are options available to the dying that were not available a generation ago. Ethical decisions around the end of life are very complex. We will explore some of the current issues such as AND, SDM, MAID and consider how Scripture and theology inform our decisions.

Pastoral Interventions
In ministry we walk alongside those who mourn. We will consider ways of providing pastoral care through the means of grace.

Bringing Closure…Rituals at the End of Life
At the end of life there are ritual that enable us to bring closure to a life well lived. We will consider the place of funerals, memorial services and rituals that are culturally sensitive.

V. SELECTED BIBLIOGRAPHY

A bibliography will be provided on the course page.

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 polices 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.