

*“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.”*

<b>Course</b>	<b>GRIEF, DEATH AND DYING IN THE FAMILY SYSTEM</b> COUN 0655 / PAST TH55
<b>Date and Time</b>	JANUARY 21, FEBRUARY 4, FEBRUARY 18, MARCH 11, MARCH 25 FRIDAYS 9:00AM – 4:00PM
<b>Instructor</b>	<b>LYNDSAY THOMPSON MDiv, RP</b> Email: <a href="mailto:lthompson@tyndale.ca">lthompson@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Fridays 9:00 AM–4:00 PM.  Office Hours: By appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. For security reasons, email forwarding function will no longer be available. It is the student’s responsibility to check MyTyndale.ca e-mail account frequently.

## I. COURSE DESCRIPTION

This course involves a study of the dynamics of grief, death and dying in the context of family systems and their significance in human development throughout the life cycle. The course includes discussion of children and youth experiences of death, dying and grief. There is a special emphasis upon personal, familial, communal, spiritual and religious aspects of grief, death and dying and of resources available.

## II. LEARNING OUTCOMES

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

- examine a variety of theories of the grief process and assess, strategize, intervene, and evaluate therapeutic interactions relevant to their therapy or church context.

- identify their own grief, death and dying experiences so that they can evaluate countertransference when encountering others' grief crises in their therapeutic ministry or counselling work contexts.
- develop concrete and relevant clinical and pastoral interventions for grief in a family systems context.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Arnold, Carrie, (Ed.). (2018). [\*Understanding child and adolescent grief: Supporting loss and facilitating growth\*](#). New York, NY: Routledge. ISBN: 978-1-138-74088-4 (pbk)

Doka, K. J. (2016). [\*Grief is a journey: Finding your path through loss\*](#). New York: Atria Paperback. ISBN: 978-1-4767-7151-9 (pbk)

Worden, J.W. (2009). [\*Grief counseling and grief therapy: A handbook for the mental health practitioner. 4<sup>th</sup> edition\*](#). New York: Springer Publishing Company. ISBN: 978-0-8261-0120-4 [Tyndale Library has unlimited user access for e-version of this book.]

Articles / Chapters (will be posted on the [course resource page](#))

Dowling, T. (2018). "Compassion does not fatigue." *Canadian Veterinary Journal*, 59 (7).

Doughty, E. A., Wissel, A., & Gorfield, C. (2011). [Current Trends in Grief Counseling](#).

Maxwell, P. and Perrine, J. (2016). "The Problem of God in the Presence of Grief: Exchanging "Stages" of Healing for "Trajectories" of Recovery." *Journal of Spiritual Formation & Soul Care*. 9(2).

Walsh, F. (2016). "Applying a Family Resilience Framework in Training, Practice, and Research: Mastering the Art of the Possible." *Family Process*. 55(4).

Walsh, F. and McGoldrick M. (2013). "Bereavement: A family life cycle perspective." *Family Science*, Vol. 4, No. 1, 20–27, <http://dx.doi.org/10.1080/19424620.2013.819228>

Walter, C. A., & McCoyd, J. L. M. (2016). *Grief and loss across the lifespan: a biopsychosocial perspective* (Second). Springer Publishing Company. (Chapters will be assigned in class)

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [www.stepbible.org](http://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. 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](http://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

#### **1. Class attendance, class participation and readings of required text and journal articles as assigned in course schedule. (10% of final grade)**

Regular attendance and participation in class (10%): Each student will read the assigned readings from the required texts and be ready to engage in class discussion. Since this course is being taught as a seminar course, students’ attendance and participation in class discussions is expected. To be able to fully participate in the discussions and interactive exercises, students are required to have read the assigned reading each week before class.

See course schedule for the reading that is expected to be completed before each class day. Note that for a couple of classes, there is a journal article or a chapter from an additional book to be read in addition to the assigned reading from the required text. The journal articles may be posted on the course page.

#### **2. In Class Peer-Reviewed Group Work (10% of final grade)**

At the beginning of the course the students will be put into groups which will remain the same throughout the semester. Each class the group will be given an assignment to work on together that puts into practice the theories being discussed that day. Each group will be given time to work through the assignment during class time and then present findings

to the entire class. At the end of the semester, peers in each group will grade each other according to attendance, participation and contribution. A rubric and marking sheet will be handed out by the instructor at the beginning of the course

### **3. Case Study on Family Systems and Grief (25% of Final Grade) Due: Friday, February 25, 2022 11:59pm**

Students will write an 8-10 page case study and treatment plan for a family systems grief issue.

- (2-3 pages) Present a composite case study from your counselling or ministry experience with a clear and concise description of the case. (If you do not have a case from your practice of spiritual care or psycho-spiritual therapy, you may use a movie as your case study. A list of movie ideas will be provided at beginning of class) Include in your case study description whether this is a real case or person that you have seen and counselled, that you have changed the names and identifying details to protect confidentiality, how you came to see this person for grief counselling, in what role you saw this person (for example, you worked for a counselling agency as part of your practicum and this person was one of your clients). If you are using a movie or a novel or a case from some other source, please provide the details of what movie or novel and how you may be altering the story to fit as your case study (for example, is the verbatim you include completely made-up or are there some parts of the dialogue or ideas presented that are included in the movie or novel).
  
- (6-8 pages) Using the required readings, course material and other research, analyze this case using the any Family Systems, Family Life Cycle tenets/theory. Use the following questions as a guide:
  - What is happening in this case?
  - What are some important Family Systems tenets that must be kept in mind when working with this particular family?
  - How might a particular Family Life Cycle stage impact this issue?
  - What might be needed for this particular family to move to the next stage of the Family Life Cycle successfully?
  - What meaning does the family make of this?
  - Critical reflection and discussion of spiritual development and resources in the assessment and treatment process of companioning with children and/or adolescents and caregivers through grief.
  - One or two Evidence-based interventions that have been shown to be effective as ways to support this family through the grieving process.

**4. Major Research Project and Class Presentation on Child/Adolescent Grief: 40% of final grade (35% for paper; 5% for presentation) Paper and Handout Due: Friday, April 1, 2022 11:59pm**

Students will write a 12-15 page research paper on a special topic encountered in child or adolescent grief (topics will be given in class). The paper will be worth 35% of final grade and must include the following:

- Description and prevalence of the issue being presented. Cite required readings as well as sources and research that provide depth to the topic. Please include your own critical analysis of why this particular issue is significant.
- Apply the course material on Attachment Theory and Developmental Stages (Ericson, Piaget, etc.) and how this knowledge must be integrated when understanding the issue—examples of questions that you can use to answer:
  - What are some important developmental issues that we must be kept in mind when working with this particular issue?
  - How might a particular developmental stage impact this issue differently than if the child/teen was in a different developmental stage?
- One or two Evidence-based interventions that have been shown to be effective as ways to support the child and/or adolescent as well as caregivers through the process.
- Critical reflection and discussion of spiritual development and resources in the assessment and treatment process of companioning with children and/or adolescents and caregivers through grief.

Students will also prepare a 3 page summary to be presented to the class (or small group) that will be **worth 5%** of the total grade and must include the following:

- Description and prevalence of the presenting issue
- Information on the developmental stage and family life cycle as it pertains specifically to this particular issue
- Succinct summary of evidence-based practical ways through which to companion the child/adolescent and caregivers.
- PLEASE NOTE: the purpose of this presentation is to help other students in the class gain working knowledge of the presenting issue as well as practical ways to companion through grief. Students will be marked on the creativity, clarity, and content of the presentation. The presentation will be 20 minutes in length with 5 minutes for questions and discussion.

## 5. Personal Reflection Paper (15% of total grade) Due: Thursday April 14, 2022 at 11:59pm

Students will write a 5-7 page personal reflection paper combining all the information they have learned over the course of the semester (Family systems, Attachment Theory, Developmental Stages, etc).

The paper should answer the following questions:

- What is one of the most important “take aways” from this semester?
- Reflecting on my personality (bring in enneagram, MBTI, etc, if you wish), when companioning with someone through grief, what might I need to be aware of in myself (think about SEUS, self-awareness, transference and counter-transference, personal loss history).
- What might be something I will need to implement to take care of myself as I companion the bereaved (ex. Spiritual disciplines, exercise, personal counselling, etc.)
- What would I like to challenge myself to continue to learn (Further research, training, theological reflection, etc.)

### WRITTEN ASSIGNMENTS (paper must be submitted electronically to in Word doc file format)

Two ways to hand in a paper:

1. Papers may be emailed electronically in Word doc file format (so the instructor can insert electronic comments into your document when reviewing) to the instructor ([ltompson@tyndale.ca](mailto:ltompson@tyndale.ca)) by 11:59 p.m. on the due date.
2. Papers may be submitted to the [course resource page](#) in Word doc file format by 11:59 p.m. on the due date.

## F. 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.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	10 %
In Class Peer-Review Group Work	10 %
Family Systems Case Study	25 %

Major Child/Adolescent Research Paper	40 %
Personal Reflection	15 %
Total Grade	100%

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

The papers that are handed in must be typed double spaced, 12 point font, 1 inch margins according to the format expected within your program of study: APA style as described in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> ed.* (2019) (for example, COUN majors) or Chicago Manual of Style (for example, PAST majors). The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.

For non-psychology/counselling students, Chicago style may be used.

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](#).

Late papers: Due dates for each paper is the latest date the paper may be handed in. Students are welcome to complete and hand in assignments early. It is assumed that the student will plan accordingly in order to meet the deadlines for assignments. In case of extraordinary circumstances, the student can negotiate with the instructor for more time as long as the student intends to complete the assignments within the normal term. If the student needs a longer extension, they should consult with the Seminary Student Handbook and follow the outlined procedure. If an assignment is handed in late without negotiating with the instructor for a mutually agreed extension, the instructor will deduct 2 marks from the student's grade for each week the assignment is overdue (the due date counts as one class period late). If the assignment is more than three weeks late without special approval in advance, the assignment will be graded as 0.

Students are expected to provide full documentation in footnotes or end notes. Plagiarism is a serious breach of academic, professional, and Christian ethics and will not be tolerated in this course. Any use of the ideas and/or words of another without proper citation will result in failure of the course and the invoking of additional discipline as stated in the sections on integrity and ethics in the conduct of research. The instructor reserves the right to request that assignments be presented in electronic form so that they can be checked for plagiarism.

Since Tyndale Seminary is a Gospel-centred community, the faculty expects that students will not use language which might cause some to feel excluded from the Gospel promise. This is both an important ethical issue and an issue of Gospel communication.

### **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 penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic polices 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 Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

**I. 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**

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Day 1: Friday, January 15, 2021- Introduction and Family Systems and Grief			
Time	Topic	Read for Class	✓
9:00-9:15	Devotions		



9:15-10:30	Introduction to course and review syllabus Introduction to each other and small groups	Doka: Part 1 Article: Doughty, Wissel and Glorfield Article: Maxwell and Perrine	
10:30-10:45	Break		
10:45-12:00	Introduction to Attachment Theory and Grief	Warden: Intro – Ch. 3	
12:00-1:00	Lunch		
1:00-2:30	Introduction to Family Systems and Grief	Doka : Part 2 Worden: Ch. 8 Article: Walsh and McGoldrick	
2:30-2:45	Break		
2:45-3:45	Peer Reviewed Group Work		
3:45-4:00	Debrief and Application of Group work		

Day 2: Friday, January 29, 2021- Family Systems and Grief			
Time	Topic	Read for Class	✓
9:00-9:15	Devotions		
9:15-10:30	Grief in the Family System	Doka: Part 3 Article/Chapter TBD	
10:30-10:45	Break		
10:45-12:00	Grief in the Family System	Worden: Ch. 7 Chapters: From “The Expanded Family Life Cycle” (Posted on Moodle)	
12:00-1:00	Lunch		
1:00-2:30	Peer Reviewed Group Work	Chapter: From “Grief and Loss Across the Lifespan” (Chapter assigned in week 1)	
2:30-2:45	Break		
2:45-4:00	Debrief and Application of Group Work		

Day 3: Friday, February 12, 2021 -Child and Adolescent Grief			
Time	Topic	Read for Class	✓
9:00-9:15	Devotions		
9:15-10:30	Child and Adolescent Grief	Arnold: Into-Ch.3	

		Article/Chapter TBD	
10:30-10:45	Break		
10:45-12:00	Child and Adolescent Grief	Arnold: Ch. 5,6,7	
12:00-1:00	Lunch		
1:00-2:45			
2:45-3:00	Break		
3:00-4:00			

Day 4: Friday, March 5, 2021 Child and Adolescent Grief			
DUE: Presentations Group 1 and 2			
Time	Topic	Read for Class	✓
9:00-10:30	Devotions		
10:30-10:45	Break		
10:45-12:00	Child and Adolescent Grief	Arnold: Ch. 8-15	
12:00-1:00	Lunch		
1:00-2:30	Presentations		
2:30-2:45	Break		
2:45-3:45	Presentations		
3:45-3:45	Debrief		

Day 5: Friday, March 19, 2021 Putting it all Together and SEUS			
DUE: Presentations Group 3 and 4			
Time	Topic	Read for Class	✓
9:00-9:15	Devotions		
9:15-10:45	Presentations	Article TBD	
10:45-11:00	Break		
11:00-12:00	Presentations	Article/ Chapter TBD	
12:00-1:00	Lunch		
1:00-2:00	SEUS and Self-Awareness	Doka Part 4 Worden Ch. 9	
2:00-2:15	Break		
2:15-3:00	Final Peer Reviewed Group work and Grading		
3:00-4:00	Final thoughts and evaluation		

## 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](#).)

- Becvar, Dorothy S. (2001). *In the presence of grief: Helping family members resolve death, dying, and bereavement issues*. New York: The Guilford Press. ISBN: 978-1572309371
- \*Doka, K. J. and Martin, T. L. (2010). *Grieving beyond gender: Understanding the ways men and women mourn*. Revised edition. New York: Routledge—Taylor and Francis Group.
- Kubler-Ross, Elisabeth and Kessler, David. (2005). *On grief and grieving*. New York: Scribner.
- Lewis, C.S. (1961). *A grief observed*. New York: Bantam Books.
- Mitchell, Kenneth and Anderson, Herbert. (1983). *All our losses, all our griefs: Resources for pastoral care*. Louisville, Kentucky: Westminster John Knox Press.
- \*Niemeyer, Robert A. (Ed.) (2012). *Techniques of grief therapy: Creative practices for counseling the bereaved*. New York: Routledge—Taylor and Francis Group.
- Niemeyer, R. A. (Ed.) (2016). [\*Techniques of grief therapy: Assessment and Intervention\*](#). New York: Routledge. ISBN: 978-1-138-90593-1 (pbk)
- \*Niemeyer, R. A., Harris, D. L., Winokuer, H. R., and Thornton, G. F. (Eds.) (2011). *Grief and bereavement in contemporary society: Building research and practice*. New York: Routledge—Taylor and Francis Group.
- Rando, Therese A. (1991). *How to go on living when someone you love dies*. New York: Bantam Books.
- Rupp, Joyce. (1988). *Praying our goodbyes*. Notre Dame, IN: Ave Maria Press.
- Schwiebert, P. and DeKlyen, C. (2012). *Tear soup: A recipe for healing after loss*. 10<sup>th</sup> edition. Portland, OR: Grief Watch. ISBN: 978-0961519766
- Sittser, Jerry. (2004). *A grace disguised: How the soul grows through loss*. Grand Rapids, MI: Zondervan.
- Vos, Mirth. (1999). *Letters to myself on dying: A journal of hope, pain and courage*. Grand Rapids, MI: Baker Books.
- Walsh, Froma and McGoldrick, Monica (Eds). (2004). *Living beyond loss: Death in the family*. (2<sup>nd</sup> ed.) New York: W.W. Norton & Company. [Out of print]
- Webster, B. (1996). *When someone you care about is grieving*. Mississauga, ON: The Centre for the Grief Journey, Inc.
- Webster, B. (1996). *A not so jolly Christmas*. Mississauga, ON: The Centre for the Grief Journey, Inc.
- Webster, B. (2006). *When someone you care about dies*. Mississauga, ON: The Centre for the Grief Journey, Inc.

- Webster, B. (2011). *Understanding bereavement: A practical approach to understanding grief, loss and change in our modern world*. Mississauga, ON: The Centre for the Grief Journey, Inc.
- Webster, B. and MacGregor, G. (2011). *When life changes (and what to do before and after it does)*. Mississauga, ON: The Centre for the Grief Journey, Inc.
- \*Wolfelt, Alan D. (2007). *Living in the shadow of the ghosts of grief: Step into the light*. Fort Collins, CO: Companion Press.
- Wolterstorff, Nicholas. (1987). *Lament for a son*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co.
- Worden, J.W. (1996). *Children and grief: When a parent dies*. New York: The Guilford Press.
- Zonnebelt-Smeenge, Susan J. and De Vries, Robert C. (1998). *Getting to the other side of grief: Overcoming the loss of a spouse*. Grand Rapids, MI: Baker Books.