

*“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 1S
<b>Date, Time, and Delivery Format</b>	JANUARY 13 - APRIL 11, 2024 TUESDAYS 8:15 AM- 11:05 AM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>LYNDSAY THOMPSON MDiv, RP</b> Email: <a href="mailto:lythompson@tyndale.ca">lythompson@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Tuesdays from 6:45 PM- 9:45 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.

## 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).

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 Ed.). 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 BLENDED COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

## **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. Peer-Reviewed Group Work and Attendance (20% 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. Attendance, preparation and participation are critical. 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

## **2. Case Study on Family Systems and Grief (25% of Final Grade) Due: Tuesday February 25, 2024, at 11:59pm.**

Students will write an 8-10 page (Double space, Times New Roman 12pt. APA or Chicago format) case study and treatment plan for a family systems grief issue.

**Part 1:** (2-3 pages) Present a composite case study 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 or book as your case study. A list of movie ideas will be provided at the 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.

**Part 2:** In addition to a written description of the case, please included your best attempt at a genogram, included as an appendix.

**Part 3:** (6-8 pages with 4-5 references) Using the required readings, course material and other research, analyze this case using any Attachment, Family Systems, Family Life Cycle tenets/theories. Use the following questions as a guide:

- What is happening in this case?
- What type of loss is being experienced?
- What are some important family systems tenets that must be kept in mind when working with this particular family?
- What family life cycle stage(s) is being impacted by this loss?
- How might a particular family life cycle stage(s) impact the loss?
- What meaning does the family make of this?
- What might be needed for this particular family to move to the next stage of the family life cycle successfully?
- Using the information presented in class, texts and other research, please indicate one or two evidence-based strategies/treatments/methods of support you could present to this family.
- Reflect critically on how you might journey with this family from a theological and spiritual perspective
- Reflect critically on how you might feel journeying with this family and what you might need to be aware of in yourself.

**Part 4:** Please include a second appendix with 2-3 resources you think might be helpful for this family (Ex. Websites, Support Groups, Books, etc.). Include a brief explanation of why you think these resources would be helpful. Please include proper citation.

**3. Major Research Project and Class Presentation on Child/Adolescent Grief: 40% of final grade (30% for paper; 10% for presentation) Presentation and Handout: In-Class: April 1, Paper Due: Tuesday April 8, 2025, at 11:59pm**

Students will write a **10-12 page research paper** on a special topic encountered in child or adolescent grief (topics will be given in class).

**2-3 Pages:** 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.

Examples of questions to guide your description:

- What is the issue?
- Where is it most seen?
- In whom is it most seen?
- Symptomology?
- Nuances of the loss
- Nuances of the loss in selected age group

**4-5 Pages:** Apply the course material on the family system and child and adolescent development (Attachment Theory, 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 must be kept in mind when working with this particular issue at particular developmental stages?
- How might a particular developmental stage impact this issue differently than if the child/teen was in a different developmental stage?
- What might need to happen in order for this child or adolescent to be able to move past through this loss (on to next developmental stage/ family life stage)
- Consider this loss from a bio-psycho-social and theological perspective
- How might this loss and experience affect the child or adolescent's view of God? Why?
- What might you think the child or adolescent would benefit from to make sense of this type of loss from a spiritual perspective?

**2-3 Pages:** Provide 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. If you are not in a clinical setting, consider what you think might help a child or adolescent in a context that is familiar to you; research and present this (ie. programs for support in Sunday School, spiritual formation activities for children, etc.). Please feel free to include an appendix at the end of the paper with any resources that may be helpful

**For Presentation:**

**3 Pages:** Provide a summary of your major findings. The goal is to provide you classmates with information and resources that will be helpful for them and their ministry context. The summary may include:

- 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 and where to find this information as well as any resources

**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. A marking sheet will be distributed on the days of presentation. The presentation will be 15-20 minutes in length with 5-10 minutes for questions and discussion.

**5. Personal Reflection Paper (15% of total grade) Due: Tuesday April 15, 2024, 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)**

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:

In class peer-reviewed group work	20 %
Family Systems Case Study	25 %
Child/Adolescent Research Paper and Presentation	40 %
Reflection Paper	15%
Total Grade	100%

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

For proper citation of APA or Chicago styles, consult the [tip sheets](#) by the Centre for Academic Excellence.

**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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies 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 Dean’s Office ([aa@tyndale.ca](mailto:aa@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.**

Date	Topic	Reading	Assignment
January 14	Introduction, Attachment, Grief	<ul style="list-style-type: none"> <li>• Doka: Part 1</li> <li>• Warden: Intro-Ch.3</li> <li>• Doughty, Wissel and Glorfield: “Current Trends in Grief Counselling”</li> <li>• Maxwell and Perrine: “Stages vs Trajectories”</li> </ul>	



January 21	Family Systems	<ul style="list-style-type: none"> <li>Walsh and McGoldrick: "Bereavement: A family life cycle perspective"</li> <li>McGoldrick: On Genograms</li> <li>Doka: Part 2</li> <li>Warden: Ch. 8</li> </ul>	
January 28	Family Systems	<ul style="list-style-type: none"> <li>McGoldrick: Life Cycle Stages</li> <li>McGoldrick: The Expanded Life Cycle</li> </ul>	
February 4	Family Systems	<ul style="list-style-type: none"> <li>Doka: Part 3</li> <li>Warden: Ch. 7</li> <li>McGoldrick: Death in the Family Life Cycle</li> </ul>	
February 11	Bio-Psycho-Social Model	<ul style="list-style-type: none"> <li>Readings to be assigned week prior</li> </ul>	
February 18	Reading Week		
February 25	Family Resilience, Family Resources and Lament	<ul style="list-style-type: none"> <li>Walsh: Family Resilience</li> <li>Lament Between the Paws</li> </ul>	Case Study Due
March 4	Intro to Child Development and Grief	<ul style="list-style-type: none"> <li>Arnold: Intro - Ch. 3</li> </ul>	
March 11	Children and Grief	<ul style="list-style-type: none"> <li>Arnold: Ch. 5-7</li> </ul>	
March 18	Adolescents and Grief	<ul style="list-style-type: none"> <li>Arnold: Ch. 8-15</li> </ul>	
March 25	Adolescents and Grief	<ul style="list-style-type: none"> <li>Doka: Part 3</li> <li>Warden Ch. 9</li> </ul>	
April 1	PRESENTATIONS		
April 8	Wrapping Up and Care for the Caretaker	<ul style="list-style-type: none"> <li>Wilhoit- Self-Compassion as a spiritual discipline (article posted on Moodle)</li> </ul>	Research Paper Due

April 15			Reflection Paper Due
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## 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.