

PCC 6653: Chronic Illness, Dying and Grieving (Columbus)

ASHLAND THEOLOGICAL SEMINARY

Fall Semester 2020

9/3-12/17/20

Thursday, 6-9p

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The best way to contact Doc Johnson is via email.

Note- Due to Covid precautions, this has been modified to an online course- we will meet synchronously, via Zoom, each Thursday 6-9p timeframe. (see course schedule)

I. Course Description

This course will provide students with the understanding and competency necessary to effectively minister to individuals experiencing health related crises. Students will be assisted in developing an understanding of death and grief based on biblical and historical perspectives which will help facilitate endeavors to embrace their own mortality and examine its implications for the way they live their lives, as well as provide practical skills for counseling the terminally ill and those who suffer from grief and loss.

II. Student Learning Outcomes

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in response to issues of chronic illness, death, and grief in appropriate ministry and professional settings.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation to enhance understanding of and response to matters of chronic illness, death, and grief.
3. Form a missional vision of kingdom ministry within multi-cultural and multi-faith contexts, including engagement with and exploration of the impact of their own cultural, familial, and faith contexts of chronic illness, death, and grief issues.
4. Demonstrate critical theological reflection on matters of chronic illness, death, and grief that is biblically faithful, historically grounded, contextually relevant, and integrated with life and ministry.
5. Develop ongoing practices of justice related to issues of chronic illness, death, and grief that bear witness to the full scope of the kingdom of God.
6. Exhibit effective ministry skills relevant to serving individuals experiencing issues of chronic illness, death, and grief, including utilizing basic counseling skills, demonstrating awareness of ethical constraints as non-licensed pastoral counselors, and understanding the importance of referrals.

III. Course Requirements

A. Textbooks

Brueggemann, Walter (2001). *The Prophetic Imagination*, 2nd ed. Minneapolis, MN: Fortress Press. ISBN-10: 0800632877

Kelley, Melissa (2010). *Grief: Contemporary Theory and the Practice of Ministry*. Minneapolis, MN: Fortress Press, 2010. ISBN-10: 0800696611

Richardson, R. (1996). *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis, MN: Fortress Press. ISBN-10: 0800629558; ISBN-13: 978-0800629557

Wolterstorff, Nicholas (1987). *Lament for a Son*. Grand Rapids, MI: W. B. Eerdmans Publishing Company. ISBN-10: 080280294X

B. Other Suggested Readings

Bowen, Murray, M.D. Family reaction to death. *Family Therapy, Theory and Practice*, p. 335. Philip J. Guerin, Jr., M.D., editor (1976). New York: Gardner Press.

Centers for Disease Control and Prevention
<http://www.cda.gov/chronicdisease/index.htm>

McGoldrick, Monica & Walsh, Froma (2005). Death and the family life cycle. *The Expanded Family Life Cycle, Individual, Family, and Social Perspectives*, 3rd ed., p. 185. Betty Carter and Monica McGoldrick, editors. Boston, MA: Allyn & Bacon, Pearson Education Company.

C. Attendance

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

1. Calculation of Course Grade

<i>Assignments</i>	<i>Learning Outcomes</i>	<i>Percent of Final Grade</i>
Loss Line	4, 6	20%, 200 points
Reflection Journal 1	1, 2, 5, 6	10%, 100 points
1st discussion question(s)	3	10%, 100 points
Reflection Journal 2	1, 2, 5, 6	10%, 100 points
2nd discussion question(s)	3	10%, 100 points
Reflection Journal 3	1, 2, 5, 6	10%, 100 points
3rd discussion question(s)	3	10%, 100 points
Chronic Illness Paper and Presentation	4	<u>20%, 200 points</u> 100%, 1000 points

2. Assignments/Assessment of Student Learning

1. Loss Line

Students will construct a personal **Loss Line** to identify significant losses in their own lives and to begin processing their own experiences of grief and loss. Guidelines for the construction of your Loss Line are to be found at the end of this syllabus. This is to be submitted to Blackboard. **Make sure you annotate this loss line so that enough information is included that Doc Johnson can clearly understand what is being portrayed.**

2. Reflection Journals

Students will complete a **Reflection Journal** a total of **3 times** throughout the semester, addressing **three reflective responses** to the assigned reading and class discussions and experiences. (Microsoft Word submissions, via Blackboard only, please). A template for the Reflection Journal will be included at the end of this syllabus. **The content of these journals needs to be sufficient to comprehensively answer the questions.**

Small Group Discussion and Role-Play Experience will be utilized during the semester in order to process content from relevant course material. The Small Group Discussion and Role-Play Experience will be assessed through evidence of student engagement and participation.

3. Chronic Illness Paper and Presentation

Students will complete a **Chronic Illness Paper and Presentation** on one chronic illness of their choice. Alternatively, you may wish to write about the death process, or the grief process.

1. A major or chronic illness/condition of interest from the following topics:
 - a. Heart Disease and Stroke
 - b. Respiratory Disease
 - c. Diabetes
 - d. Kidney Disease
 - e. Orthopedic and Mobility Limitations
 - f. Age-Related Disorders
 - g. Cancer
 - h. HIV

(NOTE: If you have a topic in mind that is not on this list, please see the instructor.)

2. Provide a brief overview of the topic, and outline the focus of your presentation.
3. Include five relevant, scholarly, and recent (within the past 5 years) resources (article or book) on your selected topic.

The paper is to be **5-6 pages**, not counting title and reference pages. This paper will be due 12/10.

Students will also construct a **presentation** (PowerPoint slides and/or videos welcome but not required) in order to share key findings on their chronic illness paper with the professor and classmates. Presentations will take place during the latter portion of the

course. This is to be submitted to Blackboard.

4. **Discussion questions**- there will be 3 sets of Blackboard discussion questions with which you will need to interact. Your initial response to each question must be a minimum of 300 substantive words (worth 60 points), and you must respond to a minimum of 1 students at 150 substantive words (worth 40 points) for the response. Each of these will be due at the times stipulated in the course schedule.

IV. Tentative Course Schedule (Subject to Change)

<i>Week/Session #</i>	<i>Date(s)</i>	<i>Lecture/Topic (subject to change)</i>	<i>Readings/Assignments (subject to change)</i>
	Each week we will meet online via Blackboard Zoom.		
1	9/3- Zoom meeting 6-9p	Mom's chronic illness	Brueggemann: Prefaces, CH 1, 2
2	9/10- Zoom meeting 6-9p	Mom's chronic illness	Brueggemann: CH 3
3	9/17- Zoom meeting 6-9p	Chronic illness and pain	Brueggemann: CH 4, 5
4	9/24- Zoom meeting 6-9p	Chronic illness and pain	Brueggemann: CH 6, 7 1st discussion post due
5	10/1- Zoom meeting 6-9p	An experience with death	Wolsterstorff: Preface, P 1-25
6	10/8- Zoom meeting 6-9p	Reflections of a hospice chaplain	Wolsterstorff: P 26- 50 1 st reflection journal due
7	10/15- Zoom meeting 6-9p	<i>Being Mortal</i>	Wolsterstorff: P 51- 77 Loss line due
8	10/22- Zoom meeting 6-9p	The death talk	Wolsterstorff: P 78- 111

9	10/29- Zoom meeting 6-9p	Lament for a Son	Kelley: Preface, Intro., CH 1-4 2nd discussion post due
10	11/5- Zoom meeting 6-9p	An experience with grief	Kelley: CH 4-6
11	11/12- Zoom meeting 6-9p	The grieving process	Richardson: CH 1-5 2nd reflection journal due
12	11/19- Zoom meeting 6-9p	TBD	Richardson: CH 6-9 3rd discussion post due
	Thanksgiving break		
13	12/3- Zoom meeting 6-9p	Paper presentations	Richardson: CH 10-13
14	12/10- Zoom meeting 6-9p	Paper presentations	3rd reflection journal due
15	12/17- Zoom meeting 6-9p	Paper presentations	Chronic Illness Paper due

V. Recommendations for Lifelong Learning

Students are encouraged to continue learning beyond this course. Some suggested ways for continuing learning would include the following:

- Reading from the list of suggested books in the references provided at the end of the syllabus.
- Becoming a student member of the American Association for Christian Counselors (AACC) and attending their conferences or accessing resources from the organization.
- Attending professional seminars such as the Speakers Forum or other trainings focused on pastoral counseling.

VI. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment, a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless a professor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept

aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

B. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person. **To schedule an appointment**, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VII. Selected References

Grief:

Attig, T. (1996). *How we grieve: Relearning the world*. New York: Oxford University Press.

Carr, D., Nesse, R.M., Wortman, C.B. (Eds.). (2006). *Spousal bereavement in late life*. New York: Springer.

Chochinov, H.M., Hack, T., Hassard, T., Kristjanson, L.J., McClement, S., & Harlos, M. (2005). Dignity therapy: A novel psychotherapeutic intervention for patients near the end of life. *Journal*

of Clinical Oncology, 23, 5520-5525. doi: 10.1200/JCO.2005.08.391

Coyle, N. (2006). The hard work of living in the face of death. *Journal of Pain and Symptom Management*, 32, 266-274.

Didion, J. (2005). *The year of magical thinking*. New York: Alfred A. Knopf.

Doka, K.J. (Ed.) (2002). *Disenfranchised grief: New directions, challenges, and strategies for practice*. Champaign, IL: Research Press.

Doka, K.J. & Martin, T. (2010). *Grieving beyond gender: Understanding the ways men and women mourn* (Rev. ed.). New York: Routledge.

Janoff-Bulman, R. (1999). Rebuilding shattered assumptions after traumatic life events: Coping processes and outcomes. In C.R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 305-323). New York: Oxford University Press.

Johnson, W.B. & Johnson, W.L. (2000). *The pastor's guide to psychological disorders and treatment*. New York: Haworth.

Kubler-Ross, E. (1969). *On death and dying*. New York: MacMillan.

Lieberman, A.F., Compton, N.C., Van Horn, P., & Ippen, C.G. (2003). *Losing a parent to death in the early years: Guidelines for the treatment of traumatic bereavement in infancy and early childhood*. Washington, DC: Zero to Three Press.

McQuilkin, Roberston (1998). *A Promise Kept*. Chicago, IL: Tyndale House.
ISBN-10: 0842350993

Moore, A.J. & Stratton, D.C. (2002). *Resilient widowers: Older men speak for themselves*. New York: Springer.

Neimeyer, R.A. (1998). *Lessons of loss: A guide to coping*. New York: Primus Custom.

Neimeyer, R.A. (Ed.) (2001). *Meaning reconstruction and the experience of loss*. Washington, DC: American Psychological Association.

Pausch, R. (with Zaslou, J.). (2008). *The last lecture*. New York: Hyperion.

Proffitt, D., Cann, A., Calhoun, L.G., & Tedeschi, R.G. (2007). Judeo-Christian clergy and personal crisis: Religion, posttraumatic growth and well being. *Journal of Religion and Health*, 46, 219-231.

Rando, T.A. (2000). *Clinical dimensions of anticipatory mourning*. Champaign, IL: Research Press.

Schweibert, P. & DeKlyen, C. (2005). *Tear soup* (3rd Rev. Ed.). Portland, OR: Grief Watch.

Sittser, G.L. (1996). *A grace disguised: How the soul grows through loss*. Grand Rapids, MI: Zondervan.

Strobe, M.S., Hansson, R.O., Schut, H., & Stroebe, W. (Eds.). (2008). *Handbook of bereavement research and practice: Advances in theory and intervention*. Washington, DC: American Psychological Association.

Trillin, C. (2006). *About Alice*. New York: Random House.

Werth, J.L., Jr. (2005). Becky's legacy: Personal and professional reflections on loss and hope. *Death Studies*, 29, 687-736.

Werth, J.L., Jr., Blevins, D., Toussaint, K.L., Durham, M.R. (2002). The influence of cultural diversity on end-of-life care and decisions. *American Behavioral Scientist*, 46, 204-219.

Worden, J.W. (2009). *Grief counseling and grief therapy: A handbook for the mental health professional* (4th ed.). New York: Springer.

Yancey, P. (1990). *Where is God when it hurts?* Grand Rapids, MI: Zondervan.

Yancey, P. (2000). *Reaching for the invisible God: What can we expect to find?* Grand Rapids, MI: Zondervan Publishing House.

Chronic Illness:

Benitone, C.S. (2008). *Mommy without hair? My world turned upside down*.

Brown, F. M. III. (2002). Inside every chronic patient is an acute patient wondering what happened. *JCLP/In Session: Psychotherapy in Practice*, 58, 1443-1449.

Calhoun, L.G., & Tedeschi, R.G. (Eds.). (2006). *Handbook of posttraumatic growth: Research and practice*. Mahwah, New Jersey: Lawrence Erlbaum Associates. Janoff-Bulman, R. (1999). Rebuilding shattered assumptions after traumatic life events: Coping processes and outcomes. In C.R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 305-323). New York: Oxford University Press.

Johnson, W.B. & Johnson, W.L. (2000). *The pastor's guide to psychological disorders and treatment*. New York: Haworth.

Lubkin, I.M. & Larsen, P.D. (2016). *Chronic Illness: Impact and Intervention, 9th ed.* Burlington, MA: Jones & Bartlett Learning.
ISBN 978-1-284-04900-8

Park, C.L. (2004). The notion of growth following stressful life experiences: Problems and prospects. *Psychological Inquiry*, 15, 69-76.

Proffitt, D., Cann, A., Calhoun, L.G., & Tedeschi, R.G. (2007). Judeo-Christian clergy and personal crisis: Religion, posttraumatic growth and well being. *Journal of Religion and Health*, 46, 219-231.

Rolland, J.S. (1994). *Families, illness, and disability: An integrative treatment model*. New York: Basic Books.

Rosshem, B.N. & McAdams, C.R. III (2010). Addressing the chronic sorrow of long-term spousal caregivers: A primer for counselors. *Journal of Counseling & Development*, 88, 477-482.

Sheehy, G. (2010). *Passages in caregiving: Turning chaos into confidence*. New York: HarperCollins.

Sperry, L. (2006). *Psychological treatment of chronic illness: The biopsychosocial therapy approach*. Washington, DC: American Psychological Association.

Sperry, L. (2007). Utilizing a family-sensitive cognitive behavioral intervention with chronic illness: The impact of family dynamics and therapy on medical symptoms. *Family Journal*, 15, 56-61.

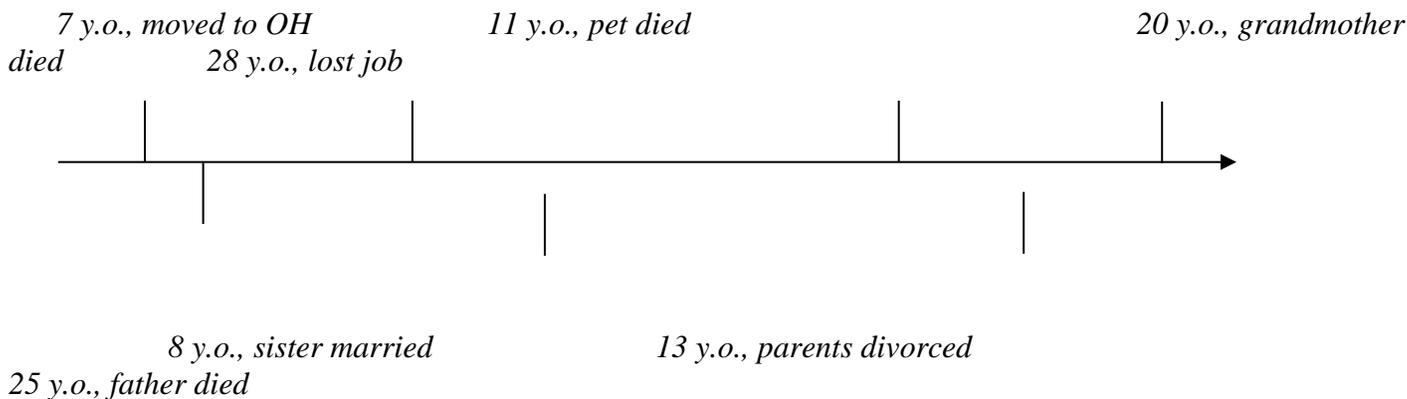
Trillin, C. (2006). *About Alice*. New York: Random House.

Personal Loss Line PCC 6653

INSTRUCTIONS:

1. Draw or computer-generate a time line from your earliest childhood recollection to the present time (see example below).
2. Indicate losses you have experienced and your approximate ages for those losses. Losses do not need to be a death, but can be *any* experience of loss (e.g., loss of pet, moving away, loss of job, loss of dream/vision). **Be careful to share only those losses you feel comfortable disclosing.** Only the professor will read your papers.
3. Identify **three** of the most significant losses and discuss in a few brief paragraphs. The following are suggestions to consider, but you are not limited to these:
 - a. What was the relationship between you and the person/situation?
 - b. Why was this loss important/significant to you?
 - c. What feelings do you remember from the time surrounding the loss? What did you do with those feelings?
 - d. Did you discuss this loss with anyone? If so, whom?
 - e. How has time impacted your memory of the loss?
4. In a few concluding sentences, describe what **resources** you used or developed during the loss and what you have learned from your experiences.
 - This assignment is to be **no longer than 3 pages**. Since this is a reflection paper, the use of first-person is expected and appropriate.
 - Please include a title page. You will not need references or citations.
 - Please feel free to hand draw your line and place events on it in pen/ink, but computer generate the paragraph discussions in 12-point font, double-spaced format.

Example Personal Loss Line:



Reflection Journal
PCC 6653

Name:

Journal #

Date:

Students are asked to be self-reflective and honest as they prepare to write each Reflection Journal. Learning to be an excellent pastoral care agent requires a commitment to ongoing growth in knowledge and competence, to increasing self-awareness, and to develop authenticity in interpersonal relationships. Allow your responses to the questions below to represent a blend of intellect and emotion.

In order to successfully complete your Reflective Journal, it is necessary for you to have read and to have a well-informed understanding of the material presented in the assigned reading. Your responses are to demonstrate your active engagement in this process.

Please type your responses. Identify each response with a number and the highlighted descriptors. **Please answer each of these thoroughly.** (Use 12 pt. font, single-space within items, and double-space between paragraphs and between numbered items.)

1. What did you **learn** in your assigned reading that was new? (Please include references to material in each of the texts and/or additional reading assigned.)
2. What **feelings and emotions** did you notice in yourself during the Friday evening lecture, your reading or during class discussions and experiences?
3. Are you aware of any **fears, limitations, or vulnerabilities** in regard to the issues included in the reading or discussed in class, or the Friday evening lecture?
4. What was **most meaningful** to you personally from class reading, Friday evening lecture, or experience?
5. Is there anything you want to **do** in your **personal life** as a result of what you are feeling and learning in your reading and/or class?

6. Is there anything you want to **do** in your ***professional life*** as a result of what you are feeling and learning in your reading and/or class?
7. **What additional reflective thoughts would you like to include in this journal?**