

## **Pain, Suffering, and Death**

Fall, 2006

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1. This is a seminar that examines problems, issues, and coping-resources related to crisis experience involving pain, suffering and death. Most students find that the nature of the course material and philosophy of the class challenges them to deal with feelings and personal experiences. It includes group discussions, audio-visual presentations, and some interviews as can be arranged with health professionals. Designed for persons interested in future health and human service vocations, the course also serves those persons who wish to explore the seminar topics from a variety of life and faith perspectives. **P.S. & D. is a Service Learning Course. A "lab experience" will be required of each student. See item 7 below for further information.**

2. There are no examinations for this course. There is, however, a sizeable amount of reading and writing to be done. Some factual learning is necessary, but **the basic educational value of the course comes from personal reflection, sharing, and self-exploration.** A goal of the course is to provide a learning environment where students integrate individual perspectives, course materials, personal experiences, and service learning into a meaningful whole. **If students show evidence of not being**

**prepared for class, I reserve the right to institute pop quizzes to encourage student preparation.**

3. Student groups will be responsible for leading designated class discussions. Since this course is designed as a seminar format, preparation for and participation in class discussions of the utmost importance.

4. Unless otherwise indicated PAPERS ARE DUE ON THURSDAYS. A Reaction Paper should be 500-700 words long and include your feeling ("gut")reaction to the reading, or video. **The goal is for you to articulate and integrate your thoughts and feelings into a coherent whole.** A common tendency is to seek to rationalize feelings through intellectualization. Because the course materials frequently surface issues and concerns which persons find emotionally uncomfortable, the goal of integrating thoughts and feelings is both assignment and growth opportunity.

Your paper is NOT written for the instructor. It is a reflection WRITTEN FOR YOURSELF to enhance and illustrate your growth in feeling, perception, knowledge, and understanding. While the instructor will evaluate your effort by the criteria described in Section 6 (see sub-item C especially) below, in the end the assignment is for your learning.

5. Format for Written Work

TYPE OR WORD-PROCESS YOUR PAPERS. YOU MAY SINGLE SPACE YOUR TEXT. PLEASE NUMBER EACH PAGE AND LEAVE AMPLE MARGINS FOR COMMENTS. I encourage you to be creative in writing style and approach. At the same time the use of standard English including correct spelling, grammar, and punctuation are expected. Proper notation of any sources cited in your written work is also expected. (Both Rhodes and the Religious Studies Department have goals for students beyond the scope of this course).

6. Grading-

- A. A final grade is assessed on the basis of class-participation and papers that are written in reaction to experiences of the class-readings, discussions, interviews, and videos. Student participation in class activities contributes to the final grade. At mid-term and near the end of the term each student will be given a participation grade (semester total of 2 participation grades) each one of which will carry the weight of one

paper grade. Grades earned in this course will be A--F. "C" reflects the minimal completion of every assignment at a basic level of accomplishment. A grade of "B" or "A" will be determined primarily by four factors: participation in and preparation for class discussions, ability to perceive and communicate significant issues, ability to relate the material to your personal experience and understanding, and ability to effectively communicate your feelings and insights to others.

- B. ALL PAPERS ARE EXPECTED ON THEIR DUE DATE! THERE ARE LIMITED CIRCUMSTANCES WHERE AN EXTENSION IS NECESSARY. SUCH EXTENSIONS MUST BE CLEARED PRIOR TO THE DUE DATE. PAPERS WHICH ARE LATE AND NOT EXCUSED WILL BE LOWERED BY ONE FULL GRADE LEVEL (e.g. a paper that otherwise would have been scored an A- will be scored as a B-).
- C. I will occasionally comment on positions taken, suggest optional views, and indicate where you have seriously misread or misinterpreted the materials. In addition I will suggest further development of ideas expressed, additional reading or sometimes indicate that your reading was superficial. Inevitably, there is a subjective dimension to grades assigned to papers. I will work very hard to base grading on my best professional judgment of the quality of your work. A grade is intended to measure the accuracy of your understanding of the written material, your willingness to risk yourself in self-exploration, the quality of your writing, and the degree to which you integrate reading material, personal experience, service learning experience, and depth awareness about the issues you discuss. In no case is a grade meant as a judgment about your personal experience.
- D. Ideally, I hope every student makes an "A" in this course. Past experience indicates otherwise. While I do not perceive myself as a difficult grader, **I do expect exceptional work for papers receiving an "A" (as opposed to "A-")**. I want to support you in doing the best work possible. To that end I am happy to discuss your grades with you and make suggestions for improving your papers. It is best to set an appointment time when we can have 10-15 minutes minimum to talk. Please bring your paper with you for our mutual review.

E. Students who come to the evening viewing and discussion of the videos: THE NEW MEDICINE and THE FORGETTING will have .5 point added to their final averages for each viewing/discussion in which one participates (possible total of 1 additional point).

F. Grade Ranges

Each assignment will receive a numerical grade. The final letter assignment for the course will be based on the following ranges:

A	98-100	A-	95-97
B+	92-94	B	89-91
B-	86-88	C+	83-85
C	79-82	C-	76-78
D+	73-75	D	70-72
D-	67-69	F	66 and below

While this grading scale is likely different from ones you encounter in other classes, this one is based on the Rhodes 4.0 GPA grading scale. It is highly unlikely that your grade would be significantly different at the end of the term had I used a more common scale.

## 7. Service Learning Component

P.S. & D. is a service learning class. Students are required to participate in a designated service learning experience. You will have three agency choices with whom to work—the Crisis Hot Line, St. Peter’s Manor Nursing Home, or Methodist Alliance-Hospice. The Crisis Hot Line is a service of the Crisis Center and focuses on telephone intervention with persons who are primarily in emotional/psychological crisis. Their clients often include persons who are depressed, lonely, and/or potentially suicidal. St. Peter’s Manor is an intermediate care nursing home whose residents have multiple limiting conditions including dementias. Methodist Alliance-Hospice serves persons throughout the Metro area who are considered to have 6 months or less to live. Students will shadow hospice chaplains in their home visits. Work in each agency will involve training with their staff to prepare you for your role/task in the agency. While efforts will be made to work with student schedules, flexibility will be required of all persons involved. The course requirement is that you have the following number of contact hours with agency clients: St. Peter’s—7 hours, Methodist Alliance Hospice—9 hours, Crisis Center—15 hours. The different number of hours per setting is an

attempt to establish equity. Hours at St. Peter's require multiple visits to accumulate. Alliance and Crisis Center hours can be accumulated in fewer agency visits. **However, the agency may require more hours of you in exchange for the training they have invested in you. Students must meet both the requirements of the agency and the course.** Additional information will be provided by agency representations prior to your choosing a service learning setting. At the conclusion of your service learning experience, a 1-3 page reaction paper will be required in which you relate your experience and feelings to a theme of the course. **Service learning hours must be completed by the final day of class. Otherwise students will need to take an incomplete grade for the course.**

**To facilitate communication will serve Sarah Cassidy as this year's Service Learning Fellow. Sarah will be a resource to assist all of us during the term with communication and logistical needs. Sarah's E Mail address is: [casss@rhodes.edu](mailto:casss@rhodes.edu).**

8. I do not have an office on campus. However, I live 2 blocks from campus. I desire to be available to discuss any class concerns. I am happy to meet with you before or after class to discuss concerns that are relatively brief. If we need to talk for a longer period of time I am happy to make an appointment with you to either meet you on campus or if you are willing to make the drive to see you in my office at Methodist Healthcare-North Hospital. I am available to talk with you by phone in the early evening hours and as I am able to talk with you during my working day at the hospital. I will answer your emails promptly. While I am not physically present on campus I want to work with you about your learning needs and be as available to you as I can be.

#### 9. PLEDGE

Unless you tell me to the contrary, I shall assume that your name signed to your written work indicates pledged work. Your pledge indicates to me that you have not read the papers of former students of the course as an aid to the preparation of your papers in this course. Your pledge also indicates that you promise not to make your papers available for this purpose after you have completed the course. After you have completed the written assignments, you are encouraged to discuss any reading material or video with anyone you wish. Discuss the ideas as widely as you choose, but YOUR REACTIONS MUST BE YOUR OWN.

THESE DIRECTIONS ARE ESSENTIAL TO THE NATURE OF THIS COURSE.  
Please see me if these expectations are not clear.

10. Inclusive Language Policy Statement, Department of Religious studies:

"In accordance with the editorial policy and practice of the majority publications in our field, and consistent with the policy of official Rhodes publications, the department of Religious Studies will require students in their written work to avoid the use of the term "man" (including also "men," "mankind," family of man," "brotherhood," and the compounds of "chairman," "clergyman," etc.) as a **generic** term, and to use **inclusive** terms (e.g., "human being," "human," "humanity," "humankind," "people," "minister," etc.) to designate both individuals and groups {This applies to humans only and not to the deity.}

Consistent with this policy, the pronoun "he" is not regarded as generic. Sound policy is to use appropriate pronouns when the antecedent is known. Recommended as a guide to good inclusive style for both editor and author is *The MLA Handbook*.

Quotations are of course to represent the original exactly. Translations are to reflect as precisely as possible the translator's understanding of the original text with regard to gender."

11. Due to limited class time and the use of videos for teaching/learning, there will be two viewing-discussion sessions. We will see two National Public Television videos, THE NEW MEDICINE and THE FORGETTING (Alzheimer's disease). Attendance IS NOT required. However as noted in item 6. E. above, students who participate in the viewing-discussions will receive extra credit to be added to their final class average. The sessions will be scheduled at times when most interested students can attend near the class session where the material is most applicable.

12. Books and Readings to be purchased

Several paperbacks area to be purchased for P.S. & D. All are available at the college bookstore:

- A. Course Packet of Readings
- B. Albom, Mitch: TUESDAYS WITH MORRIE
- C. Callahan, Daniel: THE TROUBLED DREAM OF LIFE
- D. Farmer, Paul: INFECTIONS AND INEQUALITIES
- E. Frank, Arthur W.: AT THE WILL OF THE BODY
- F. Groopman, Jerome: THE MEASURE OF OUR DAYS
- G. Kliever, ed.: DAX'S CASE: ESSAYS IN MEDICAL ETHICS AND HUMAN MEANING.
- H. Wiesel, Elie: NIGHT

**Note the course pack is quite expensive. A copy will be kept on Reserve in the library should the cost be prohibitive for you.**

13. RESOURCES FOR FURTHER LEARNING

Bulkeley, Kelly and Patricia: DREAMING BEYOND DEATH: A GUIDE TO PRE-DEATH DREAMS AND VISIONS

Burt, Robert A.: DEATH IS THAT MAN TAKING NAMES: INTERSECTIONS OF AMERICAN MEDICINE, LAW, AND CULTURE

Byock, Ira: DYING WELL: THE PROSPECT FOR GROWTH AT THE END OF LIFE

Callanan, Maggie and Patricia Kelley: FINAL GIFTS: UNDERSTANDING THE SPECIAL AWARENESS, NEEDS, AND COMMUNICATIONS OF THE DYING

Camus, Albert: THE PLAGUE

Cassell, Eric: TALKING WITH PATIENTS, VOL. 2, CLINICAL TECHNIQUE

\_\_\_\_\_ : THE NATURE OF SUFFERING

Cruikshank, Margaret: LEARNING TO BE OLD: GENDER, CULTURE, AND AGING

Doka, Kenneth and Davidson, Joyce: LIVING WITH GRIEF WHEN  
ILLNESS IS PROLONGED

Doka, Kenneth, Jennings, Bruce, and Corr, Charles A.: LIVING  
WITH GRIEF: ETHICAL DILEMMAS AT THE END OF LIFE

\_\_\_\_\_ : LIVING WITH GRIEF, WHO WE ARE, HOW WE GRIEVE

Frank, Arthur: The WOUNDED STORYTELLER

Grollman, Earl: TALKING ABOUT DEATH (with children)

Hamel and Dubose: MUST WE SUFFER OUR WAY TO DEATH? CULTURAL  
AND THEOLOGICAL PERSPECTIVES ON DEATH BY CHOICE

Hauerwas, Stanley: NAMING THE SILENCES: GOD, MEDICINE, AND  
THE PROBLEM OF SUFFERING

Heinz, Donald: THE LAST PASSAGE: RECOVERING A DEATH OF OUR  
OWN

Institute of Medicine-Field, Marilyn and Cassell, Christine,  
Editors: APPROACHING DEATH: IMPROVING CARE AT THE END  
OF LIFE

Irving, Leon: WHEN A BABY DIES, PSYCHOTHERAPY FOR PREGNANCY  
AND NEWBORN LOSS

Kimble, Marvin A. Susan H. McFadden, James W. Ellor, and James  
J. Seeber, eds: AGING, SPIRITUALITY AND RELIGION—A  
HANDBOOK.

Kramer, Kenneth: THE SACRED ART OF DYING: HOW WORLD RELIGIONS  
UNDERSTAND DEATH

Kubler-Ross, Elizabeth: ON DEATH AND DYING

Kozol, Jonathan: AMAZING GRACE

Lewis, C. S.: A GRIEF OBSERVED

Lifton, Robert J.: THE NAZI DOCTORS

Lynn, Joanne and Harrold, Joan: HANDBOOK FOR MORTALS:  
GUIDELINES FOR PEOPLE FACING SERIOUS ILLNESS



Neimeyer, Robbert A.: MEANING RECONSTRUCTION AND THE  
EXPERIENCE OF LOSS

Nuland, Sherwin: HOW WE DIE

Oates, W. and Oates, C.: PEOPLE IN PAIN: GUIDELINES FOR  
PASTORAL CARE

Pargament, Kenneth: THE PSYCHOLOGY OF RELIGION AND COPING

Price, Reynolds: A WHOLE NEW LIFE

Pincus, Lily: DEATH AND THE FAMILY

Rando, Theresa: GRIEF, DYING, AND DEATH

Rinpoche, Soygal: THE TIBETAN BOOK OF LIVING AND DYING

Selzer, Richard: MORTAL LESSONS: NOTES ON THE ART OF SURGERY

Tolstoy, Leo: THE DEATH OF IVAN ILLYCH

Vergheese, Abraham: MY OWN COUNTRY

Wilcox, Penelope: SPIRITUAL CARE OF DYING AND BEREAVED PEOPLE

### **Class Schedule and Assignments**

Thursday, 24 August: Introduction, Getting Acquainted

Tuesday, 29 August: AT THE WILL OF THE BODY

Thursday, 31 August: Service Learning Overview and Resources

**1<sup>st</sup> Reaction Paper due, AT THE WILL OF THE BODY**

Tuesday, 5 September: Groopman, THE MEASURE OF OUR DAYS, pp. 63-113, 165-195.

Thursday, 7 September: Course Pack Reading (hereafter referred to as "C.P.") (1) Neale, ART OF DYING

Tuesday, 12 September: TUESDAYS WITH MORRIE

Thursday, 14 September: Video--Bill Moyers PBS Series on DEATH IN AMERICA

Course Pack Readings Book (hereafter referred to as "C.P."), Giblin (2)

**2<sup>nd</sup> Reaction Paper Due, THE ART OF DYING**

Tuesday, 19 September: Video--Moyers, DEATH IN AMERICA, C.P.: Lewis(3)

Thursday 21 September: Video--Moyers, DEATH IN AMERICA

**3<sup>rd</sup> Reaction Paper Due, TUESDAYS WITH MORRIE**

Tuesday, 26 September: Video--DAX'S CASE and DAX'S CASE (Introduction--pp. 113)

Thursday, 28 September: DAX'S CASE (pp. 131--167)& C.P.(4), Cowart and Burt

Tuesday, 3 October: **STUDENT LED DISCUSSION (2 Sub-groups), EUTHANASIA**, C.P. United Methodist Association (5), Oregon Physicians Perceptions of Patients who Request Assisted suicide and their Families (6)

Thursday, 5 October: Alzheimer's and Related Dementias, C.P.--Bupa (5), Sapp (7), and Gerber (8)

**4<sup>th</sup> REACTION PAPER DUE, DAX'S CASE**

Tuesday, 10 October: Suicide, C.P.--Stillion/McDowell (9) & Shneidman (10), and N.I.M.H. Website (11)

Thursday, 12 October: Wiesel, NIGHT and Video Excerpts--REFLECTIONS

Tuesday, 17 October: FALL BREAK

Thursday, 19 October: HEBREW BIBLE, JOB, (Chapters 1-13, 17, 19, 29-30, 38, & 42)(Please use one of the following translations: NRSV, ENGLISH BIBLE, OR JERUSALEM BIBLE), & C.P. Hutt-Byrne (12)

Student Concerns at Mid-Term

**5<sup>th</sup> Reaction Paper Due, Wiesel, NIGHT**

Tuesday, 24 October: Callahan, THE TROUBLED DREAM OF LIFE,  
Introduction-p. 119

Thursday, 26 October: Callahan, Remainder of Book

Tuesday, 31 October: Video, FAITH AND DOUBT AT GROUND ZERO, Part 1

Thursday, 2 November: Video, FAITH AND DOUBT AT GROUND ZERO, Part 2

**6<sup>th</sup> Reaction Paper Due, Callahan, TROUBLED DREAM OF  
LIFE**

Tuesday, 7 November: Faith Traditions, C.P. Heinz (14), Grollman  
(15), Rinpoche (16), Hasan et al (17), Raad (18) Faith  
Traditions, C.P. Heinz (14), Grollman (15), Rinpoche  
(16), Hasan et al (17), Raad (18).

Thursday, 9 November: Farmer, INFECTIONS AND INEQUALITIES,  
"Invisible Women" (59-93), "Culture, Poverty, and HIV  
Transmission" (127-149) and C.P. Sabatino (13).

Tuesday, 14 November: H.I.V.-A.I.D.S. SPEAKER

Thursday, 16 November: **Student Led Discussion**-Violence, Farmer,  
INFECTIONS AND INEQUALITIES, "The Consumption of the  
Poor", (184-210), C.P. Pynoos (19), Garma (20), Ice T  
(21), Kozol (22), & U.S. Surgeon General's Report (23)

Tuesday, 21 November: **Student Led Discussion**--Children and Death,  
C.P. Bartholome (24)Bluebond-Langner (25) and Levetown (26)

**7<sup>th</sup> Reaction Paper Due, Your Choice of Faith  
Traditions, Violence, or Children and Death**

Thursday, 23 November: THANKSGIVING BREAK! ENJOY!

Tuesday, 28 November: Guest Speaker, Hospital Chaplain, "Spiritual  
and Emotional Needs of Suffering Persons"

Thursday, 30 November: Interview with a Health Care Professional

**8<sup>th</sup> Reaction Paper Due, Integrative Essay on Service  
Learning and Course Theme**

Tuesday, 5 December: Closure Discussion

**9th REACTION PAPER DUE: "How My Feelings and Perceptions of Pain, Suffering, and Death Have Changed" or a Reaction Paper based on one of the books from the "Resources for Further Learning" Section of the Syllabus**

Religion 233, Pain, Suffering, and Death,  
R. Craig Jordan, Instructor,  
Fall, 2005

Student Name _____	Final Grade _____
1. AT THE WILL OF THE BODY	Refl. Paper Grade ____
2. ART OF DYING	Refl. Paper Grade ____
3. TUESDAYS WITH MORRIE	Refl. Paper Grade ____
4. DAX'S CASE	Refl. Paper Grade ____
5. NIGHT	Refl. Paper Grade ____
6. TROUBLED DREAM OF LIFE	Refl. Paper Grade ____
7. FAITH TRADITIONS or VIOLENCE, or CHILDREN and DEATH	Refl. Paper Grade ____
8. Integrative Paper on Service Learning	Refl. Paper Grade ____
9. "How my Feelings/Perceptions of PSD have Changed" or Reading Selection	Refl. Paper Grade ____
10. Class Participation, Mid-term	Grade ____
11. Class Participation, Final	Grade ____
12. Viewing-Discussion, THE NEW MEDICINE	____
13. Viewing-Discussion, THE FORGETTING	____

Religion 233  
Pain, Suffering, and Death  
R. Craig Jordan, Instructor

Date \_\_\_\_\_

Name \_\_\_\_\_

Gender \_\_\_\_ Vocational Objective \_\_\_\_\_

Class in School \_\_\_\_\_ Academic Major \_\_\_\_\_

Age \_\_\_\_\_ Religious Orientation \_\_\_\_\_

A. Describe your first experience with dying/death:

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B. I felt

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\_\_\_\_\_ about that  
experience.

C. Now, when I think of death, I

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D. If I learned today that I had less than 6 months to live, I

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E. If I were facing imminent death, the person to whom I would  
turn is

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**OVER**

Questionnaire, PSD, Continued  
p. 2

F. My main concerns about dying are

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G. My greatest problem in talking with others about death is

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H. I chose to take this course because

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I. I hope the following concerns will be addressed in the course

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J. The instructor can best facilitate my learning by

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"Pain, Suffering and Death", R.S. 233  
Fall, 2004

Course Material Evaluation

Please evaluate the Course Materials on a scale of 1-10 with 1 being the lowest possible score and 10 being the highest possible score. ***The primary criterion for evaluating the materials is the degree to which a given piece of material fulfilled your learning goals.***

Material in order of usage  
Score (1-10)

- A. Book: AT THE WILL OF THE BODY (Frank) \_\_\_\_\_
- B. Gropman, THE MEASURE OF OUR DAYS \_\_\_\_\_
- C. Book: THE ART OF DYING (Neale) \_\_\_\_\_
- C. Book: TUESDAYS WITH MORRIE (Albom) \_\_\_\_\_
- D. Video: DEATH IN AMERICA, (Moyers) \_\_\_\_\_
- E. Reading: Gibling, "Care of the Dying: A Kairos Moment" \_\_\_\_\_
- F. Reading: Lewis, "A Grief Observed" \_\_\_\_\_
- F. Video: DAX CASE \_\_\_\_\_
- G. Reading: DAX'S CASE (Kliever) \_\_\_\_\_
- H. Reading: Cowart/Burt, "Confronting Death, Who Chooses, Who Decides?" \_\_\_\_\_
- I. Reading: United Methodist Association, A STUDY GUIDE ON ASSISTED DYING \_\_\_\_\_
- J. Reading: Oregon Physicians' Perception of Patients Who Request Assisted Suicide and their Families" \_\_\_\_\_
- K. Readings: BUPA, "Alzheimer's Disease," Sapp, "The Dilemma of Alzheimer's", & Gerber "My Journey" \_\_\_\_\_



OVER

Course Materials evaluation, continued  
p. 2

- L. Readings: Stillion & McDowell, "Examining Suicide From a Life Span Perspective," Shneidman, "Suicide as Psychache", & NIMH, "U.S. Suicide Rates, Surgeon General's Call to Action" \_\_\_\_\_
- M. Reading: NIGHT (Wiesel) \_\_\_\_\_
- N. HEBREW BIBLE, JOB & Hutt-Byrne, "'Give Sorrow Words': Lament-Contemporary Need for Job's Old Time Religion" \_\_\_\_\_
- O. Reading: Callahan, TROUBLED DREAM OF LIFE \_\_\_\_\_
- P. Reading: Farmer, INFECTIONS AND INEQUALITIES: "Invisible Women", "Culture, Poverty, and HIV Transmission, and Sabatino, "AIDS as a Spiritual Journey," \_\_\_\_\_
- Q. Video: FAITH AND DOUBT AT GROUND ZERO \_\_\_\_\_
- R. Readings: Faith Traditions: Heinz, "The Religious Imagination", Grollman, "'What You Always Wanted to Know about Your Jewish Client's Perspectives Concerning Death and Dying . . .'", Rinpoche, "Compassion: The Wish-Fulfilling Jewel," Hasan, "Ministry to the Muslim Patient," Raad, "Grief: A Muslim Perspective," \_\_\_\_\_
- S. Readings: Farmer, INFECTIONS AND INEQUALITIES, "The Consumption of the Poor", Pynoos, "Children Traumatized by Witnessing Acts of Personal Violence", Garma, A Cry of Anguish: The Battered Woman" Ice T, "The Killing Fields", Kozol, AMAZING GRACE, Chp. 1, & NIMH, "U.S. Surgeon General's Report--Youth, Violence" \_\_\_\_\_

Course Materials Evaluation,  
Continued, p. 3

T. Readings: Bartholome, "Care of the Dying Child-  
The Demands of Ethics," &  
Bluebond-Langner, "Worlds of Dying  
Children and Their Well Siblings"  
& Levetown, "Children and Palliative  
Care: It Can Be Done!" \_\_\_\_\_

U. Speakers: 1. H.I.V.-A.I.D.S. Speaker \_\_\_\_\_  
2. Hospital Chaplain \_\_\_\_\_  
3. Health Care Professional \_\_\_\_\_