

“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.”

Course	SPIRITUAL CARE OF THE DYING AND GRIEVING COUN 0684 / PAST TH51 / SPIR 0684
Date and Time	JANUARY 4 – 8, 2021 MONDAY – FRIDAY; 9AM – 4PM
Instructor	DR. DAVID SHERBINO 416 226 6620 X 6741 Email: dsherb@tyndale.ca
Class Information	The class will be livestreamed. Office Hours: You may contact me through email to arrange a mutually convenient time to connect.
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

This course examines the psychological and theological aspects of dying in order 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 response to death.
3. Assess some of the 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 Payne Richard. *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 www.stepbible.org – 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. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance 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

D. 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 Friday February 19, 2021. 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 reading. These are personal notes. At the conclusion of the 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 Friday Feb. 5, 2021. 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 in thanatology.
- 1) How do you interpret the suffering of this individual in the light of the Christian narrative of creation, the fall, redemption and restoration?
 - 2) How could the individual in the case study interpret his suffering in the light of the hope of the resurrection?
 - 3) 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?
 - 4) 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 Monday March 8, 2021. This meets, learning outcomes 1, 2, 3, 4.

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Critical Book Review	45 %
Case Study/Reflection Paper	30 %
Personal Reflection Questions	25 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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

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 (aa@tyndale.ca) before proceeding.

H. 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.

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 honestly talking about the reality that one is dying.

The Grieving 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. Which is a process that takes time and involves a variety of responses.

Grief and Depression

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

Grieving Children.

At times children are forgotten in the grieving process. Yet children experience loss as significantly as adults do. They may not have all the coping mechanisms that adults do but we need to help them process their sadness and grief. From a pastoral perspective, we need to know how to respond to their profound questions about death in a manner that is helpful.

Ethical Decisions and Advanced Planning

In our world of advanced medicine, there are options available to the dying that were not available a generation ago. Ethical decisions are much more complex. We will explore some of the current issues such as AND, SDM, MAID and consider a biblical perspective that will 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 rituals that enable one to bring closure to a life lived. We will consider the place of funerals, memorial services and other rituals that are culturally sensitive.

V. SELECTED BIBLIOGRAPHY

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

A bibliography will be provided on the course page.