PCC 6653: Chronic Illness, Dying and Grieving  
ASHLAND THEOLOGICAL SEMINARY  
Spring Semester 2020  
(Cleveland Campus)  
Friday 6-9p; Saturday 8a-4p  
January 17-18  
February 7-8  
March 20-21  
April 17-18  
gwalker1@ashland.edu (216) 570-4333  

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  
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.  

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.
III. Course Requirements
   A. Textbooks

   Other Suggested Readings and Resources

   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. Attendance will be six percentage of the class grade. Any student missing more than six class hours (2 sessions) 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.

   B. Assignments/Assessment of Student Learning
      I. Personal Loss Line
         Students will construct a personal loss line (8-10 pages) to identify significant losses in their own lives to process their own experiences of grief and loss.
II. Reflections Journal
Students will keep a reading journal throughout the semester with reflections on the following: the assigned readings, class discussions and experiences.

III. Small Group Discussion and Role-Play Experiences
There will be 1 to 2 discussion questions each weekend to be answered in order to process content and relevant course material. Each student will be required to submit a type-written response to each question(s) before class (1-2 pages) with a minimum of 250 not to exceed 450 words. These discussion questions will be further engaged in class, Small Group Discussion and Role-Play experiences.

IV. Chronic Illness Paper and Presentation
Each student will prepare a paper and presentation on one identified chronic illness. The paper (15-17 pages) and presentation will include an approach to spiritual care for both patient and impacted family members of patient. The presentation must display an understanding, knowledge and compassion related to the selected chronic illness.

C. Calculation of Grade and Connection with Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>1. 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. The paper length is to be 8-10 pages, and must additionally include a title and reference pages. (12 font double spaced one inch margins) Due February 8th</td>
<td>4, 6</td>
<td>7 % Personal Loss Line</td>
</tr>
<tr>
<td>2. Students will keep a written reading and Reflections Journal throughout the semester, reflecting on the following: the assigned readings, class discussions and experiences. Journals will be reviewed by Instructor each Friday. Due before Class Feb. 7, Mar. 20, Apr. 17, 2020.</td>
<td>1, 2, 5, 6</td>
<td>7 % Reflections Journal – 1&lt;br&gt;7 % Reflections Journal – 2&lt;br&gt;7 % Reflections Journal - 3</td>
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<tr>
<td>3. Each weekend Small Group Discussion and Role-Play Experiences will be utilized in order to process content and relevant course material. There will be 1 to 2 discussion questions to be answered each weekend. Each student will be required to complete a type-written response to each question before class</td>
<td>3, 5</td>
<td>12 % Small Group Discussion and Role-Play Experiences - 1&lt;br&gt;12 % Small Group Discussion and Role-Play Experiences - 2</td>
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</table>
Each student will prepare a paper and presentation on one Chronic Illness selected from the conditions noted below. The paper and presentation will include an approach to spiritual care for both patient and impacted family members. The presentation must display an understanding, knowledge and compassion related to chronic illnesses. The paper is due March 21st and Presentation scheduled on April 18th.

Select one chronic illness/condition of interest from the following:

a. Heart Disease / Stroke
b. Respiratory Disease / COPD
c. Diabetes
d. Sickle Cell
e. Orthopedic & Mobility Limitations
f. Age Related Disorders Alzheimer’s / Dementia
g. Breast /Prostate Cancer
h. HIV

Instructions for paper & presentation:

I. Provide a brief overview of the topic, and outline the focus of your presentation.
II. Include at least five to seven scholarly, relevant and recent (within the past 5 years)
resources (article or books) on your selected topic. The paper length is to be 15-17 pages, and must additionally include a title and reference pages. This paper will be due at the beginning of class on Saturday March 21st and the student presentation will occur on Saturday April 18th. (Scheduling TBD)

III. Students will construct a presentation (PowerPoint slides and/or videos welcomed but not required) in order to share key findings on their chronic illness paper with the instructor and classmates.

IV. Course Schedule

<table>
<thead>
<tr>
<th>Week/Session</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 17-18, 2020</td>
<td><strong>Take Attendance</strong>&lt;br&gt;Introduction to Course and Review of Syllabus&lt;br&gt;&lt;br&gt;<strong>Friday evening</strong> lecture&lt;br&gt;An Experience with Chronic Illness Scripture and a response to issues with chronic illness&lt;br&gt;&lt;br&gt;<strong>Saturday</strong> lecture&lt;br&gt;Acceptance and Change in Lifestyle&lt;br&gt;Depression&lt;br&gt;Employment&lt;br&gt;Finding Support&lt;br&gt;Health Diet&lt;br&gt;Treatment or Not&lt;br&gt;Personal Disciplines&lt;br&gt;Spiritual Connection&lt;br&gt;Relationships&lt;br&gt;Quest for Gratitude</td>
<td>Anderson preface XI-XIX pages 143-162&lt;br&gt;Doka pages 1-104&lt;br&gt;Foster pages XIII-76&lt;br&gt;McMickle pages 1-40&lt;br&gt;Sidoti pages 4-61</td>
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<td>Week 2</td>
<td>February 7-8, 2020</td>
<td>Small Group Discussion and Role-Play Experiences-1</td>
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|        | **February 8, 2020** | **Take Attendance**  
**Friday evening** lecture - An Experience with Dying  
Exploring the impact: Family, Faith and Cultural  
**Saturday** lecture  
Fears of Dying  
Scripture and Dying  
Palliative Care / Hospice  
End of life decisions, DNR, Wills  
Cremation vs. Burial  
**Presentation:** Perspective of a Chaplain  
Small Group Discussion and Role-Play Experiences-2  |
|        | **February 8, 2020** | Anderson pages 1-124  
Doka pages 105-186  
Foster pages 77-140  
McMickle pages 41-80  
Sidoti pages 62-121  
DUE: Typed written responses to discussion questions. Reflections Journal-1 Feb. 7th, Personal Loss Line paper Feb. 8, 2020 |
| Week 3 | March 20-21, 2020 | **Take Attendance**  
**Friday evening** lecture  
The Lord and an experience with Grieving.  
Full Scope of the Kingdom of God  
Stages of Grief  
**Saturday** lecture  
Scripture and Grief / Loss  
Behavior Changes  
Depression  
Learning to Accept  
Mood Swings  
Personality Changes  
Ministry Skills  
Referrals  
Unresolved Relationship Matters  |
|        | **March 20-21, 2020** | Small Group Discussion and Role-Play Experiences-3  
Anderson pages 186-203  
Doka pages 187-224  
Foster pages 141-202  
McMickle pages 81-126  
Sidoti pages 122-167  
DUE: Typed written responses to discussion questions. Reflections Journal-2 Mar. 20th, Chronic Illness paper Mar. 21st |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>April 17-18, 2020</th>
<th>Take Attendance</th>
<th>DUE: Typed written responses to discussion questions. Reflections Journal-3 April 17th</th>
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<tr>
<td></td>
<td></td>
<td>Friday evening</td>
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<tr>
<td></td>
<td></td>
<td>Appraising your own emotional world</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Saturday</td>
<td></td>
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<td></td>
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<td>Ethical Dilemmas in an Aging Population</td>
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<td></td>
<td></td>
<td>Presentations: Student Chronic Illness Group Discussion</td>
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Doka pages 225-316

Foster pages 203-258

Sidoti pages 168-215

V. **Recommendations for Lifelong Learning visit:**
American Association for Christian Counselors (AACC) / [https://www.aacc.net](https://www.aacc.net)

Hospice Foundation of America / [https://hospicefoundation.org](https://hospicefoundation.org)

Greif Recovery Institute / [https://www.griefrecoverymethod.com](https://www.griefrecoverymethod.com)

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 an instructor 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. **Seminary Writing Consultation Service**
The Seminary Writing Consultation 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 [Writing Center Online](https://www.griefrecoverymethod.com) and select “Seminary Writing Center” from the drop down 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.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>97-100</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89-91</td>
<td>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.</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>86-88</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>83-85</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
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VII. Selected Bibliography or References


