

**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:** Spring 2021

(January 4 to February 27, 2021)

**Instructor:** Dr. Gloria Woodland

**Contact Information:** [gloria.woodland@twu.ca](mailto:gloria.woodland@twu.ca)

**Office Hours:** During pandemic restrictions I will be happy to connect virtually with all students at a mutually agreed on time. If you have questions or are in need of connection with me please email to arrange a specific time for a zoom conference or phone call. If the pandemic restrictions are lifted I will maintain daily office hours, on campus, Monday to Thursday.

**Semester Hours:** 3 credit hours

**Course Description**

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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 care-givers 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.

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

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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

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- 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

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### 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 .5% (point five 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	Wednesday January 6, 2021	Question selection & answer posting (250-350 max. words)	5%	7%
	Friday, January 8	Response comment to another (150 words max.)	2%	

2	Wednesday January 13, 2021	Response to Guretzki Article (400 words required)	8%	15%
3	Wednesday January 20, 2021	Posting – response to two questions (400 words required)	6%	21%
4	Wednesday January 27, 2021	Posting – re: Eriksson & Lindstrom quote	5%	26%
	Friday, January 29, 2021	Denominational Response to Instructor	10%	36%
5	Wednesday February 3, 2021	Posting – re: Decision Making	5%	41%
6	Wednesday, February 10, 2021	Posting – question response	5%	46%
7	Wednesday February 17, 2021	Verbatim submission to Instructor	15%	61%
8	Wednesday February 24, 2021	Segment 1 – posting Segment 2 – posting	2% 6%	63% 69%
	Saturday, February 27, 2021	Submission of Reading Log to Instructor	6%	75%
	Saturday February 27, 2021	Submission of Final Assignment to Instructor	25%	100%

### **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

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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 <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> 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"> <li>▪ Introduction</li> <li>▪ Understanding End-of-Life Care</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin Reading Log – see details in course syllabus</li> <li>▪ Note Final Assignment Requirements</li> <li>▪ In the lesson, three questions were posed:               <ol style="list-style-type: none"> <li>1- What is the moral difference between End-of-Life Care Decisions and MAiD?</li> <li>2- What differentiates an individual stopping the prolongation of life and choosing when their life will end?</li> <li>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?</li> </ol> </li> </ul> <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"> <li>▪ Read – Woodland, Gloria. Ministry Amid Competing Values; Direction Journal Vol.47, No.2, 2018</li> <li>▪ Read - Guretzki, David. Behind The Curtain Of Assisted Dying, Faith Today, May/June 2020</li> </ul> <p>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%)</p>
3	Patient and Family Perspectives	<ul style="list-style-type: none"> <li>▪ Read – article on Julie Lamb right to Advance Consent</li> <li>▪ Write and post your response to the following questions.               <ul style="list-style-type: none"> <li>- Can you understand why a person may request medical assistance to death?</li> <li>- Can you understand why a family would support a loved one’s choice for MAiD?</li> </ul> </li> </ul> <p>In your response share your thoughts and the basis for those thoughts; both personal emotion and academic/theological reasoning should be expressed. Maximum of 400 words for this post. (6%)</p>
4	Considering Denominational and Theological Response	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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%)</li> <li>▪ 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%)</li> </ul>



		<p>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.</p> <ul style="list-style-type: none"> <li>• <b>2</b> – 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 &amp; 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.</li> </ul>
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## 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.

## Course Policies

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### 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 [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

### 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 Equity of Access Office on their website at:

<http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

### **HOSPITALITY IN THE CLASSROOM**

TWU is committed to an ethic of inclusion centred 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.

The following policies are optional but recommended, to allow you to efficiently respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

### **CAMPUS CLOSURE AND CLASS CANCELLATION POLICY**

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

### **COURSE GRADE APPEALS**

Students can appeal their grade to the course instructor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS Office.

### **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: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)