

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
OF TRINITY WESTERN UNIVERSITY**

Graduate Course Syllabus

Course Number: CHP 692 OL

Course Name: Special Topic –
Understanding the Scope of Perspectives
and Ministry in MAiD (Medical Assistance in Dying)

Semester and Year: Fall 2023

Instructional Online Course: Oct 23 – Dec 16, 2023

Instructor: Dr. Gloria Woodland

Contact Information: gloria.woodland@twu.ca

Office Hours: I will be happy to connect with all students at a mutually agreed on time. If you have questions or need clarity, please email to arrange a specific time for an in-office meeting, zoom conference, or phone call. I maintain daily office hours, on campus, Monday to Thursday.

Semester Hours: 3 credit hours

Course Description

This course will give a basic understanding of End-of-Life Care and Medical Assistance in Dying. Participants will increase awareness of patient, family and healthcare worker perspectives and build skill for coming alongside pastorally. The understanding of Scripture, theological and denominational positions on MAiD will be considered as one develops a pastoral position for response. Of particular interest to denominational leaders and those who counsel pastoral caregivers will be the lessons on Postvention Care and the information on how to support ministering individuals impacted by another's decision for MAiD.

The course will be delivered entirely online, using video lectures delivered by Dr. Gloria Woodland with an online forum for discussion. Additional readings, research, and writing assignments will be required of each student. While the lectures provide a broad overview, the readings, forum discussion and assignments will allow students to focus on theological and personal perspectives of pastoral practice in times of MAiD. There are two Zoom sessions included. These sessions are not required but may prove to be helpful and support understanding in the topic area. The Zoom links are included in the Moodle classroom.

AUDIT Students are welcome in this course. It is recommended that you be prepared to do the readings and weekly responses to gain maximum benefit.

Course Objectives

This course will help students:

- 1) Know and be able to express the biblical and theological position used in opposition to MAiD. Participants will also recognize their denomination/traditions position and policy on MAiD.
- 2) Comprehend the basic process in end-of-life care and the completion of MAiD, as well as the impacts of the process on patient, family, health care workers and community/congregations.
- 3) Demonstrate comprehension of spiritual care concepts for intervention and the patterns of directed dialogue that are foundational to ministry around MAiD.
- 4) Comprehend the psychological patterns in decision making for change. Understand the progression of moral residue on pastoral care givers and the ministry of supporting moral courage.
- 5) Have formed a theology of pastoral ministry that will be foundational for their ministry with this issue of contemporary society.

Required Texts and Materials

- Many of the required readings are included within the modules on the course site.
- The Reading Log will also require the reading of any two texts from the reading resource list on the course site. Other texts, not included on the list may be selected, on approval of the instructor.

Course Activities/Requirements

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact as requested in the online forums. The full instructional content is posted in the Moodle online classroom.

Assignments are due by midnight (Pacific Time) on the specified due date. You will submit your assignments in the online Moodle classroom accessible through MyCourses. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once your assignment has been marked, it will be returned to your grade book in the Moodle classroom where you can check your grade and review the comments made on the assignment. You will receive an automatic notification whenever a graded assignment is put in your grade book. Please note that there will be a deduction of 1% (one percent) of an assignment's total possible value for each day that it is late.

Assignment Overview with due dates and grade values:

Week	Due Date	Assignments	% Final Grade	Cumulative %
1	Monday, October 23, 2023	Introductory Zoom session – 4:00p.m. Pacific Time		
	Wednesday October 25, 2023	Question selection & answer posting (250-350 max. words)	7%	7%
2	Wednesday November 1, 2023	Response to Guretzki Article (400 words required)	8%	15%
3	Wednesday November 8, 2023	Posting – response to two questions (400 words required)	6%	21%
4	Monday, November 13, 2023	Denominational Response to Instructor	10%	31%
	Wednesday November 15, 2023	Posting – re: Eriksson & Lindstrom quote	5%	36%
5	Friday, November 17, 2023	Posting – re: Decision Making	5%	41%
6	Monday, November 20, 2023	Zoom session – 4:00p.m. Pacific Time		
	Wednesday, November 22, 2023	Posting – question response	5%	46%
7	Wednesday November 29, 2023	Verbatim submission to Instructor	15%	61%
8	Wednesday December 6, 2023	Segment 1 – posting	2%	63%
		Segment 2 – posting	6%	69%
	Friday December 15, 2023	Submission of Reading Log to Instructor	6%	75%
	Friday, December 15, 2023	Submission of Final Assignment to Instructor	25%	100%

Full Details for each assignment are found in the chart Course Outline with Assignment Details, please be guided by those instructions.

Readings and Online Forum Participation (note grade percentages above)

As you read and watch, please take notes in preparation for participation in the online forum. At any time in the course, you may initiate or join in discussions on the online forum. The required interaction on the online forum through postings will have an assigned grade value, as noted above. Please feel free to make the forum a place of classroom discussion. Feel free to comment each week in a respectful way on the postings of others. Please note there is no grade percentage assigned for classroom discussion in the forum. Conversational contributions are simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said). The forum postings when followed with responsive conversation will give each a chance to consider new opinions, gain clarity and constructively speak into each other's lives. At all times we must be respectful of others and maintain a conversation that is collegial. Your conversational comments may include (among other things):

- Providing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning and showing how it applies.
- Adding a new twist on a perspective.
- Critically reflecting on an idea/concept.
- Questioning or challenging a perspective and giving reasons for your questioning.
- Integrating Scripture and other sources in a meaningful way

Your conversational comments should NOT be:

- Very basic comments such as "I agree" or "I disagree." Tell us why you agree/disagree.
- Restating what someone has said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

A few examples of how to stimulate your own and others' thinking in your conversational comments are built on these phrases:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Possibly...
- I'm wondering if...

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

Grading System

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.

C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Course Outline with Assignment Details

Week	Content	Assignment
1	<ul style="list-style-type: none"> ▪ Introduction ▪ Understanding End-of-Life Care 	<ul style="list-style-type: none"> ▪ Begin Reading Log – see details in course syllabus ▪ Note Final Assignment Requirements ▪ In the lesson, three questions were posed: <ol style="list-style-type: none"> 1- What is the moral difference between End-of-Life Care Decisions and MAiD? 2- What differentiates an individual stopping the prolongation of life and choosing when their life will end? 3- If death is approaching or as the law says, if I have a grievous and irremediable medical condition, what does it matter if I stop the medication and wait for death or if I take a prescribed medication and choose to die? <p>Please select one question and present your considerations and understandings in answer to the question. Please post a submission of no less than 250 words and no more than 350 words. (5%) Please also comment with 150 words on the response of another participant. (2%)</p>
2	Understanding MAiD.	<ul style="list-style-type: none"> ▪ Read – Woodland, Gloria. Ministry Amid Competing Values; Direction Journal Vol.47, No.2, 2018 ▪ Read - Guretzki, David. Behind The Curtain Of Assisted Dying, Faith Today, May/June 2020

		Write a response to the Guretzki article that tells how the article, on first reading, made you feel, and why. Please also consider and share your thoughts about the impact of MAiD on one of the characters involved in the story. Maximum of 400 words for this post. (8%)
3	Patient and Family Perspectives	<ul style="list-style-type: none"> ▪ Read – article on Julie Lamb right to Advance Consent ▪ Write and post your response to the following questions. <ul style="list-style-type: none"> - Can you understand why a person may request medical assistance to death? - Can you understand why a family would support a loved one’s choice for MAiD? <p>In your response share your thoughts and the basis for those thoughts; both personal emotion and academic/theological reasoning should be expressed.</p> <p>Maximum of 400 words for this post. (6%)</p>
4	Considering Denominational and Theological Response	<ul style="list-style-type: none"> ▪ Please locate your denominations positional statement on MAiD and End-of-Life. It may be titled Response to Euthanasia or Physician Assisted Suicide or it may be grouped in with Sanctity of Life statements. ▪ Write a maximum of three pages, for submission to the instructor on how your understanding of Human Dignity/Value is found within your denominational statement. Also, state how your denomination’s position statement resonates with your theological understanding. (10%) ▪ Submit a posting that answers the following question based on the Eriksson and Lindstrom quote. How will you provide a place of rest, where fear and hope can exist side by side? Maximum post 250 words. (5%)
5	Journeying with Decision Makers	<ul style="list-style-type: none"> ▪ Review the stages in decision making as presented in the lesson. Consider the ministry interventions appropriate for each stage. Read again Luke 24:14-32. ▪ Post 250 words on your comfort with or acceptance of ministry in the stages of decision-making. Include why you are feeling this way. (5%)
6	Pastoral Engagement in the Consideration for MAiD.	<ul style="list-style-type: none"> ▪ Post a 250-word response in answer to this question. How does your theological understanding inform your ministry of coming alongside patients, family or health workers in times of MAiD? (5%)
7	Reframing the Conversation through Directed Dialogue	<ul style="list-style-type: none"> ▪ On the course site, there are a number of role-play scenarios. Please choose one for this assignment. Please take on the role of spiritual/pastoral caregiver and have a friend/associate or another student play the role of the other individual. Conduct the role-play. ▪ Submit a verbatim of the role-play encounter to the instructor. There is a verbatim template available on the course site. (15%)
8	Postvention Preparation 1- Impact on the	<p>Segment 1</p> <p>Post a brief answer to the following questions. A chart or point form</p>

	<p>Ministry Provider</p> <p>2- Reframing for Moral Courage & Resiliency</p>	<p>may be used. (2%)</p> <ul style="list-style-type: none"> - What are the <u>Actions</u> a person in ministry may be called to take in regards to MAiD? - What part of the action feels <u>Out of line</u> and out of line - <u>With What</u>? - What are the resulting <u>Feelings or Questions</u>? <table border="1" data-bbox="756 432 1438 541"> <thead> <tr> <th>Actions</th> <th>Out of line</th> <th>With what</th> <th>Resulting Feelings or Questions</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Segment 2 Building Moral Courage and Resiliency in spiritual caregivers who have ministered in times of MAiD can be supported by using the techniques presented in the lesson. Post what you understand to be the value and purpose of these techniques when used with ministering individuals. Maximum 400 words (6%)</p>	Actions	Out of line	With what	Resulting Feelings or Questions				
Actions	Out of line	With what	Resulting Feelings or Questions							
8	Final Work	<ul style="list-style-type: none"> ▪ Submit Reading Log to instructor (6%) ▪ Submit Final Assignment to instructor. (25%) <ul style="list-style-type: none"> - FINAL ASSIGNMENT – choose one of the two options ▪ 1 – Select a Role Play Scenario from those provided. Please take on the role of spiritual/pastoral caregiver and have a friend/associate or another student play the role of the other individual. Conduct the role-play. Submit a verbatim of the role play encounter to the instructor. You can follow the verbatim template used previously. Also write an in-depth reflection on the experience, give consideration to your personal feelings and experience as well as your personal and theological position with MAiD. Be sure to answer the questions of how this experience would/could impact you, had it been real and what follow-up supports would be beneficial to you after ministry in MAiD. Your submission to the instructor should be a maximum of 15 pages, with a minimum three-page reflection included. Be sure to use theological and academic references in support of your work. • 2 – Select and research a topic/issue, related to MAiD, which would be typically encountered by persons in the context of your current or future ministry. Write a paper that expresses your understanding of the topic/issue and the role of spiritual care ministry including both theory & praxis. The topic and perspective you write on should be supported by course content, academic, theological and scriptural references. Your submission to the instructor should be a minimum of 10 pages and a maximum of 15 pages. 								

Reading Log

In the Reading Log you will be required to list all reading completed for this course. This will include the assigned articles as well as the completion of two texts from the Reading Resource List. The Reading Log Template and the Reading Resource List will both be located on the Course Site.

Verbatim

There is one required verbatim presentation and an optional verbatim as part of the final assignment. The Verbatim Template will be located on the Course Site.

Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. The deadline for such appeals is one week after the student has received grade. Formal course grade appeals can be made with the ACTS Academic Director's Office.

Course Policies

Student Portal

All ACTS Seminaries students are Trinity Western University students, and as such they have a TWUPass username and password. This is determined at the time of an online application and can be managed through the "Service Hub" (at www.twu.ca/help). Your student email account is also available through this Student Portal and is vital for communication with the university.

Add/Drop Policy

All OL courses are open for registration until the first day of class. Once the class has begun, students wishing to drop or withdraw from the class must contact the Registrar's Office by submitting a request through the "Service Hub" (www.twu.ca/help). Tuition (excluding fees) refund rates are as follows:

Weeks 1-2 - 100%
Week 3 - 60%
Week 4 - 50%
Week 5 - 40%
Weeks 6-8 - 0%

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [academic calendar](#) (p. 47ff). Also see <https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/>.

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with

recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Centre for Accessible Learning on their website at: <https://www.twu.ca/learning-commons/centre-accessible-learning/equitable-access-policy-students-disabilities>.

Hospitality in the Classroom

TWU is committed to an ethic of inclusion, centered on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

Campus Closure and Class Cancellation Policy

For more information on what happens in the event of extreme weather conditions or other emergency situations, go to <https://www.twu.ca/about-us/policies-guidelines/university-policies/campus-notification>.

Paper Formatting

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy, you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>.

Land Acknowledgment

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.