

*“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>THANATOLOGY SKILLS LAB</b> PAST TH57 1S
<b>Date and Time</b>	SEPTEMBER 14 – DECEMBER 8, 2023 MONDAYS 8:15 – 11:05 AM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>LYNDSAY THOMPSON, MDiv, RP</b> Email: <a href="mailto:lthompson@tyndale.ca">lthompson@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Mondays 8:15 AM–11:05 AM.  Office Hours: By Appointment
<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.

## I. COURSE DESCRIPTION

This course is designed to educate and equip students enrolled in the study of Pastoral Thanatology with the basic skills required for effective and ethical pastoral care and counselling. This course involves 3 hours of weekly in-class lecture, demonstration and role-playing exercises to give each student hands on experience practicing the basic skills of counselling, as well as the use of Biblical resources such as prayer, scripture and spiritual formation. This course has a strong emphasis on Safe and Effective Use of Self (SEUS), self-care and spiritual growth for both the student and those they will be working with.

*Exclusion: COUN 0601 & 0602*

## II. LEARNING OUTCOMES

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

1. Demonstrate a beginning comprehension of the skill of active listening in a counselling session in order to respond appropriately to the unique situations of those with whom the student is companionship/counselling
2. Show an ability to recall and demonstrate a basic use of skills related to the counselling process. This also includes the appropriate use of Biblical resources and skills that enhance pastoral companionship in the field of Thanatology
3. Recognize basic concerns that may arise in the counselling process and demonstrate how to effectively assess and address them
4. Evaluate the basic differences, needs and context of each individual and demonstrate the appropriate and ethical use of skills for each unique case. This includes the use of both clinical and Biblical skills to companionship and bring hope
5. Gain a deeper sense of self-awareness, Safe and Effective Use of Self (SEUS) and spiritual formation as it applies to each individual both in and out of a counselling session

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Brown, J. (1997). [The Question Cube: A Model for Developing questions repertoire in training couples and family therapists](#). *Journal of Marital and Family Therapy*, 23, 27-40.

Wolfelt, Alan D. (2012). *Companionship You!: A Soulful Guide to Caring for Yourself While you Care for the Dying and the Bereaved*. Fort Collins: Companion Press. [ISBN: 978-1-61722-166-8]

Wolfelt, Alan D. (2016). *Counselling Skills for Companionship the Mourner: The Fundamentals of Effective Grief Counselling*. Fort Collins: Companion Press. [ISBN: 978-1-61722-230-6]

### B. RECOMMENDED READING

Ivey, A. and Ivey, M, Zalaquett, C. (2010). *Intentional Interviewing and Counselling: Facilitating Client Development in a Multicultural Society* (7th ed.). Pacific Grove, CA: Brooks/Cole. [ISBN-10: 0495601233 ISBN-13: 9780495601234]

### C. SUPPLEMENTARY READING AND TOOLS

Chestnut, Beatrice (2013). *The Complete Enneagram: 27 Paths to Greater Self-Knowledge*. Berkley: She Writes Press. [ISBN: 978-1-938315-54-4]

Chron, I. M. (2016). *The Road Back to You: An Enneagram Journey to Self-Discovery*. Downers Grove: IVP Books. [ISBN: 978-0-83059-327-0]

Winokuer, Howard R. and Harris, Darcy L. (2012). *Principle and Practice of Grief Counseling*. Springer Publishing Company: New York. [ISBN: 978-0-8261-0872-2].

Wolfelt, Alan D. (2018). *When Grief is Complicated: A Model for Therapists to Understand, Identify and Companion Griever*. Fort Collins: Companion Press. [ISBN: 978-1-61722-258]

Wright, N. (2003). *The New Guide to Crisis & Trauma Counseling: A Practical Guide for Ministers, Counselors and Lay Counselors*. Ventura, CA: Regal Books. [ISBN-13 978-0830732418]

*Typology Podcast*: [www.typologypodcast.com](http://www.typologypodcast.com) - This podcast provides multiple narrative accounts for each type

For further training and courses on the Enneagram:

<https://www.tyndale.ca/tsfc>

<http://insidejourneyenneagram.com>

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](#).

#### **D. 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

#### **E. ASSIGNMENTS AND GRADING**

##### **1. Livestream Class Participation and Required Readings: 10 % of final grade**

Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C):

adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

This assignment is related to Outcome #1-5.

**2. SEUS and Self-Awareness Weekly Forum Discussions: 30 % of final grade (10 submissions: 2 directly to instructor, 8 forum posts. 10 x 3% = 30% of final grade)**

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g. forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. In addition to live stream presence, “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums.

Students will use Wolfeldt (2012), Wolfedlt (2016) texts they gather for their own personality study as well as the Bible and any other Biblical resources to guide them through weekly exercises that promote self-awareness, safe and effective use of self (SEUS) and spiritual growth; specifically as it pertains to work and ministry in the field of counselling and pastoral care. The assignment will progress as follows:

**a. Personality Typology:**

Students may use a variety of resources such as the Enneagram, MBTI or any others you are curious about. The purpose of this is to begin the semester with a lens through which each student can begin to understand his or herself and various issues that may arise in the work they do in the field of Thanatology. Each student is encouraged to continue to examine their own personality throughout the semester. To begin, the student is to submit a one-page response to the following questions via Moodle to the instructor:

- What typology indicator have you chosen to use and why?
- What instrument did you use to come to this (ie. what test did you use or perhaps this has been something you have studied in the past)?
- What thoughts do you have about how self-awareness (such as understanding your typology) might assist you in your studies and ministry?
- Do you have anything in particular you would like to learn about yourself over the semester in light of the work and ministry you feel led to?

Options:

- Myers Briggs Indicator: <https://www.mbtionline.com> or <https://www.16personalities.com>
- Enneagram: RHETI Test: [www.enneagraminstitute.com](http://www.enneagraminstitute.com)
- Via Institute: <https://www.viacharacter.org>

If you have another typology you would like to explore, please discuss this with the instructor.

**Due September 18, 2023**

**b. Individual Posts & Responses:**

There will be 8 forums in total and each forum will have two questions. These questions will be related to both the weeks lecture topic and the required SEUS readings (Chron 2016, Wolfeldt 2012 and Wolfeldt 2016), as outlined in the reading schedule. Questions will be along the following lines:

- How does my unique personality type understand issues like death and dying? How does this affect concerns such as transference? Countertransference?
- How to I experience grace? How does this affect my ability to extend grace in my ministry? To myself?
- As I grow in understanding of myself through these assignments, are there any theological issues that are challenging for me?
- Has there been any scripture that has been particularly helpful in this journey of self-awareness, safe and effective use of self and spiritual formation during training to work in the field of Thanatology?
- Knowing a bit more about myself, what spiritual disciplines (rule of life, Sabbath, examen, etc.) may I need to establish in order to take care of myself as I companion others?

Each weeks forum question will be posted just before class each week. Students will post their responses **by Thursday at 11:59pm of the same week**, and comment on the posts of other students in their group **by Sunday at 11:59pm of the same week**. This gives the students six days think, respond and dialogue. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

**Penalty for late work:**

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

**c. Final Self-Reflection Paper:**

At the end of the semester, each student will submit 3-4 pages summarizing what was learned from the forum discussions, SEUS readings and understandings gleaned about themselves over the course of the semester. The paper should include at least 2 takeaways from each text (Wolfedlt 2012, Wolfeldt 2016 and the resources you used to explore your personality), 2 observations about the students unique personality type that applies to work and ministry in the field of grief counselling, and 2 action items that will help them continue the journey of self-awareness and SUES. **Due: November 27, 2023**

FORUM DISCUSSION GRADING RUBRIC

	A	B	C	D
Completeness of post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts

Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful

### 3. Participation in Weekly Skills Labs: 15% of final grade

Each week students will participate in a skills lab. This gives each student the opportunity to have hands on experience practicing the basic skills of counselling that are taught in each class. Each student will practice the roles of both companion and the bereaved in small groups each week to ensure skill acquisition and development. This will be done in breakout rooms through Zoom or Microsoft Teams. It is suggested that each student record the practice session to take home and observe for areas of growth. Students are encouraged to be sensitive to material and honour confidentiality. The instructor will supervise each session and assign a mark out of 10 for the practice session as well as provide helpful feedback on the progress of each student.

This assignment is related to outcome #: 1,2,3,4

### 4. Mid-Term Skills Evaluation and Learning Summary Paper: Evaluation: October 16, 2023 Learning Summary Paper Due: October 30, 2023 20% of final grade.

Each student will be assigned a time slot during the regular class period to conduct a 10-12 minute session with a peer, much like the weekly practice sessions which will be observed and graded by the instructor. The student will then be given the opportunity to reflect on the session and provide feedback. (a format for this will be provided). In addition to this, each student will submit a 2-page paper outlining strengths and areas of improvement. This

assignment is meant to provide each student with feedback on the development of the micro skills of counselling.

This assignment is related to outcomes #1-3

**5. Final Skills Evaluation and Learning Summary Paper: Evaluation: December 4, 2023, Learning Summary Paper Due: December 11, 2023; 25% of final grade.**

Each student will conduct a final 10-12 minute session with a peer identical to the mid-term recording. This will be a final assessment of the micro-skills that have been taught and developed over the course of the semester. The student will be given a chance to reflect on the session immediately after completion. The student will then provide a 3-4 page paper outlining the following:

1-2 Strengths and areas for growth in the taped session

An overview of how each student sees their progress using clinical counselling skills over the course of the semester and ways they will continue to improve this

A reflection on how they have been challenging spiritually through each weeks practice sessions and how they will continue to grow in light of this

This assignment is related to outcomes #1-3, 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:

Livestream Class Attendance, Participation and Required Readings	10 %
Weekly SEUS and Self-Awareness Forums and Reflections	30 %
Weekly Skills Lab Participation	15 %
Mid Term Skills Evaluation and Paper	20 %
Final Skills Evaluation and Paper	25 %
Total Grade	100 %

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

Your work should demonstrate the following characteristics:



- All written work should follow the rules set forth in the *Publication Manual of the American Psychological Association*, 6th ed. (2009).
- All written work is typed double-spaced, and without justifying the right hand margin. Use a 12 point font (“Times New Roman” is preferred).
- [www.apastyle.org](http://www.apastyle.org) is a helpful web site for all questions regarding APA style.
- All assignments are to be submitted in soft copy via the class Moodle page

### **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 are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic polices 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 ([aau@tyndale.ca](mailto:aau@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	Lecture Topic	Reading	Assignment Due
<p><b>Week 1</b></p> <p><b>Sept 11</b></p>	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• What is Self-Care and SEUS? Why is this important in counselling/ pastoral companioning?</li> <li>• Spiritual growth and theological considerations for the caregiver</li> <li>• Explanation of weekly forums and skills lab</li> <li>• The neurobiology of companioning</li> </ul>		
<p><b>Week 2</b></p> <p><b>Sept 18</b></p>	<p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• What are counselling/companioning skills?</li> <li>• What is the goal of companioning?</li> <li>• Overview of each basic skill that will be covered</li> <li>• Other consideration when companioning (culture, family of origin, faith tradition, etc.)</li> </ul>	<p>Wolfeldt (2012) pp. 1-60</p> <p>Wolfeldt (2012) pp. 61-68</p> <p>Recommended: Ivey and Ivey: Ch 1-2</p> <p>*Throughout the semester, continue to research your typology on your own through books, articles, podcasts, sermons, etc.</p>	<p>Forum #1</p> <p>Typology Assignment (Via Moodle to instructor)</p>

<p><b>Week 3</b></p> <p><b>Sept 25</b></p>	<p><b>Skill: Attending Behaviour, Observations Skills, Creating Warmth</b></p> <ul style="list-style-type: none"> <li>• In Class Demo</li> <li>• First Small group practice session</li> </ul>	<p>Wolfeldt (2016): pp. 1-35</p> <p>Wolfeldt (2012): pp. 69-73</p> <p>Recommended:</p> <p>Ivey and Ivey: Ch.3-4</p>	<p>Forum #2</p>
<p><b>Week 4</b></p> <p><b>Oct 2</b></p>	<p><b>Skill: Showing Empathy and Asking Questions</b></p> <ul style="list-style-type: none"> <li>• In class demo</li> <li>• Small group practice session</li> </ul>	<p>Brown, Question Cube</p> <p>Wolfeldt (2016): pp. 37-68</p> <p>Wolfeldt (2012) pp. 75-80</p> <p>Recommended:</p> <p>Ivey and Ivey: Ch.5</p>	<p>Forum #3</p>
<p><b>Oct 9</b></p>	<p><b>Thanksgiving; No Class</b></p>		
<p><b>Week 5</b></p> <p><b>Oct 16</b></p>	<p><b>Skill: Summarizing and Paraphrasing</b></p> <ul style="list-style-type: none"> <li>• In class demo</li> <li>• Small group practice session</li> </ul>	<p>Wolfeldt (2012): pp. 82-87</p> <p>Recommended:</p> <p>Ivey and Ivey: Ch. 6</p>	<p>Forum #4</p>
<p><b>Week 6</b></p> <p><b>Oct 23</b></p>	<p><b>Mid Term Skills Evaluation</b></p>		

<p><b>Week 7</b></p> <p><b>Oct 30</b></p>	<p><b>Skill: Reflecting Feeling</b></p> <ul style="list-style-type: none"> <li>• In class demo</li> <li>• Small group practice session</li> </ul>	<p>Wolfeldt (2012): pp. 88-94</p> <p>Recommended: Ivey and Ivey: Ch. 7</p>	<p>Mid-Term Skills Evaluation Learning Summary Paper Due</p> <p>Forum #5</p>
<p><b>Week 9</b></p> <p><b>Nov 6</b></p>	<p><b>Skill: Understanding Meaning</b></p> <ul style="list-style-type: none"> <li>• How can we understand the unique meaning a client gives to each event in life?</li> <li>• How do we help them explore this in a curious and non-judgmental way?</li> <li>• How/when do we help the client make sense of it?</li> <li>• In class demo</li> <li>• Small group practice session</li> </ul>	<p>Wolfeldt (2016): pp. 69-119</p> <p>Wolfeldt (2012): pp. 95-99</p> <p>“Lament Between the Paws” (Posted on Moodle)</p> <p>Recommended: Ivey and Ivey: Ch. 11</p>	<p>Forum #6</p>
<p><b>Week 10</b></p> <p><b>Nov 13</b></p>	<p><b>Exploring the story from multiple perspectives and self-disclosure</b></p> <ul style="list-style-type: none"> <li>• How do we maintain a curious and gracious position as we companion people who may not share the same values as us?</li> <li>• When is the appropriate time to bring in our own experiences? How do we do this?</li> </ul>	<p>Wolfeldt (2012): pp.101-106</p> <p>Recommended: Ivey and Ivey: Ch. 9 and 12</p>	<p>Forum #7</p>

	<ul style="list-style-type: none"> <li>• In class demo</li> <li>• Small group practice session</li> </ul>		
<b>Week 11</b>	<b>Children and Families</b>	Wolfeldt (2012) pp.107-115	Forum #8
<b>Nov 20</b>	<ul style="list-style-type: none"> <li>• Brief introduction to the nuances of grief, death and dying over various developmental stages</li> </ul>	ADDITIONAL ARTICLES TO BE POSTED	
<b>Week 12</b>	<b>Families and Children</b>	RESOURCES TO BE POSTED	SUES Final Reflection paper (Via Moodle to Instructor)
<b>Nov 27</b>	<ul style="list-style-type: none"> <li>• Creative ways to discussed challenging topics with families and children</li> </ul>		
<b>Week 13</b>	<b>Final Skills Evaluation</b>		
<b>Dec 4</b>			
<b>Dec 11</b>	<b>Final Skills Evaluation Learning Summary Due</b>		

## 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](#).)

Augsburger, D. W. (2007). *Christian counseling: An introduction*. Nashville, TN: Abingdon Press. [ISBN-13: 978-0-687-33283-0]

Aponte, H. And Kissil, K. (eds.) (2013). *The person of the therapist training model: Mastering the use of self*. New York: Routledge. [ISBN: 978-1-138-85691-2]

Benner, D. G. (2013). *Strategic pastoral counseling: A short-term structured model* (2nd Ed.). Grand Rapids, MI: Baker Academic. [ISBN: 0-80102-631-8].

Clinton, T., Hart, A., & Ohlschlager, G. (2009). *Caring for people God's way: Personal and emotional issues, addictions, grief, and trauma*. Nashville, TN: Thomas Nelson, Inc. [ISBN: 1418508942].

Egan, G. (2007). *The skilled helper* (8th Ed). Belmont, CA: Thomson Brooks/Cole. [ISBN-13: 978-1-285-06571-7]

Garzon, F., & Burkett, L. (2002). Healing of Memories: Models, Research, Future Directions. *Journal of Psychology and Christianity*, 21, 42-49.

Sbanotto, E. N., Gingrich, H. D., & Gingrich, F. C. (2016). Skills for effective counseling: A faith-based integration. Downers Grove, IL: IVP Academic. [ISBN: 9780830828609]

Van Der Kolk, Bessel. (2015). *When the body keeps the score: Brain, mind and body in the healing of trauma*. New York: Penguin Books. [ISBN: 978-0-14-312774-1]