



AMBROSE
UNIVERSITY COLLEGE

**BHS 405 DEATH AND DYING COURSE
(Spring Module 2012)**

Course Description

This course will look at various research and applied themes as they relate to the meaning and significance of loss, grief, death and dying. The goal is to expand students' understanding of the pervasive impact of the phenomenon of death and loss on the human experience from behavioural science and theological frameworks. Multicultural perspectives will also be considered based on current research and practice.

Further Course Information

The course will include a field trip to the McInnis & Holloway Chapel of the Bells Funeral Home. Students will need to provide their own transportation. Students with disabilities will be accommodated on the tour.

Class Schedules

April 30, May 1-4, M/T/W/Th/F, 9:00 am – 4:00 pm
Classroom: RELL 120

Instructor Information

Diane Yackel, BScN, MA, FT
dyackel@telusplanet.net

Textbooks

Leming, M., & Dickinson, G. (2010). *Understanding Dying, Death and Bereavement* (7th ed.). Nelson Education Ltd.

Sittser, J. (2005). *A Grace Disguised: How the Soul Grows through Loss* (revised ed.). Zondervan.

A list of reference resources will be distributed during the first class session.

Attendance

Students are expected to attend each day of week module classes. Given that this is a module course, it is extremely important that you attend all of the class time. Please see Course Requirements section for grading implications.

Course Outline

The following schedule is provided as a guide to the course. The instructor may elect to adjust the outline to meet the unique needs of the class.

Sessions are listed according to half days.

Session	Topics and Assignments	Readings (Leming)
M am	Overview of course and requirements Overview of Attachment-Separation-Loss model	
M pm	What is it like to die?	Chapters. 5, 6
T am	Overnight assignment due Issues surrounding dying: Hospital-Hospice-Home Euthanasia Personal Directives Technology and Ethical dilemmas The special cases of miscarriage, abortion and perinatal death	Chapter 8
T pm	Morning discussions continued	
W am	Overnight assignment due Funeral Home Tour – McInnis & Holloway Chapel of the Bells	Chapters 10
W pm	How we grieve	Chapters 13, 14
Th am	Overnight assignment due How children understand death and grieve	Chapter 3
Th pm	Living losses: Death vs. divorce Loss of self – mental/physical function, reputation, beliefs, aging and Alzheimer’s Loss of the expected – developmental and special need losses Complicated grief; Traumatic death, violence, terrorism	
F am	Suicide and the despair of living	Chapter 9
F pm	How then shall we live? Applying the A-S-L model to our relationship with God	Chapter 4

Expected Learning Outcomes

Upon the successful completion of this course you will be able to:

1. Demonstrate a greater personal awareness of the realities of death.
2. Examine death within the Christian context as being essentially a spiritual process.
3. Articulate a theological framework that recognizes God’s attachment initiatives to humankind and the nature of spiritual death that produces separation from that attachment.

4. Apply your knowledge in making appropriate ethical judgements in today's technological and secular/anti-Christ world.
5. Assess the impact of loss and grief experiences that have occurred in your own life, placing them within the context of your personal spiritual journey.

Course Requirements

Element	Percentage	Due Date
Over-night assignments (3)	5% each (total=15%)	May 1, 2, 3
Book review (Sittser)	10%	May 31
Book Review (Burpo)	10%	May 31
Theological Framework Paper	35%	June 30

Attendance, including participation, shall constitute the remaining 30% of your grade. There will be an assignment of 3% per half day.

Over-night Assignments

There will be three assignments requiring work outside of classroom hours during the modular class week. Particulars of each assignment will be given during class time on Monday, Tuesday and Wednesday of the course. Each will be due the following day. Each over-night assignment will be worth 5% for a total of 15% of the final grade.

A Grace Disguised Book Review

Provide a two to three page (double-spaced) descriptive book review of *A Grace Disguised: How the Soul Grows through Loss* by Jerry Sittser.

Include the following:

1. Summarize the biographical information of the author.
2. What is the central theme of the book?
3. Make a list of the salient points the author makes, chapter by chapter. (This may be in point form.)
4. What is your personal response to the author's narrative?

This paper will be worth 10% of the final course grade.

Heaven is for Real Book Review

Provide a two to three page (double-spaced) critique of the material presented in the book, *Heaven is for Real* by Todd Burpo.

Consider:

1. What is the central theme of the book?
2. What do you believe to be the author's main purpose in writing this book?
3. Does the author present any ideas that are contrary to scripture? If so, contrast these to specific Bible passages.
4. How has this book changed your thinking about heaven?
5. What is your personal response to the book content?

Apply your knowledge of how children conceptualize death in expressing your critique.

This paper will be worth 10% of the final course grade.

Grading Criteria for Book Reviews

Clearly expressed ideas and logically organized flow	2/10
Insightful and respectful analysis of book content	6/10
Proper grammar, syntax, spelling, use of citations, reference formats	2/10
TOTAL	10%

My Theological Framework Concerning Death and Attachment to God Paper

Write a 9 to 12 page (double-spaced) paper containing the following two sections:

Section 1 – Based upon the A-S-L model discussed in class on Friday afternoon, articulate your scripturally based beliefs regarding God’s “attachment” to humankind, the nature and circumstances of “separation” from God, and a description of the resultant loss(es). Substantiate your position with specific scriptural references.

Section 2 - Comment on the personal resistances you experience in committing yourself to a deeper attachment to God. It may be helpful for you to examine your fears and the perceived losses you will experience if you abandon yourself more fully to Him.

This paper will be worth 35% of the final course grade.

Grading Criteria for Framework Paper

Clearly expressed ideas and logically organized flow	8/35
Insightful and respectful reflection, depth of thought and analysis of selected author, quality and relevance of citations	20/35
Proper grammar, syntax, spelling, use of citations, reference formats	7/35
TOTAL	35%

Grading: The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage Equivalent</u>
A+		100
A	Excellent	98-99
A-		95-97
B+		90-94
B	Good	85-89
B-		80-84
C+		75-79
C	Satisfactory	70-74
C-		65-69
D+		60-64
D	Minimal Pass	55-59
F	Failure	50-54

Because of the nature of the Alpha 4.00 system, there can be no uniform College/Seminary-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

All assignments will be due by the dates stipulated in this syllabus. **Late submissions will not be accepted without prior written permission from the Course Instructor.**

The last day to enter this course without permission and /or voluntary withdrawal from this course without financial and academic penalty (**drop**): 4 PM of the first day of classes. These courses will not appear on the student's transcript. If you wish to drop a class, please stop by the Registrar's Office or send an email to registrar@ambrose.edu.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. If you wish to change to audit, please drop by the Registrar's Office or send an email to registrar@ambrose.edu.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**): 1 pm on the fourth (4th) day of your class. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Other

This course has the potential to re-engage areas of experience each student brings. The feeling of safety within the classroom setting depends upon respect for differences with classmates and the instructor. The willingness for each student to share is rooted in knowing that strict confidentiality will be observed.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to

fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by July 17, 2012. Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person’s ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student’s permanent record.

Students are advised to retain this syllabus for their records.

Note: The **Ambrose Library** will be open from 8:30 am - 5:00 pm during the Spring courses.