



Spiritual Care and MAiD

CHP 681 OLL *

Learning Lab at KPU, Langley BC

The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.

Instructor: Dr. Gloria Woodland

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Credit Hours: 3

Prerequisites: none

Course Term: June 1 – August 1, 2026

Course Instruction

*Hybrid Model – The course materials are delivered online through the Populi Learning Management System from June 1 – August 1, 2026. The Populi classroom will open one week prior to the start of the course. In-person attendance for the Learning Lab at KPU, Langley is required June 10 – 12, 2026.

Learning Lab - Day 1	Wednesday, June 10 th	8:30am - 4:30pm
Learning Lab - Day 2	Thursday, June 11 th	8:30am – 4:30pm
Learning Lab - Day 3	Friday, June 12 th	8:30am – 3:00pm

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 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.

Course Objectives

This course's theme and content are consistent with, and taught through the lens of, the Mennonite Brethren Confession of Faith.

Upon successful completion of this course, you will:

- Know and be able to express the biblical and theological position used in opposition to MAiD. Participants will also recognize their denomination/tradition's position and policy on MAiD.
- 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.
- Demonstrate comprehension of spiritual care concepts for intervention and the patterns of directed dialogue that are foundational to ministry around MAiD.
- 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.
- Have a formed theology of pastoral ministry that will be foundational for your ministry with this issue of contemporary society.

The most effective learning occurs as you carefully process information through higher-order thinking skills. Your performance and evaluation in this course will be based on demonstrating your engagement and learning, not simply repeating basic facts. In all that you do in this class, you should use higher-order thinking skills, as described below:

- Comprehension: demonstrates the ability to grasp meaning, explain, and restate ideas,
- Application: demonstrates the ability to use learned material in new situations,
- Analysis: demonstrates the ability to separate material into component parts and show relationships between the parts.
- Synthesis: demonstrates the ability to put together the separate ideas to form a new whole, to establish new relationships, and
- Evaluation: demonstrates the ability to judge the worth of material against stated criteria.

Required Texts

- Goligher, Ewan C. *How Should We Then Die? A Christian Response to Physician-Assisted Death* (2024) Bellingham, WA. Lexham Press
- Goligher, Ewan, and Kyle Hacmann, *On Death and Dying, A Catechism for Christians* (2024) Storied Publishing/White Blackbird Books.
 - o Both texts are available through Amazon.

Recommended, Not Required Reading – this list is provided as a resource.

- Callanan and Kelley, *Final Gifts: Understanding the Special Awareness, Needs, and Communications of the Dying*. (2012)
- Swinton, John, and Richard Payne, *Living Well and Dying Faithfully; Christian Perspectives for End-of-Life Care* (2009) Grand Rapids, Michigan; William B. Eerdmans Publishing Co.

Schedule of Assignments

Each week there will be recorded lessons to be viewed, unless otherwise specified. In addition, you will have academic assignments to complete. Attending all portions of the in-person learning lab and viewing all online course sessions, along with timely completion of assignments is required to pass the course.

Assignments are due by midnight (pacific time) on the specified due date. Please note that there will be a deduction of 1% (one percent) of the assignments value for each day your work is late.

Week	Date	Assignments	Due Date	% of Grade	Cumulative %
1	June 1 – 6, 2026	Introduction of Self & Response Forum Post #1 Complete Reading Articles for Learning Lab	June 2 June 5	3%	3%
2	June 8 – 13	Learning Lab – In person @ KPU Langley Campus	June 10 -12	20%	23%
3	June 15 -20	Reflection Paper Response to Guretzki Article	June 18 June 20	5% 5%	28% 33%
4	June 22 – 27	Forum Post & Response #2	June 24 & 26	6%	39%
5	June 29 – July 4	Denominational Response	July 4	10%	49%
6	July 6 – 11	Forum Post & Response #3	July 8 & 11	3%	52%
7	July 13 – 18	Forum Post & Response #4 Book Review	July 15 & 18 July 18	3% 8%	55% 63%
8	July 20 – 25	Verbatim assignment	July 24	10%	73%
9	July 27 – August 1	Forum Post & Response #5 – Select option 1 or 2 Final Assignment	July 29 August 1	7% 20%	80% 100%

Assignments and Evaluation

Forum Response #1

Post by June 5

3%

Please post your thoughts in response to ONE of the following questions using a maximum of 350 words.

- 1- What is the moral difference between End-of-Life Care Decisions and MAiD?
- 2- What differentiates an individual from stopping the prolongation of life and choosing when their life will end?

Learning Lab

Full Participation Required (in-person)

June 10 – 12

20%

Personal Learning Lab Reflection Paper

Due: June 18th

5%

Following your participation in the Learning Lab. Write a personal reflection paper on your experience. Your submission should be a minimum of 3 pages to a maximum of five pages.

Has the Learning Lab opened the doors to growth – professionally or spiritually? In what areas - In what ways - how will you go through the open door to growth?

How has or how will the Learning Lab impact your ministry?

This is a personal reflection. You are welcome to comment on any experience of the Learning Lab.

MAiD Article(s) Response

Due: June 20th

5%

- 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 on first reading the article 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.

Forum Post & Response #2

Postings - June 24 & 26th

6%

- Read – article on Julie Lamb and the right to Advance Consent.
- Write and Post your response to the following questions.
 - o Can you understand why a person may request medical assistance to death?
 - o Can you understand why a family would support a loved one's choice for MAiD?In your response share your thoughts and the basis for those thoughts; both personal emotion and academic/theological reasoning should be expressed. Maximum 400 words.
- Please be sure to respond to one other student's post by June 26th.

Denominational Response

Due: July 4

10%

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.

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 and praxis. The topic and perspective you write on should be supported by course content, academic, theological, and scriptural references. Your submission should be a minimum of 10 pages and a maximum of 15 pages.

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important to us, 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 Populi classroom in Week 8.

Grading Scale

Letter Grade	Description	Grade Point	Meaning in Graduate Work
A+	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	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-	Very Good	3.70	Thorough and plausible development of position. Skillful 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+	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	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-	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+	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	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-	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 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.

Important Academic Notes

Academic Integrity and Avoiding Plagiarism

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at MB Seminary. Instances of academic misconduct are taken seriously at MB Seminary, and appropriate consequences for plagiarism and academic fraud will be applied.

Artificial Intelligence

The inappropriate use of artificial intelligence tools is also a form of Academic Misconduct. Generative AI, when properly cited, may support a student's work, but it may not be used to transform it. Therefore,

When students use generative artificial intelligence tools to **research** any course-related work, the generated material must be clearly and correctly indicated and cited using the Chicago/Turabian referencing style for generative AI. Additionally, students must also cite the exact prompts used.

Citation is not required to document the use of simple proofreading. However, generative **AI tools may not be used to translate, paraphrase, or increase the fluency of a student's original work**. Therefore, if the AI tool's results produce material changes to your wording, structure, phrasing, language, or style, you are in contravention of this policy.

Failure to clearly indicate and reference AI-generated material or any use of AI paraphrasing tools that alter syntax, originality and/or clarity will be considered a violation of academic integrity and reported as academic fraud.

For specific issues related to your course, students are encouraged to contact their course professors directly.

Paper Formatting

Students are required to adhere to the Turabian Notes (Bibliography) format for all papers. Please consult the [Turabian Citation Quick Guide](#) for information or:

Turabian, Kate, L. *A Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago, IL: The University of Chicago Press, 2018.

Assignment Grade Appeals

Students can appeal an assignment's grade to the course instructor by stating their reasons for contesting the grade in writing. The deadline for such appeals is one week after the student has

received their grade. Formal course grade appeals can be made directly to Dr. Brian Cooper, Director of Student Development, briancooper@mbseminary.ca. These must be submitted in writing within 14 days of the grade being posted.

Web Support-Student Portal — <https://mbseminary.populiweb.com>

All students at MB Seminary will receive an MBS-Populi username and password. This is determined at the time of an online application. If you have any difficulty with your password or your login credentials, please contact Keith Reed, Director of Church Equipping, keithreed@mbseminary.ca.

Course Intensive/Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate class cancellation information. You should check the Populi classroom for updates.

Equity of Access

It is the responsibility of a student with a learning disability to inform the MB Seminary Director of Student Development (briancooper@mbseminary.ca) of this fact **before the start of a course** so that necessary arrangements can be made to support the student's learning. Medical documentation is required, along with a description of the accommodation the student is seeking. Students are encouraged to have any accommodations granted in place well before the start of their course.