

I. COURSE DESCRIPTION AND METHODOLOGY

This course is designed to increase understanding of various aspects in the utilization of clinical knowledge and expertise from the mental health professions for missionary care. Considerations of ethics, professional relationships, influence of untreated pathology on the work and community, and various personal, interpersonal and systematic dynamics will be considered. Biblical, spiritual and psychological underpinnings will be articulated as well as types of clinical resources, referral procedures and collaboration between general missionary caregivers and clinical service providers. The place of psychological consultation as a model for clinical care will be discussed. A focus will be on recognition of need, and procedures for referral and follow-up for those needing and/or receiving clinical help. Knowledge of available approaches and resources will be considered. Students will be expected to demonstrate application potential from readings and class discussions to their own ministry situations in a post-seminar project.

Class Sessions:

A variety of learning activities will take place in the seminar, including lecture, discussion, question and answer, case studies, small group work and demonstration. As much as possible, students will be given opportunities to bring their own ministry observations and experiences in interaction with one another, the course instructor and course material. Occasions will be developed for some discussion and synthesis of guest presentations.

II. COURSE OBJECTIVES

At the end of this course, the student should be able to do the following:

- A. Have an increased understanding and appreciation of aspects of resilient mental health that are relevant to effective missionary care.
- B. Possess greater comfort with and be able to better discriminate the normal and abnormal ranges of selected psychological and emotional dynamics.
- C. Be more conversant regarding various behavioral features for which clinical care may be indicated (e.g. moderate to severe stress symptoms, depression, anxiety, burnout, effects of exposure to crisis and trauma, unremediated developmental "bruising," addiction, complicated grief, and family/marital dysfunction.)
- D. Utilize increased knowledge of the services provided by clinical professionals in making referrals to and/or collaborating with them in missionary care.
- E. Be more cognizant of and develop skills in crisis applications, coaching care, and clinical care as related to missionary health care.
- F. Have relevant knowledge and understanding sufficient to tentatively design plans for the provision of clinical and coaching applications in the overall flow of missionary care.

III. COURSE TEXTS

Required Foundational Reading

Powell, John R. and Bowers, Joyce M. (eds., 2002) Enhancing Missionary Vitality:

Mental Health Professions Serving Missions. Palmer Lake, CO: Mission Training International. Read pages 15-64 and 175-474.

Required

- Davediuk Gingrich, Heather (2013) Restoring the Shattered Self: A Christian Counselor's Guide to Complex Trauma. IVP Academic Press.
- Schaefer, Frauke C. and Charles A (2012). Trauma & Resilience: A Handbook. Condeo Press.
- Schubert, Esther (2012 rev). What Missionaries Need to Know about Burnout and Depression. New Castle, IN: Olive Branch Publications
- Sommers-Flanagan, John and Rita (2003). Clinical Interviewing, 3rd ed. Hoboken, NJ: John Wiley & Sons.
- The Coaching Workshop for Christian Leaders. (Only available for purchase in class from professor).

Recommended

- Benner, David G. (2003) Strategic Pastoral Counseling: A Short-Term Structured Model. Baker Academic. (Good information on how to structure a counseling session.)
- Davediuk Gingrich, Heather (2012) Dissociation in the Philippines: A Study of Trauma, Coping, and Culture in a Student Sample. Lambert Academic Publishing.
(Great for a clinician who will be doing therapy in another language and culture.)
- Donovan, Kath (2002 rev.) Growing through Stress. Berrien Springs, MI: Institute of World Missions, Andrews University.
- Eenigenburg, Sue and Robynn Bliss (2010) Expectations and Burnout: Women Surviving the Great Commission. William Carey Library.
(Burnout from field challenges from a woman's perspective.)
- Hay, Rob et al (eds) (2007) Worth Keeping: Global Perspectives on Best Practice in Missionary Retention. Pasadena, CA: William Carey Library.
(Many important aspects of need and opportunity for missionary care from various international perspectives, with implications for clinical care as well.)
- Maslach, Christina (2003) Burnout: The Cost of Caring. Cambridge, MA: Major Books, Published by ISHK.
(Research based and applied to a range of care giving, but with clear implications for member care and clinical interventions.)
- O'Donnell, Kelly (ed) (1992) Missionary Care: Counting the Cost of World Evangelism. Pasadena, CA: William Carey Library.
(An early and ground-breaking book with articles on member care with clinical implications, and now virtually a classic.)
- Taylor, William D. (ed.) (1998) Too Valuable to Lose: Exploring the Causes and Cures of Missionary Attrition. Pasadena, CA: William Carey Library.
(A forerunner of Worth Keeping (above). Part I, Chs. 1-4 are especially valuable as foundational background for material covered in this seminar.)
- Wright, H. Norman (2000) Recovering from the Losses of Life. Grand Rapids, MI.
(An excellent resource for gaining exposure to fundamental skills and concepts which may be useful to a range of member care providers and gaining an understanding of dynamics in a range of loss experiences and how to help, refer and/or cope.)

IV. COURSE REQUIREMENTS

A. Attendance

Due to the block intensive format of this course, students are required to attend and actively participate in all sessions and small group activities.

B. Reading

Approximately 1400 pages of assigned reading is required. Foundational reading must be completed first. Next attention should then be given to texts listed under required reading. If a book has been previously read, then select a text from the recommended reading list.

Please read the Schaefer book on Trauma before reading the Gingrich book on Trauma for flow of content.

C. Papers and Projects

Three written assignments will be required.

Pre Course Assignment:

A Reflective Workbook will accompany the required text Clinical Interviewing. Students will be asked to comprehend and apply the text to their Member Care setting.

Due: **January 10, 2014**

Post Course Project:

A missionary will be identified to conduct a counseling or coaching sessions with using skills or techniques taught and practiced in the class. A two page paper is required summarizing which skills were utilized, how the skills application were implemented, the level of comfort for the client and counselor, level of effectiveness of technique, and what would be desired to modify in the future.

Due: **February 3, 2014**

Post Course Paper:

In consultation with the professor a common clinical emotional disorder or personality disorder that is prevalent to member care is to be selected. The disorder is to be research for it's origins, symptomology, criterion for diagnosis, different types of treatment, and prognosis. Further reporting will denote how the disorder is enacted in missions and can be met with proactive measures in the missions context. Fourteen written pages need to offer an informative report that contains practical implications with a proactive plan of addressing the disorder in a missions context.

Due: **March 10, 2014**

V. **Estimate of Work Hours Required for the Course**

Reading	50 hrs.
Reflection Workbook	8 hrs.
Seminar Attendance	36 hrs.
Post-Seminar Project	17 hrs.
Paper	40 hrs.

ESTIMATED TOTAL = 151 hrs.

VI. **Grading**

Seminar Attendance and Participation	10%
Completion of Reading	20%
Pre-Seminar Workbook	20%
Post-Seminar Project	20%
Post-Seminar Paper	30%

ATTACHMENT A

Attestation of Preparatory Reading

(To be completed and submitted to instructor by **February 3, 2014.**)

Name _____

I have completed the following readings on the dates indicated:

Publication and pages:	Date Completed:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

ATTACHMENT B

Clinical Disorder Paper Evaluation Sheet

Name: _____
Campus Box #: _____

Date Due: _____
Date Turned In: _____

1. Research & Writing Skills

a. Number of literary resources used				
<input type="checkbox"/> 1-2 80%	<input type="checkbox"/> 3-5 85%	<input type="checkbox"/> 6-7 90%	<input type="checkbox"/> 8-9 95%	<input type="checkbox"/> 10+ 100%

b. Written expression and grammar			
<input type="checkbox"/> poor 70% Errors in sentence structure	<input type="checkbox"/> satisfactory 80% 1-2 typos Flow is rough Below average skill	<input type="checkbox"/> above average 90% No typos Flow is good Average skill	<input type="checkbox"/> excellent 98% No typos Flow is exceptional Excellent skill

2. Past Orientation

a. History of the disorder			
<input type="checkbox"/> poor 80% Partial coverage Lacks depth	<input type="checkbox"/> satisfactory 85% A clear history Some depth	<input type="checkbox"/> above average 93% A detailed history Has depth	<input type="checkbox"/> excellent 98% Highly detailed history High in depth

b. Syptomology and diagnosis criterion of the disorder			
<input type="checkbox"/> poor 80% Partial coverage Lacks depth	<input type="checkbox"/> satisfactory 85% A clear history Some depth	<input type="checkbox"/> above average 93% A detailed history Has depth	<input type="checkbox"/> excellent 98% Highly detailed history High in depth

c. Different types of treatment of the disorder and expected prognosis			
<input type="checkbox"/> poor 80% Partial coverage Lacks depth	<input type="checkbox"/> satisfactory 85% A clear history Some depth	<input type="checkbox"/> above average 93% A detailed history Has depth	<input type="checkbox"/> excellent 98% Highly detailed history High in depth

3. Present Orientation

a. How the disorder is enacted in the missions context and impacts the context			
<input type="checkbox"/> poor 80% Partial coverage Lacks depth	<input type="checkbox"/> satisfactory 85% A clear history Some depth	<input type="checkbox"/> above average 93% A detailed history Has depth	<input type="checkbox"/> excellent 98% Highly detailed history High in depth

b. Proactive measures that can be utilized in the missions context			
<input type="checkbox"/> poor 80% Partial coverage Lacks depth	<input type="checkbox"/> satisfactory 85% A clear history Some depth	<input type="checkbox"/> above average 93% A detailed history Has depth	<input type="checkbox"/> excellent 98% Highly detailed history High in depth

80-82 (rewrite) 86-88 B 92-94 A-
83-85 B- 89-91 B+ 95-100 A

Grade for the project: _____

ATTACHMENT C

RESEARCH PAPER FORM

(MUST BE ATTACHED TO ALL HARD COPY PAPERS SUBMITTED)

Students submitting written papers in hard copy must provide additional information so the instructor will be able to provide written feedback on the paper and return it to the students.

Student's Name

Mailing Address

E-Mail Address

Your hard copy paper with professor's comments will be returned by mail unless other arrangements are made. However, every effort will be made to return papers submitted at the beginning and during the seminar by the end of the seminar.

Comments: