

**Theological Seminary
Andrews University**

CHMN786 Clinical Issues in Care and Counseling

(6 credits)
The 2009 Cohort

Professors:

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The teaching intensive for the first module is February 15-23, 2009 at Loma Linda
University, Loma Linda, CA.

Course Module Description

This module covers instruction in theory and clinical skills within the context of spiritual care. It provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific processes of disease such as HIV/AIDS, cancer, disability, and mental health issues.

The course is prepared especially for chaplains of hospital, community, and healthcare organizations.

Each course participant will integrate essential counseling skills and practices into their context of healthcare practice and demonstrate competencies in a portfolio of experience. Participants will share accountability for their development in peer groups that meet outside of the two week intensive.

Participants take this course with a cohort as the first in a sequence of CHMN 786, GSEM 730 (February 24-27, 2009), GSEM 706, GSEM790, CHMN 787, GSEM 796, CHMN788 and GSEM 796 to form a healthcare chaplaincy concentration.

Program Competencies

The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students. While the program is structured around certain areas of concentration, there are competencies we feel are important to evaluate as outcomes for all students. The following are those program competencies.

Being:

Self-reflection: to help participants become aware of their strengths and limitations (background, emotional state) and to realize the impact self-awareness and self-understanding may have on ministry.

Knowing:

Academic: to help participants acquire knowledge of current issues and research related to the field of spirituality and health, engage the discipline through sociological and psychological perspectives, reflect theologically on the lived experience of patients, and learn basic research skills relating to the field of healthcare.

Professional: to help participants gain knowledge of the professional field including spiritual leadership, consultation, networking, and ethical conduct.

Doing:

Clinical: to help participants acquire clinical skills pertinent to their practice in the field of chaplaincy and spiritual care within the context of healthcare.

Spiritual and Theological Formation: to help participants integrate their spiritual and theological perspectives into the practice of ministry.

Course Module Content

The description of content for this module is not meant to represent the learning design or form a contract for the content.

Participants will receive an orientation to the overall chaplain healthcare program, and explore issues such as the history of chaplaincy, a biblical model for clinical work in healthcare, ethics in clinical work, and the development of a personal philosophy around the delivery of care within the healthcare setting.

Specific competencies for the current course include the following: understanding the historical development of the field of pastoral care and counseling including formative figures, developing a basic knowledge of spiritual assessment and psychological assessment (DSM) within the clinical context, acquiring a broad understanding of various psychological theories with focus on narrative, object-relations, systems-theory and gestalt, and developing skills in dealing with grief, depression and crisis situations, and developing the personal skills of self-reflection.

This module explores the following areas:

1. History of Pastoral Care and Counseling
2. Assessment (spiritual and psychological – DSM)
3. Attachment Theory
4. Broad understanding of various counseling theories
5. In-depth understanding of specific counseling theories (Narrative, Object Relations, Family-systems and Gestalt)
6. Grief, depression, abuse, crisis interventions (Clinically able to handle the clinical situations and know when to make referral)
7. Self-Reflection: identify personal issues

The Cohort

A cohort group will form with this module, continue together through CHMN788 (your last module in 2012) and GSEM796 (the project). Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a healthcare chaplaincy concentration in their DMin program.

See the Doctor of Ministry program planner for date and locations of future teaching intensives.

Course Requirements

I. Pre-Intensive

For each of the book sections listed in the pre-intensive reading, a 4-5 page double-spaced typed report must be prepared (not to exceed 5 pages). Section one should be a careful summary of the book identifying the main argument(s) of the author(s). Section two should evaluate key ideas of the book (identify where you agree and disagree with the author(s)). Section three should suggest ways this book can shape and influence your life and ministry. Careful following of these three parts of the report is required.

Reports will be graded on how they reflect careful thought and analysis of the material and follow the three parts listed above. All book reports are due at the beginning of the LLU intensive. Each report should include the following statement of academic honesty, along with your signature: "I have read _____% of this assigned text and this report represents my own work."

Kirkpatrick, L. (2005). Attachment, Evolution, and the Psychology of Religion. New York, Guildford Press (read chapters 1 – 6). Note: try to ignore the evolutionary context for the arguments. Our goal is that you understand attachment theory and its importance for personal spirituality.

Doerhing, C. (2006). The Practice of Pastoral Care: A Post Modern Approach. Louisville, Westminster John Knox Press (read **introduction**, chapters 1-7, **and the conclusion**).

Culbertson, P. (2000). Caring for God's People. Minneapolis, Fortress (read introduction, chapters 1-6, and chapter 8).

Sorajjakool, S. (2006). When Sickness Heals: The Place of Religious Beliefs in Healthcare. Philadelphia, Templeton Foundation Press (read chapters 1, 3, 4, 8 and 9).

Sorajjakool, S. and Lamberton, H. editors (2004). Spirituality, Health, and Wholeness: An Introductory Guide for Healthcare Professionals. New York, Haworth Press (read chapters 3 – 8 except chapter 4).

Books can be purchased in any manner convenient to the participant. Some books are available used at the Amazon online book store. Please purchase and bring the books with you, including the book that will be used during the Intensive:

Norberg, T. (2005). Consenting to Grace. (you will read the entire book during the Intensive, so feel free to read it ahead and bring with you).

II. The Intensive

- A. Punctual attendance is required for all classes. A maximum of 10% absence of total activities is allowed.
- B. Participation in class discussion, group activities, journaling, and compilation of notes is expected.
- C. Formation of a Ministry Development Plan will begin during the intensive.
- D. A cohort field experience will be planned for Sunday.
- E. Plan on reading the following book during your Intensive (bring it with you):

Norberg, T. (2005). Consenting to Grace. (read entire book).

III. Post Intensive

- A. Journal and report the following four books in the same manner as for the pre-intensive books.

Kirkpatrick, L. (2005). Attachment, Evolution, and the Psychology of Religion. New York, Guildford Press. (read chapters 11, 12)

Doerhing, C. (2006). The Practice of Pastoral Care: A Post Modern Approach. Louisville, Westminster John Knox Press. (read chapters 8 & 9)

Culbertson, P. (2000). Caring for God's People. Minneapolis, Fortress. (read introduction, chapter 7, and chapters 9-11)

Sorajakool, S. (2006). When Sickness Heals: The Place of Religious Beliefs in Healthcare. Philadelphia, Templeton Foundation Press. (read chapters 5-7)

- B. A ministry development plan of 5 to 7 pages.
- C. Each student is required to write a 25 page paper for the post-session. There should be three parts to this paper. The first part consists of a literature review of the theories on counseling, psychology, and theology/spirituality used within the clinical (chaplaincy) setting (5-6 pages). The second is your personal integration of one of those theories and how it can be applied to spiritual care within the clinical context (9-10 pages). Part three consists of two case studies (5 pages per case). Each case should first identify the history and presenting problem, the verbatim, the interpretation of the case, based on your theory, the identifying spiritual problem(s), your approach to spiritual care, and a critique of your work (how it could have been done differently). The final section consists of a conclusion. Note: Use the EndNote program and APA referencing for all papers. You can download the EndNote program by calling the Del Webb Library at LLU and asking for directions on downloading the program. Basic instructions on how to use the program will be provided in class.
- D. A journal and attendance record of three group meetings will be required from a secretary for each group by December 12, 2009.
 - 1. The first group meeting must occur on or before May 23, 2009, and review all Ministry Development Plans from group participants.
 - 2. The second group meeting must occur on or before August 15, 2009, and review the work of each student on their paper.
 - 3. The third group meeting must occur on or before November 7, 2009, and review the case study done by each student.
 - 4. Groups may meet by phone conference, face-to-face, or via electronic conference.
- F. Each student will develop a plan and organization for a personal healthcare chaplaincy portfolio. The completed portfolio is due at the end of the program and must give evidence of work-related application of the principles and practices presented in the intensive. Remember that the portfolio will be prepared for

submission and presentation in the fourth module near the completion of the program.

IV. Grading

Quizzes/reflections – 130 points
Reading Journals and Reports: 25 points each x 10 assigned readings (from 6 books) Note: Norberg book is counted as one reading - 250 points
Ministry Development Plan - 120 points,
Paper - 175 points
Portfolio Description - 50 points
Small Group Meetings – 60 (20x3)
Journal During Intensive - 40 points
Total 825 points

96 - 100% - A
93 - 95% - A-
90 - 92% - B+
85 - 89% - B
82 - 84% - B-
79 - 81% - C+
75 - 78% - C
72 - 74% - C-

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due December 12, 2009.

The grade of DG (deferred grade) will be given if work is not received by the due date. The maximum grade possible when work is submitted late is B. The letter grade B will be assigned as work is turned in sufficient to replace a DG.

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

November, 2008