



PAST 318/MINS 410

Pastoral Care in Dying, Grief and Loss

Course Outline 2020

SEMESTER 2 2020

Lecturer:

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Welcome to PAST318/MINS410: Pastoral Care in Dying, Grief and Loss.

This paper explores the role of chaplains, ministers and other caregivers in situations of death, dying and loss, and the ways they can facilitate healthy grief.

Death, grief, and loss are vast topics, and touch on wisdom and insights from many different disciplines. In our reading, we will draw on research from healthcare, social sciences,

philosophy, and literature, as well as theology and pastoral care.

Participants will also be encouraged to reflect on their own experiences of caring for people facing death, loss and grief, and critically analyse their own perspectives, roles and self-care needs.

The lecturer for this paper is Dr Lynne Taylor. Lynne researches and teaches in the areas of chaplaincy, pastoral care and contemporary Christianity. In this paper, she is looking forward to exploring how ministers and chaplains can support those affected by dying, grief and loss.

LEARNING OUTCOMES

Students who successfully complete PAST 318 will be able to:

- Describe a variety of situations that cause grief, including death, dying and other various kinds of losses
- Analyse patterns of healthy grief and complications to grief
- Analyse the role of chaplains, ministers and caregivers in situations involving death, loss and grief
- Analyse differences in grieving patterns in different cultures within New Zealand and articulate the implications for chaplains, ministers and other caregivers
- Articulate a personal theology of death, dying, grief and loss, informed by Christian theology
- Evaluate their own self-care needs in the face of caregiving after grief and loss

Students who successfully complete MINS 410 will be able to:

- Articulate and evaluate a variety of situations that cause grief, including death, dying and other various kinds of losses
- Critically analyse patterns of healthy grief and complications to grief
- Critically analyse the role of chaplains, ministers and caregivers in situations involving death, loss and grief
- Critically analyse differences in grieving patterns in different cultures within New Zealand and articulate the implications for chaplains, ministers and other caregivers
- Articulate a personal theology of death, dying, grief and loss, informed by Christian theology
- Critically analyse their own self-care needs in the face of caregiving after grief and loss.

COURSE STRUCTURE

Module 1: Death and dying

Module 2: Grief

Module 3: Grieving in cultural perspectives

Module 4: Theology of death, dying, loss and grief

Module 5: Ceremonies

Module 6: Self-care

TEACHING

- Five two-hour videoconference sessions using Zoom
- Online discussions using Blackboard
- A teaching day held online.

ASSESSMENT

Assessment for this paper comprises compulsory written work, worth a total of 100% of the final mark. There is **no final examination** for this paper. The assessment differs between PAST 318 and MINS 410 students.

For PAST 318 students:

- Two 1700-word essays worth 25% each
- One 2500-word essay worth 35%
- Online discussion worth 15%

For MINS 410 students:

- Two 2200-word essays worth 25% each
- One 2700-word essay worth 35%
- Online discussion worth 15%

RESOURCES

- Blackboard, the University's online learning tool;
- This Course Outline and the Study Guide
- eReserve, a resource for electronic readings, which you can access via Blackboard;
- The Programme's "Style Guide" which recommends students use the 16th edition of the Chicago Style Guide when writing essays. It is available online at <http://www.otago.ac.nz/theology/study/studentresources/>
- The handbook *Distance Learning Information and Support 2018*, providing advice on administrative matters not covered in this Course Outline and on the Distance Library Service. (You may download the PDF from the 'Essential Information' web page).

THIS IS IMPORTANT!

Please Note: You **must have access to Blackboard and your University email address** in order to complete this paper. You will receive access once your enrolment is complete. Communications from your lecturer regarding teaching matters will be provided only through Blackboard and your University email address, as outlined in the University's Student Communications Policy, so you must check these emails regularly. eVision will also send important messages through your University email. If you have any concerns about your access to Blackboard or to other course resources, please contact the lecturer or administrative staff immediately so that these can be resolved.

You will find there is a lot of helpful information and resources on the Theology Programme website. In particular, we require you to read the section called "Essential Student Information." You will find it here:

<http://www.otago.ac.nz/theology/study/studentresources/>

This page provides a number of useful resources such as the Style Guide and the Plagiarism Declaration Form you must attach to your assignments. It supplies detailed information on assessment and student support. In particular, it contains guidance on the topics of plagiarism and deadlines, both of which can incur penalties if not heeded. This also is where you will find instructions for making online discussion posts and submitting assignments electronically. So it is very important you make yourself familiar with this material. Our assumption is that you have read it.

We will make reference to information on the website in the following pages, so do take the time to follow the links and absorb the material. It will save you from making

costly mistakes and help to make the practical experience of distance study a straightforward one.

VIDEOCONFERENCES

Distance study requires students to accept a high level of responsibility for their own study. Success is most easily achieved by students who are self-motivated, who engage readily in self-directed study, and who prepare well for the videoconferences. The videoconferences will not cover all the material in each module. Instead, they will focus on some of the key themes and provide opportunity for interaction between students and the course teacher. Much of the learning will take place as you work through the Study Guide modules and readings on your own.

The videoconferences for this paper will largely consist of discussing the readings for the Module. In order to participate fully, it is important that you complete the readings for each module before the videoconference.

Accessing the Videoconferences

Please see the 'Zoom Information' link on Blackboard and the 'Essential Information' web page for instructions on how to access Zoom and join in the videoconference sessions. The URL you need to join the sessions is posted under 'Zoom Information.'

Schedule of Videoconferences

Videoconference sessions will be held on Monday evenings as below:

SESSION	DATE	TIME
1	6 July: Module 1	6:10 pm – 8:00 pm
2	10 August: Module 3	6:10 pm – 8:00 pm
3	31 August: Module 4	6:10 pm – 8:00 pm
4	14 September: Module 5	6:10 pm – 8:00 pm
5	28 September: Module 6	6:10 pm – 8:00 pm

Attendance at the Videoconferences

Attending videoconferences is a requirement of taking this course. If you are obliged by circumstances beyond your control to miss one, you may find a recording of the proceedings of the Videoconference on Blackboard under the Videoconference Recordings Link.

TEACHING DAY

In addition to the Zoom videoconferences, this course involves **ONE** teaching day to be held **ONLINE**. Although it is not compulsory to do so, students are strongly encouraged to attend. (Students who are unable to attend will be able to access a summary of the key issues covered in the teaching day.) Students should prepare for the teaching day by doing the pre-reading outlined in the Study Guide.

Date: Wednesday 22 July
Time: 3.30 - 9.00pm

3:30-6:00 Session 1
6:00-7:00 Dinner break
7:00-9:00 Session 2

You will notice in the Study Guide that the reading load for this module is heavier than in other weeks. Please do as much of this reading as you can prior to the teaching day. It is essential that you have covered AT LEAST Readings 5, 6, 8, and 11.

ASSIGNMENT QUESTIONS

The assignments are similar for both PAST318 and MINS410. However, MINS410 assignments are longer, and involve some different/additional questions. **Please make sure you are looking at the correct assignment criteria for your level.**

Assignment 1 – PAST318

Length: 1700 words
Value: 25 % of final mark
Due date: Friday 7 August

An essay in which you reflect on a personal experience of grief/loss, and how it interacts with theories of grief.

For this assignment, begin by reflecting on an experience of bereavement, or of a significant loss in your life. Refer to the readings about theories of bereavement and grief, including the various stage theories, dual process, and continuing bonds. In what ways do these models speak to your personal experience? Do any make you uncomfortable? How might these theoretical insights be helpful when you are interacting with other people facing grief and bereavement? What aspects of grief and bereavement might these theoretical models miss? What are the implications of what you have learned for the role of a chaplain, minister, or caregiver?

While this assignment is focussed on making connections between theoretical material and your personal experience, most of this essay should be a discussion of the questions, and linked to the course readings. That is, you are not expected to include a very detailed description of the personal event/s that you are reflecting on.

The marking of this assignment will take into account:

- Evidence that you paid attention during the teaching day to the topics discussed, or that you have listened to the summary of the day.
- Evidence that you have read the readings in the course book, as well as other relevant material, and made thoughtful connections with your own experience. For a B to B+ essay, I would expect to see at least 12 footnotes from 5 sources.
- The clarity of the argument you are making.
- The usual Essay Assessment Sheet.

Assignment 2– PAST318

Length: 1700 words
Value: 25 % of final mark
Due date: Friday 4 September

An essay on working with death, grief, and bereavement in different cultural contexts.

For this assignment you will start by contacting a person working in pastoral care with those facing death, bereavement, or grief, who comes from a different context than your own. The person may be a chaplain, spiritual carer, or local minister. They may come from a different culture and/or a different religious tradition than your own. (It's fine if it's someone you already know, but it's important that their perspective is significantly different from your own.)

Have a conversation with this person, and seek their wisdom on how they assist people facing death, dying, bereavement and grief. How do they describe a typical pastoral encounter? How do they see their role? What are the important tasks? What are the requirements of their culture/tradition? What are the difficulties they encounter? How do they understand processes and rituals around death and grief? What symbols are meaningful for them? (These questions are to get you started, you may find you have further questions to explore.)

Write an essay which incorporates what you have learned from this conversation, and how it intersects with the readings in the course book. Incorporate further readings on the cultural/religious context of the person you have talked with (they may recommend material for you). Reflect on what you have learned and what this might mean for your own pastoral practice. You do not need to include a transcript or notes of the conversation.

The marking of this assignment will take into account:

- Evidence that you paid attention during the videoconferences.
- Evidence that you have interacted with the course readings, and other relevant readings. For a B to B+ essay, I would expect to see at least 12 footnotes from 5 sources.
- Your ability to engage respectfully and thoughtfully with a perspective that is different from your own.
- The clarity of the argument you are making in your essay.
- The usual Essay Assessment Sheet.

Assignment 3 – PAST318

Length: 2300 words
Value: 35% of final mark
Due date: Friday 2 October (No penalty if received by Friday 16 October.)

An essay in which you draw on careful biblical and theological reflection in relation to a particular pastoral situation.

In this assignment you will choose one of these scenarios to work with:-

- An elderly woman has just had to move into residential care after the death of her husband a few months ago. She is having great difficulty feeling at home in her new surroundings.
- A man is the primary caregiver for his wife, who is dying of a slow and painful degenerative disease. He says he struggles with wishing it was all over.
- A woman has undergone a late termination of a pregnancy for serious medical reasons. She, her husband, and 5 year old child have asked you for some prayers to mark this event before they leave the hospital.
- A middle-aged couple's only son, aged in his twenties, died by suicide. It is coming up to the anniversary of his death.
- A woman divorced her husband after a long and abusive relationship. She comes from a family background that was deeply opposed to divorce, which has caused her to feel conflicted about her decision.
- Another scenario, agreed in advance with the lecturer.

In each scenario the people involved have requested some kind of prayers or ritual.

Choose one of the scenarios, and describe the various facets of loss and grief that the person may be facing. What are the particular issues that might be present?

Prepare a brief outline of what you would offer them. What are the theological and biblical resources that would be appropriate for this situation? Think about Bible readings and other readings, appropriate metaphors and images for God, symbols, and actions in which these people can participate.

Discuss in detail why you have chosen these biblical and theological resources for this situation. Make connections with the course book readings and other relevant resources.

The marking of this assignment will take into account:

- Evidence that you paid attention during the videoconferences.
- Evidence that you have read the readings in the course book and other relevant material. For a B to B+ essay, I would expect to see at least 18 footnotes from at least 8 different sources.
- Thoughtful use of biblical and theological resources.
- The clarity of the argument you are making in your essay.
- The usual Essay Assessment Sheet.

Assignment 1 – MINS410

Length: 2200 words
Value: 25 % of final mark
Due date: Friday 7 August

An essay in which you reflect on a personal experience of grief/loss, and how it interacts with theories of grief.

For this assignment, begin by reflecting on an experience of bereavement, or of a significant loss in your life. Refer to the readings in the course book about theories of bereavement and grief, including the various stage theories, dual process, and continuing bonds.

Choose one of the theories of bereavement and grief and do some further research into it. In what ways does this model speak to your personal experience? Do aspects of it make you uncomfortable? How might these theoretical insights be helpful when you are interacting with other people facing grief and bereavement? What criticism have others made of this theoretical model? What are the implications of what you have learned for the role of a chaplain, minister, or caregiver?

While this assignment is focussed on making connections between theoretical material and your personal experience, most of this essay should be a discussion of the questions, and linked to the course readings. That is, you are not expected to include a very detailed description of the personal event/s that you are reflecting on.

The marking of this assignment will take into account:

- Evidence that you paid attention during the teaching day to the topics discussed, or that you have listened to the summary of the day.
- Evidence that you have read the readings in the course book, as well as other relevant material, and made thoughtful connections with your own experience. For a B to B+ essay, I would expect to see at least 18 footnotes from 8 sources.
- The clarity of the argument you are making.
- The usual Essay Assessment Sheet.

Assignment 2– MINS410

Length: 2200 words
Value: 25 % of final mark
Due date: Friday 4 September

An essay on working with death, grief, and bereavement in different cultural contexts.

For this assignment you will start by contacting a person working in pastoral care with those facing death, bereavement, or grief, who comes from a different context than your own. The person may be a chaplain, spiritual carer, or local minister. They may come from a different culture and/or a different religious tradition than your own. (It's fine if it's someone you already know, but it's important that their perspective is significantly different from your own.)

Have a conversation with this person, and seek their wisdom on how they assist people facing death, dying, bereavement and grief. How do they describe a typical pastoral encounter? How do they see their role? What are the important tasks? What are the requirements of their culture/tradition? What are the difficulties they encounter? How do they understand processes and rituals around death and grief? What symbols are meaningful for them? (These questions are to get you started, you may find you have further questions to explore.)

Write an essay which incorporates what you have learned from this conversation, and how it intersects with the readings in the course book. Incorporate further readings on the cultural/religious context of the person you have talked with (they may recommend material for you).

How would you describe the theological perspective of the person you have talked with? How does it differ from your own? What common ground can you find? Reflect on what you have learned and what this might mean for your own pastoral practice. You do not need to include a transcript or notes of the conversation.

The marking of this assignment will take into account:

- Evidence that you paid attention during the videoconferences.
- Evidence that you have interacted with the course readings, and other relevant readings. For a B to B+ essay, I would expect to see at least 18 footnotes from 8 sources.
- Your ability to engage respectfully and thoughtfully with a perspective that is different from your own.
- The clarity of the argument you are making in your essay.
- The usual Essay Assessment Sheet.

Assignment 3 – MINS410

Length: 2700 words
Value: 35% of final mark
Due date: Friday 2 October (No penalty if received by Friday 16 October.)

An essay in which you draw on careful biblical and theological reflection in a particular pastoral situation.

In this assignment you will choose one of these scenarios to work with:-

- An elderly woman has just had to move into residential care after the death of her husband a few months ago. She is having great difficulty feeling at home in her new surroundings.
- A man is the primary caregiver for his wife, who is dying of a slow and painful degenerative disease. He says he struggles with wishing it was all over.
- A woman has undergone a late termination of a pregnancy for serious medical reasons. She, her husband, and 5 year old child have asked you for some prayers to mark this event before they leave the hospital.
- A middle-aged couple's only son, aged in his twenties, died by suicide. It is coming up to the anniversary of his death.

- A woman divorced her husband some months ago after a long and abusive relationship. She comes from a family background that was deeply opposed to divorce, which has caused her to feel conflicted about her decision.
- Another scenario, agreed in advance with the lecturer.

In each scenario the people involved have requested some kind of prayers or ritual.

Choose one of the scenarios, and describe the various facets of loss and grief that the person may be facing. What are the particular issues that might be present?

Prepare a brief outline of what you would offer them. What are the theological and biblical resources that would be appropriate for this situation? Think about Bible readings and other readings, appropriate metaphors and images for God, symbols, and actions in which these people can participate.

Discuss in detail why you have chosen these biblical and theological resources for this situation. What do you hope that they will take from these resources? Are there potentially problematic aspects in some of these resources? What is the theological perspective that you are coming from when you approach this person's situation?

Ensure that you make connections with the course book readings and other relevant sources.

The marking of this assignment will take into account:

- Evidence that you paid attention during the videoconferences.
- Evidence that you have read the readings in the course book and other relevant material. For a B to B+ essay, I would expect to see at least 20 footnotes from at least 10 different sources.
- Thoughtful and appropriate use of biblical and theological resources.
- The clarity of the argument you are making in your essay.
- The usual Essay Assessment Sheet.

Assignment 4 – PAST318 and MINS410

Length: 8 posts of 100-200 words on Blackboard
Value: 15 % of final mark
Due date: Progressive, final submission due Friday 2 October.

You will need to prepare and submit a Word document of your Blackboard posts and responses for assessment by Friday 2 October.

I will post questions (sometimes with accompanying material) on the Blackboard Discussion Board. You are expected to post a 100-200 word answer in response to each of these questions. In addition, you will be expected to respond at least three times over the course of the semester to something another student has said, making a total of at least 8 posts. To count as one of the required responses, your post must be between 100 and 200 words. You are welcome to respond briefly to other students'

posts as often as you like, but in order to count as one of your 8 required posts, your response needs to be at least 100 words.

Posts should be informal and conversational, but they should engage seriously with the topics and make references to the course readings and other material if possible. (There is no need to footnote comments from the course book, but if you cite or quote some other source, let us know what it is by putting the title and author in parentheses.) I may not always respond in detail to the Blackboard discussion board posts. In this paper, the discussion board is primarily a place for you to interact with one another.

When you respond to another student's post, I encourage you to try to build on what the other student has said. You are also welcome to respectfully disagree with something another student has written. Please do so with civility and kindness. If you don't understand something another student has said, feel free to ask questions for clarification. If you have concerns about what another student has written, please contact me directly. If I perceive a significant problem with a post, I will remove it and send an email to the student, explaining my action and asking for the post to be rewritten.

As noted above, you will need to prepare and submit a Word document of all your Blackboard posts for assessment. If you keep track of them throughout the semester, this should be straightforward, as it does not need to be formally laid out like your essays. Please include all of your main 100-200 word posts, with the date posted. You do not need to include short responses or ongoing discussion, and you do not have to include footnotes in this assignment.

The marking of the Blackboard posts will take into account:

- The depth of your interaction with the material and questions offered for discussion.
- Evidence you have been listening in the teaching day and the videoconferences.
- Evidence you have engaged with the readings.
- Evidence you are engaging with other students' posts.
- Evidence you can be brief and concise.

REFERENCING SYSTEM

For writing essays, the Theology Programme requires that you use the 16th edition of the Chicago Style Guide, which is the norm for many academic journals in the Humanities and is often recommended for theses in the humanities. The Programme has prepared a Style Guide, which outlines the Chicago Style and offers other advice on essay presentation. You may find it via the Theology Programme's "Student Resources and Information" page:

<http://www.otago.ac.nz/theology/study/studentresources/>

SUBMITTING WRITTEN WORK

All assignments shall be submitted **electronically** via the "Assignment" feature on Blackboard by **midnight** on the due dates notified. Please do not submit paper copies.

ACADEMIC INTEGRITY

For full instructions about how to submit assignments electronically via Blackboard as well as other important information on plagiarism, grading, and deadlines, please see the "Essential Information" web page.

All Assignments submitted in the Theology Programme must be prefaced with a student Plagiarism Declaration Form.

It can be downloaded from <http://www.otago.ac.nz/theology/study/studentresources/> It is also on the Blackboard site for this course.

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at the Student Learning Centre or Library. If you have any questions, ask your lecturer.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

STUDENT SUPPORT

The “**Essential Information**” web page provides helpful information on how to access the University Library’s resources, as well as a guide to the support services available to students at the University of Otago, including the Student Learning Centre and Disability Support.

For all **administrative** enquiries, please contact the Theology Administrator:
Email: theology@otago.ac.nz Phone: 03 479 8639

We recommend that you contact the Programme as soon as possible if you have any problems participating in the course or accessing resources. Please remember to check your University email account regularly for updates and announcements.

THEOLOGY PROGRAMME

University of Otago, PO Box 56, Dunedin 9054, New Zealand
www.otago.ac.nz/theology