

*“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>DISENFRANCHISED GRIEF</b> PAST TH53
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 16, 30, OCTOBER 14, NOVEMBER 4, 18, 2022 5 FRIDAYS, 9:00 AM – 4:00 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>L. KEITH TAYLOR, DMin</b> Email: <a href="mailto:ketaylor@tyndale.ca">ketaylor@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Fridays from 9:00 AM – 4:00 PM.  Students may make personal appointments with instructor for additional assistance.
<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. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

*Explores and considers the nature of disenfranchised grief, particularly in situations of profound loss where grief is difficult to express and process. Disenfranchised grief can include suicide, traumatic death and other kinds of grief and loss that can get buried because they are avoided, unacknowledged, or not legitimized. Understanding the language of grief in the healing process will be examined. Included will be training in support group recovery and facilitation.*

This exploration will include readings, lectures, response papers and exploration of personal grief journey.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to identify, explain, and appraise:

1. The difference between grief and mourning.
2. The assumptive world and stigmatization using suicide and suicide survivors as our template in understanding disenfranchised grief.
3. The symptomology of grief and the role trauma plays in disenfranchised grief.
4. The current research in the field of bereavement as it relates to disenfranchised grief.
5. The role emotions play in the grief journey as well as the caregiver.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Boss, Pauline. *Ambiguous Loss: Learning to Live with Unresolved Grief*. Cambridge, MA: Harvard University Press, 1999. (ISBN: 0-674-01738-2)

Brackett, Marc. *Permission To Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*. New York: Celadon Books, 2019. (ISBN: 9789-1-250-21284-9)

Doka, Kenneth J. *Disenfranchised Grief: New Directions, Challenges, and Strategies for Practise*. Champaign, IL: Research Press. 2002. (ISBN: 0-87822-427-0)

Wolfelt, Alan D. *Understanding Your Suicide Grief*. Fort Collins, Colorado: Companion Press, 2009. (ISBN: 978-1-879651-58-6)

#### 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 HYBRID 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](https://classes.tyndale.ca).

## E. ASSIGNMENTS AND GRADING

### 1. Critical Book Reviews (40% of final grade)

From Doka, *Disenfranchised Grief*, submit a two to four page synthesized overview of the assigned chapters (below) including questions and observations you have arising from the readings. **Although NO paper is required for the Forward, Preface and Overview, students will familiarize themselves with this material in preparation of Sept. 16.**

Chapter One: Introduction **DUE** Sept. 30

Chapter Two: A Closer Look at Doka’s Grieving Rules **DUE** Oct. 14

Chapter Three: Revisiting the Concept of Disenfranchised Grief **DUE** Oct. 14

Chapter Four: The Psychology of Disenfranchised Grief **DUE** Nov. 4

Chapter Twenty-One: How We Die: Stigmatized Grief and Disenfranchised Grief **DUE** Nov. 18

**Please Note:** The expectation of content for these book reviews is not simply quoting Doka but personal interaction with the material with questions and personal observations and interaction.

These assignments relate to Outcome # 2 & 4.

### 2. Response Papers (30% of final grade)

You are required to submit **two** response papers, three to seven pages throughout the course. Each paper will consist of the following:

**Reflections on personal family of origin dynamics pertaining to death loss.**

While working with the grieving, caregivers bring their own historical family of origin dynamics as well as cultural distinctives. The student will identify family patterns as well as their understanding within the faith community as it pertains to assisting those who mourn. **Due:** Oct. 28

**Personal reflections on care for the caregiver.**

This paper will focus on the strategies each student has and will put in place for self-care as they walk with the grieving. This is especially important in light of the depth of loss brought through disenfranchised grief and the implications for the caregiver. **Due:** Nov. 25.

These assignments relate to Outcome # 2 & 5

**3. The role of emotions (30% of final grade)**

With the use of the material from Dr. Marc Brackett, this paper reflects the defining and understanding emotions play in the lives of those who grieve as well as those who companion alongside. The paper will give attention to helping people identify their own emotions, the influence of feelings and developing practical skills to make sure emotions are healthy and productive. Other areas of exploration will be the role of emotions as information providers and decision-making. These will be explored in the context of personal as well as those who are experiencing disenfranchised grief. **(10 – 12 pages) Due: Dec 2**

This assignment relates to Outcome # 3 & 5.

**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:

Critical Book Review	40 %
Response Papers	30 %

The Role of Emotions	30 %
Total Grade	100 %

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

Your work should demonstrate the following characteristics:

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

### 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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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**

##### **WEEK ONE...Sept. 16**

Time will be spent with introductions of instructor and classmates along with an overview of the course and assignment review. Topics covered: defining our terms, the language of disenfranchised grief couple with the uniqueness of disenfranchised grief as it pertains to cultural and societal norms. A new model of grief will be introduced.

##### **WEEK TWO...Sept. 30**

We will explore different styles of grieving along with the connection between trauma and bereavement, the unique challenges of disenfranchised grief as it pertains to our assumptive world and the misconceptions of grief.

##### **WEEK THREE...Oct. 14**

We will, in detail, explore disenfranchised grief using suicide as our template.

##### **WEEK FOUR...Nov. 4**

We will explore the direct effect emotions and feelings play for both those who grieve and the caregiver. We will also examine suggested interventions when working with suicide survivors, the use of middle language and the power of story.

##### **WEEK FIVE...Nov. 18**

Course review and wrap up, giving attention to care for the caregiver.

## 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](#).)

Boss, Pauline. *Ambiguous Loss: Learning to Live with Unresolved Grief*. Cambridge MA: Harvard University Press, 1999.

\_\_\_\_\_. *Loss, Trauma and Resilience*. New York: W.W.Norton, 2005.

Brackett, Marc. *Permission To Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*. New York: Celadon Books, 2019.

Brown, Brene. *Dare to Lead: Brave Work, Tough Conversations*. Whole Hearts. New York: Guilford Press, 2018.

Doka, Kenneth J. *Living with Grief After Sudden Loss: Suicide, Homicide, Accident, Heart Attack, Stroke*. Washington: Hospice Foundation of America, 1996.

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Grollman, Earl. *Suicide: Prevention, Intervention, Postvention*. Boston : Beacone Press. 1988.

Hsu, Albert Y. *Grieving a Suicide: A Loved One's Search for Comfort, Answers, and Hope*. Downers Grove. IL: IVP Books, 2002.

Jordan. John R. and John L. McIntosh, eds. *Grief After Suicide: Understanding the Consequences and Caring for the Survivors*. New York: Routhledge. 2010.

Lisson, Lisa. *Resilience: Navigating Life, Loss, and the Road to Success*. Toronto: ECW Press, 2017.

Marlow, Tanya. *Those Who Wait: Finding God in Disappointment, Doubt and Delay*. U.K.: Malcolm Down Publishing, 2017.

Neimer, Robert A. *Grief and Bereavement in Contemporary Society: Bridging Research and Practise*. New York: Routledge. 2011.

Okun, Barbara and Joseph Nowinski. *Saying Goodbye. How Families Can Find Renewal Through Loss*. New York: Penguin Group. 2011.

- Quinnett, Paul G. *Suicide: The Forever Decision*. New York: Crossroad Pub., 1992.
- Ross, Elizabeth-Kubler and David Kessler. *Life Lessons: Two Experts on Death and Dying Teach Us About the Mysteries of Life and Living*. New York: Simon & Schuster, 2014.
- Smith, Harold Ivan. *A Long-Shadowed Grief: Suicide and Its Aftermath*. Cambridge, MA: Cowley Pub, 2007.
- Smith, Claire Bidwell. *Anxiety the Missing Stage of Grief*. New York: Hachette Books, 2018.
- Wolfelt, Alan D. *Understanding Your Grief: Ten Essential Touchstones for Finding Hope And Healing Your Heart*. Fort Collins: Companion Press, 2004.
- \_\_\_\_\_. *Living In the Shadows of the Ghosts of Grief: Step Into the Light*. Fort Collins: Companion Press, 2007.
- \_\_\_\_\_. *The Wilderness of Suicide Grief: Finding Your Way*. Fort Collins: Companion Press, 2010.
- \_\_\_\_\_. *The PTSD Solution: The Truth About Your Symptoms and How To Heal*. Fort Collins: Companion Press, 2015.