

**Associated Canadian Theological Schools
of Trinity Western University**

**CHP 691: Special Topic - Distinctives of Spiritual Care
for the Elderly and those at the End of Life***

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Spring 2020
3 credit hours

Course Fee \$150.00

Course Dates: January 7 – April 7, 2020
Intensive week: January 27 -31, 2020
Class times: Mon. to Fri. 1:00-5:00 p.m.
daily

*This course will include Facilitator Training for the HTN Spiritual Care Series Volunteer Training. The Spiritual Care Series is a comprehensive, high quality training course which has been developed in consultation with leading international experts and experienced spiritual care practitioners. In Canada the HTN is working in partnership with Baptist Housing to deliver this training and distribute materials. We at ACTS are grateful for the opportunity of working with these organizations in equipping others for service. Course fees will cover the cost of all Facilitator training materials.

I. Course Description

Students will review the concepts of spirituality/religion in the elderly and how the impact of gerontological/physical changes will effect their ministry. Topics to be covered will include spiritual assessment and care planning, dementia and Alzheimer's, the impact of life losses, and anticipatory end-of-life issues. The bio-psychosocial-spiritual implications of geriatric and end-of-life will be reviewed with a discussion of appropriate spiritual care interventions. Times of Facilitator Training for the Spiritual Care Series will be woven throughout the course.

Students wishing to audit this course will pay the regular ACTS auditing registration fee and the \$150.00 course fee for Facilitator Training.

II. Course Objectives

By the end of this course, each student should be able to:

- ▶ Demonstrate strengthened pastoral skills to enrich effectiveness in Spiritual/Pastoral Care for the elderly and those at the end-of-life.
- ▶ Understand the value of spiritual considerations when conducting Life Reviews
- ▶ Describe the physical changes of aging and how those changes impact the spirituality of the elderly
- ▶ Conduct a spiritual assessment for creating a spiritual care plan that promotes the spiritual well being of an elderly person
- ▶ Be better able to provide spiritual care to the elderly of other cultures and faith/spiritual traditions.
- ▶ Know the importance of Advance Care Plans and the chaplain/pastoral role facilitating conversation around such.
- ▶ Understand the process of medical assistance in dying and have a more prepared pastoral approach for individuals, families and health care staff dealing with such.
- ▶ Have competence for Facilitating the HTN Spiritual Care Volunteer Training.

III. Course Textbooks

REQUIRED:

- ▶ Swinton, John and Richard Payne, *Living Well and Dying Faithfully; Christian Practices for End-of-Life Care* (2009) Grand Rapids, Michigan; William B. Eerdmans Publishing Co.
- ▶ Moberg, David, *Aging and Spirituality; Spiritual Dimensions of Aging Theory, Research, Practice, and Policy* (2009) New York; Routledge Taylor & Francis Group
- ▶ Swinton, John, *Dementia; Living in the Memories of God* (2012) Grand Rapids, Michigan; William B. Eerdmans Publishing Co.

- ▶ Callanan and Kelley, *Final Gifts: Understanding the Special Awareness, needs, and communications of the dying*. (2012) Simon and Schuster Publishing
- ▶ The following required materials will be provided in class.
 - HTN Spiritual Care Series: Facilitator Guide for Christian Care Providers (2019) Canadian Version
 - HTN Spiritual Care Series: Participant Workbook Christian Perspective (2019) Canadian Version
 - HTN Spiritual Care Series DVDs

RECOMMENDED: (This is a list of resources, NOT required reading)

- ▶ Atchley, R (2009) *Spirituality and Ageing*. Baltimore: John Hopkins University Press
- ▶ Everett, Deborah (1996) *Forget Me Not: The Spiritual Care of People with Alzheimers*. Inkwell Press
- ▶ Goldsmith M (2004) *A Strange Land: People with dementia in the local church*. Southwell: 4M Publications
- ▶ Kirkland, K and McIlveen, H. (2012) *Full Circle: Spiritual Therapy for the Elderly*. Routledge, New York

IV. Course Requirements & Assignments

Pre-Course: All Pre-Course Assignments are to be submitted to the course site (Moodle) by the first day of class, Monday, January 27, 2020

Read the texts listed in the required reading section and complete the following. Please take note of pages required for each submission.

Note please, you are to read **Final Gifts**. Callanan & Kelley (2012) while nothing needs to be submitted you must be prepared for small group in class discussion of this text.

- ▶ **Living Well and Dying Faithfully**. Swinton & Payne (2009) **10%**
 - The authors of this text discuss in length “The Theology of the Cross in End of Life Care”. On page 121 the authors present three ways that Luther’s theology of the cross can enlighten end of life care. Please give

these points your consideration and write a three page (max) reflection sharing your insights regarding the three points.

- ▶ **Dementia, Living in the Memories of God.** Swinton (2012) **10%**
 - After reading this text, prepare a response (5 page maximum) based on the following:
 - ▶ What do you feel was the Author's purpose in writing the text?
 - ▶ What has this book told you about the ministry of chaplaincy/spiritual care?
 - ▶ How your own theology of spiritual care had been enlarged or challenged by the text?
 - ▶ Present any questions raised by your readings of the texts and/or points you will incorporate into your pastoral ministry.

- ▶ **Aging and Spirituality.** David Moberg (2009) **20%**
 - Spiritual & Life Review Assignment – Please read Chapter 12 in Moberg and then arrange to conduct a spiritual life review with an aged person. You will be required to write a five page (max) response to the experience of conducting a spiritual life review. Observe and comment on what you observed in the interviewee as they reflected. Also comment on the impact conducting such a review had on you. In addition to your five page response please submit your interview/life reflection notes.

January 27 – 31, 2020 (during the intensive course week)

- ▶ **Active Class Participation and HTN Facilitator Training** **25%**

It should be noted that active participation in class discussion and group interaction will be a required component of the course. The class participation mark is not a guaranteed percentage, active participation is required. All participation in class exercises for HTN Facilitator Training are included in this grade percentage.

Post Class

- ▶ **Final Assignment** **Due: Tuesday, April 7, 2020** **35%**
 - You have the option of choosing to write a research paper or to conduct a Spiritual Care Volunteer Training Group. Please select one and notify the instructor of your choice before the end of the modular class week.

- ▶ **Option One: Research Paper**

Your paper is to be on a topic from the course that will strengthen your knowledge and skill as one delivering spiritual care to the Elderly or to those at the End-of-Life.

This paper should be a minimum of 15 pages and maximum of 20 pages. Confirm with the instructor prior to the end of the intensive week your topic and the reason you have chosen the topic.

Select and research a topic from the course materials. Write a paper that expresses your understanding of the topic/issue and the role of spiritual care ministry through a chaplain (theory & praxis). The topic and perspective you write on should be supported by academic, theological and scriptural references.

► **Option Two: Facilitate a Spiritual Care Volunteer Training Group using the HTN Spiritual Care Series Material.**

If you select the assignment option of facilitating a Spiritual Care Volunteer Training. You will need to implement your new facilitator training and follow the protocol in the provided HTN materials.

Please remember you will need to order participant workbooks in advance. You will also need to allow seven weeks for conducting the training.

In addition to conducting the group training it will be required that you write a reflection of at least three pages after each week's session to discuss the following:

- 1) Did the weekly session flow as expected? If not why and what would you do differently?
- 2) What was the impact of the course materials on those who participated?
- 3) What was the impact on you as a facilitator?

Then after all group sessions are complete and reflected on please also write a brief summation of your learning and experience. Consider your personal, professional, pastoral, and theological perspectives,

V. **Miscellaneous Notes/Policies**

This course is being taught in a condensed format of one week. Therefore it is important that the pre-class readings/assignments be completed prior to class and on time.

VI. **Course Outline will include the following topics:**

- Spirituality and Aging

- ▶ The physiology of aging
- ▶ Factors contributing to Healthy Aging
- ▶ Spiritual Well Being
- ▶ Spiritual Assessment and Care Planning for the Elderly
- ▶ Spiritually Focused Life Review
- ▶ Spiritual Care for the Elderly of other Cultures and Faith/Spiritual Traditions
- ▶ Depression in the elderly
- ▶ The importance of ritual in caring for the elderly
- ▶ Ethical Issues in caring for the elderly
- ▶ Understanding Dementia and Alzheimer's
- ▶ Ministry to those with Dementia /Alzheimer's
- ▶ Ministry of Presence
- ▶ Concepts of End-of-Life and appropriate Spiritual Care
- ▶ Pastoral Preparedness for ministry surrounding MAiD.

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. CanIL students can locate this on the CanIL intranet, under the “student” side.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western

University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/research/research-ethics/default.html>
Those needing additional clarification may contact the ACTS Academic Dean's office.
Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link:
<http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>
<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)
http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.