

*“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>Semester, Year</b>	WINTER, 2026
<b>Course Title</b>	<b>COMPLICATED GRIEF: THEORY AND THERAPY</b>
<b>Course Code</b>	PAST TH59 1S
<b>Date</b>	Jan 16, Jan 30; Feb 13; Mar 6, Mar 20, 2026 <b>FIVE FRIDAYS</b>
<b>Time</b>	From 9:00 AM to 4:00 PM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be LIVESTREAMED on FIVE Fridays from 9 am to 4 pm.
<b>Instructor</b>	<b>L. KEITH TAYLOR, DMin</b> Email: ketaylor@tyndale.ca
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course explores and analyzes the nature of complicated grief as compared with normal grief, mourning and why some people fail to grieve. Using The Psalms, persons who deeply grieved with hope will be used as examples of both normal and complicated grief. Different models of therapeutic strategies are explored along with the on-going debate of diagnosing bereavement as a disorder and the implications of such.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe and differentiate between grief and mourning coupled with the origins of complicated grief.
2. Understand and interpret the language of complicated grief.
3. Analyze the inter-relationships between normal grief and complicated, differentiating a variety of grief therapeutic models.

4. Evaluate, using examples from The Psalms, persons who deeply grieved with hope, giving witness to a deep inner joy along with explanation and contrast as well as manifestations of their grief journey, using (Wolfelt) grief symptoms.
5. Articulate, comprehend and interpret the on-going debate regarding the [Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR](#).
6. Diagnose and differentiate between normal and complicated grief, strategizing as well as making suggestions as to how to move forward on the grief journey using the storyline throughout the movie, Mr. Otto.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Forster, Marc, dir. *A Man Called Otto*. 2023. Culver City, CA: Sony Pictures Home Entertainment, 2023. [A streaming link will be provided in your class page at [classes.tyndale.ca](https://classes.tyndale.ca). Only registered students will be able to view it with Tyndale authentication. DVD can be purchased or streamed by Amazon Prime, Google Play, You Tube for \$4.99]

Frances, Allen. *Saving Normal*. Harper Collins: New York. 2013. (ISBN: 978-0-06-222926-7)

Wolfelt, Alan D. [When Grief Is Complicated: A Model for Therapists to Understand, Identify, and Companion Grievors Lost in the Wilderness of Complicated Grief](#). Fort Collins, CO: Companion Press, 2018. (ISBN: 978-1-61722-258-0)

Worden, J. William. [Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner](#). 5<sup>th</sup> ed. New York: Springer Publishing. 2018. (ISBN: 978-0-8261-3474-5)

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Barber, Cyril J. *Through The Valley of Tears*. New Jersey: Fleming H. Revell, 1987.

Crowder, Bill. *Singing the Songs of the Brokenhearted*. Grand Rapid, MI: Discovery House. 2009.

Kaiser, Walter C. [A Biblical Approach to Personal Suffering](#). Eugene, OR: Wipf & Stock Pub., 1980.

Sittser, Jerry. *A Grace Disguised*. Grand Rapids, MI: Zondervan, 2004.

Waltke, Bruce K. [The Psalms as Christian Lament](#). Grand Rapids, MI: Eerdmans Pub., 2014.

Zonnebelt-Smeerge, Susan J. [Traveling Through Grief](#). Grand Rapids, MI: Baker Books. 2006.

Tyndale recommends [STEPBible](#) – 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. ASSIGNMENTS AND GRADING

### 1. Class Participation – throughout the course. (10% of final grade)

Due to the nature of the course material coupled with recognizing the magnitude and importance of walking with fragile, broken-hearted mourners, preparation and participation be assigned a high percentage of the final grade.

This assignment is related to each of the learning outcomes.

**Participation** includes the following components:

- a) **Attendance:** You are expected to attend each class and actively participate. Any anticipated late arrivals, necessary absences or early departures are to be cleared with the instructor in advance. In the case of unanticipated absence, the instructor is to be notified in a reasonable, timely fashion. It is the responsibility of the student to download the lecture notes from the class site.
- b) **Preparation:** You must come to class having the assigned reading completed. Questions arising from the reading will be a part of class discussion.
- c) **Participation:** It is expected every student will participate through dialogue, engaging with the material in hand, asking questions and offering answers, insights and observations. Each student will participate in a manner that respects each class member, their views and opinions as well as establishing a safe environment in which to speak and share.

### 2. Reading Assignments and Interactions (15% X 4 = 60% of final grade)

All assignments may be written from the first-person point of view where applicable; otherwise, writing style must be formal with clearly expressed ideas and not merely continually quoting the author of the reference. The papers (**excluding the final paper**) must be **5 to 6 pages** in length, double-spaced, using a standard 12 pt. font. Any footnotes being used are to be formatted accordingly. The **final paper** will be 12-15 pages in length.

#### A. Understanding the language of complicated grief.

The purpose of this assignment is to become familiar with the language used in referring to normal grief in comparison to complicated grief. Personal family applications can be made where applicable to the material. With the goal of integrating the material, answer questions 3 to 7, found on pg. 33 (Wolfelt). This assignment contributes to learning outcomes 1 & 2.

**DUE DATE: JAN. 30 (15%)**

#### B. Exploring the broader context of complicated grief.

The purpose of this assignment is to understand the broader context of complicated grief and

its historical roots in both research and the field of bereavement. Using Wolfelt. Pgs. 35-75, give a brief understanding in your own words what complicated grief is and answer the question, why some people move from a normal grief journey to a more complicated one. Using the questions on pg. 75, (Wolfelt) answer questions 1, 2, 4, 5, 8, 9. This assignment contributes to learning outcomes 2.

**DUE DATE: FEB. 13 (15%)**

**C. Exploring and identifying the symptoms of complicated grief.**

The purpose of this assignment is to become familiar with the identification of symptoms attached to complicated grief. Using the questions on pg. 127, (Wolfelt) choose ten grief symptoms, explaining them in your own words. Make note of any personal application. This assignment contributes to learning outcomes 3.

**DUE DATE: MARCH 6 (15%)**

**D. Understanding DSM-5 with its far-reaching implication.**

The purpose of this assignment is to become familiar with the on-going discussion, actions, assessment and impact of DSM-5. (Diagnostic and Statistical Manual of Mental Disorders) Using both the Preface and Chapter One of Allen Francis. Saving Normal, summarize your understanding of the main issues concerning DSM-5 along with the broader issue of referring to bereavement as a “disorder.”

This assignment contributes to learning outcomes 1, 2, 3 & 4.

**DUE DATE: MAR. 20 (15%)**

**3. FINAL PAPER (30% of final grade)**

**Examining the grief journey of Mr. Otto, comparing both a normal grief journey with a complicated one.**

This paper focuses on bringing together the material and insights from classes one to five.

**DUE DATE: APR. 3**

The purpose of this assignment is to integrate, amalgamate and apply the teaching and information of the course. Using diagnostic tools, determine if Mr. Otto has complicated grief and/or a normal grief journey. He is your client. The paper will reflect how you assisted him on his journey. Although the due date (Apr. 3) is after our final class, we will entertain class discussion about Mr. Otto.

The paper consists of 12-15 pages in length.

This assignment contributes to learning outcomes 1, 2, 3 & 4.

PLEASE NOTE: In tabulating the number of pages per paper, do not count the title page nor the bibliography as part of the total.

The grading guidelines are the same as [Seminary's Grading System & Scale | Tyndale University](#).

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Class Participation		10 %
Reading Assignments and Interactions (Four papers @ 15% each)	Various due dates	60 %
Final Paper	April 3	30 %
<b>Total Grade</b>		<b>100 %</b>

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to the start of class. Late registrants are responsible for the consequences of partial preparation.

Date	Topic	Reading	Assignment Due
January 16	Time will be spent with introductions of Prof and classmates along with an overview of the course as well as a detailed review of the assignments. Topics under discussion: the difference between grief and mourning, the origins of complicated grief and the language of normal and complicated grief. Attention will be given to modern psychology's understanding.		
January 30	We will explore the history of complicated grief in its early context as well as an overview of the path of research to the present. Attention will be given to modern psychology's understanding of complicated grief. Major influences and influencers will be discussed in		<b>Understanding the language of complicated grief</b>

	conjunction with risk factors in diagnosis.		
February 13	We will explore in detail the similarities and differences between normal grief and complicated. Attention will be given to why some people fail to move forward in their grief journey.		<b>Exploring the broader context of complicated grief</b>
<b><i>Reading Week – No Class</i></b>			
March 6	Detailed analysis of DSM-5 and the placing and coding of Prolonged Grief Disorder along with the practical implications for both clinicians and mourners. Guest speaker, Psychiatrist will share both personal and professional insights.		<b>Exploring and identifying the symptoms of complicated grief</b>
March 20	Course wrap up. Detailed attention given to Alan Wolfelt's Companioning Model coupled with a clearer understanding of normal grief vs. complicated grief with a move from theory to therapy. Time will be spent discussing the content of the movie Mr. Otto.		<b>Understanding DSM-5 with its far reaching implication</b>
April 3			<b>Examining the grief journey of Mr. Otto, comparing both a normal grief journey with a complicated one.</b> This paper focuses on bringing together the

			material and insights from classes one to five.
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## V. SELECTED BIBLIOGRAPHY

American Psychiatric Association. [\*Diagnostic and Statistical Manual of Mental Disorders: DSM 5-TR\*](#) (Fifth edition, text revision). Washington, DC: American Psychiatric Association Publishing, 2022.

Doka, Kenneth J. *Grief as a Journey*. New York: Atria Books, 2016.

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

Neimer, Robert A. *Techniques of Grief Therapy*. New York: Routledge Taylor and Francis Group, 2016.

\_\_\_\_\_. *Grief and Bereavement in Contemporary Society: Bridging Research and Practise*. New York: Routledge, 2017.

Pearlman, Laurie Anne. *Treating Traumatic Bereavement*. New York: The Guilford Press, 2014.

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.

Servaty-Seib, Heather L. *Handbook of Thanatology*. 3<sup>rd</sup> ed. The Association for Death Education and Counseling Inc., 2021.

Smith, C. Bidwell. *Anxiety: The Missing Stage of Grief*. New York: Hachette Books. 2018.

## VI. GENERAL REQUIREMENTS FOR ALL COURSES

### A. 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.

### B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- 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*

## **C. 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).

## **D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

### **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### **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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at



classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](https://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### **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 ([seminary@tyndale.ca](mailto:seminary@tyndale.ca)) before proceeding.

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

## **E. 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.

## **F. LIBRARY RESOURCES**

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

## **G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](http://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).