

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

Chaplaincy 2014 Cohort
Year Three
CHMN 786

CLINICAL ISSUES IN CARE &
COUNSELING
2016



Andrews
University
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Andrews University

CHMN 786
**CLINICAL ISSUES IN CARE &
COUNSELING**
CHAPLAINCY 2014 COHORT

GENERAL MODULE INFORMATION

Intensive location: Orlando, FL
Intensive Dates: April 4-15, 2016
Credits offered: 5

INSTRUCTOR CONTACT

Instructor: Dr. Siroj Sorajjakool
Telephone: (909) 558- 1900
Email: ssorajjakool@llu.edu

BULLETIN MODULE DESCRIPTION

Training in theory and clinical skills related to the clinical setting within the context of spiritual care. Provides education in the following specialty areas: psychological and spiritual assessment, grief recovery, trauma, conflict resolution, and specific disease processes such as HIV/AIDS, cancer, disability, and mental health issues.

MODULE MATERIALS

Required:

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

PROGRAM OUTCOMES

1. Develop deeper biblical spirituality.
2. Experience enrichment of personal and family life.
3. Intensify commitment to ministry.
4. Develop an Adventist perspective of evangelism, mission, and ministry.
5. Experience positive collegial relationships.
6. Develop a global view of society and ministry.
7. Gain theoretical knowledge that contributes to advanced ministry.
8. Develop an understanding of the biblical model of servant leadership.
9. Evaluate ministerial practices through theological reflection.
10. Use appropriate tools to analyze the needs of churches and communities.
11. Develop skills that facilitate more effective ministry.
12. Articulate theological and theoretical understandings that advance global ministry.
13. Develop habits of study that contribute to lifelong learning.

STUDENT LEARNING OUTCOMES

The Doctor of Ministry Chaplaincy Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

The graduate will:

1. Acquire a basic understanding of personal and spiritual care
2. Understand history of the field of pastoral care including formative figures
3. Explore common clinical issues within the context of healthcare
4. Learn the biological bases of mental health including psychotropic medications
5. Learn common mental disorders that show up within the context of healthcare
6. Understand phenomena of spiritual coping among patients
7. Acquire basic clinical skills in spiritual care and counseling

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their

competencies. On completion, they will have completed a Chaplaincy Concentration in their DMin program.

2014 Chaplaincy Cohort

Course #	Course Name	Instructor	Intensive Dates	Intensive Locations
CHMN788	Professional Practice in Chaplaincy (health care) (4 credits)	Vaughan Grant	March 31-April 6, 2014	<u>Orlando, Florida</u>
CHMN775	<u>Foundations of Chaplaincy Ministry</u> (other fields) <u>Daily schedule for intensive</u> (4 credits)	Martin Feldbush	March 31-April 6, 2014	<u>Orlando, Florida</u>
GSEM790	<u>DMin Project Seminar</u> (4 cr) <u>Daily schedule for intensive</u>	Bill Knott and/or David Penno	April 7-15, 2014	<u>Orlando, Florida</u>
GSEM706	<u>Spiritual & Theological Foundations for Ministry</u> (8 credits)	Jon Dybdahl	April 6-16, 2015	<u>Andrews University</u>
CHMN787	Clinical Issues in Care and Counseling (5 cr)	Siroj Sorajjakool	March 21-April 1, 2016	<u>Orlando, Florida</u>
GSEM796	DMin Project		spring semester 2016	
CHMN787	Theory and Research in Health Care Chaplaincy (health care) (5 credits)	Johnny Ramirez, Mario Ceballos	March 20-31, 2017	<u>Orlando, Florida</u>
CHMN747	Christian Leadership (other fields) (5 credits)	Skip Bell	March 20-31, 2017	<u>Orlando, Florida</u>
GSEM796	DMin Project		spring semester 2017	

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the (four) required pre-session titles. The journal (there will be six, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

Books can be purchased in any manner convenient to the participant.

B. Attend virtually the Implementation Symposium on (*enter dates supplied by the project coach*). This symposium will help you finalize your project proposal, obtain DMin Committee and IRB approval, and prepare you to implement your project in year three of the program. The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you attended the symposium.

II. The Intensive

- A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.
- B. On some evenings a daily journal will be required.
- C. Participation in discussion, group activities, journaling, and compilation of notes is expected.
- D. A cohort field experience (will or may) be planned for Saturday and Sunday.

III. Post Intensive

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

Enrolled program participants may contact the professor or the DMin office to obtain the titles for the required reading assignments.

B. Review the Ministry Development Plan (MDP) of five to seven pages, double spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. The MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program.

C. Chapter four of your project document, a paper of at least 16 but no more than 22 pages, will be required providing the methodology of your project challenge. **This is the work required in year three that partially integrates your 6 credits of project learning into the program.**

The Andrews University Standards for Written Work, 12th Edition (or more recent edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Complete your DMin project proposal, obtain DMin Committee and IRB approval, and begin implementing your project. The project coach will work with you on these objectives during and after the Implementation Symposium. Due date (*enter date supplied by the project coach*). The lead faculty for this module cannot enter a final grade until affirmation is provided by the project coach that you completed your proposal and have begun implementation of your project.

E. Meet again with your context support group of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting must occur on or before (provide a date 60 days following the intensive). The group will review the MDP and its role with materials provided during the intensive.

F. Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by 1st of November 2016.
2. The first group meeting must occur on or before by the 1st of July 2016 and review the work of each student on their chapter four.
3. The second group meeting must occur on or before the 1st of October 2016 and review the case study done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. Continue your work with an appropriate field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher on the final assignment due date.

82 - 84% - B-
 79 - 81% - C+
 75 - 78% - C
 72 - 74% - C-

C. Assignment Submission

Hard copies are the preferred method of assignment submission.

D. Assignment submission deadlines:

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)
Late 91 days or more:	No credit given

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive, March 21, 2016. If submitted late, the work will be discounted 10%. The remaining assignments are due 1st of December, 2016.

F. Student grades will be recorded by May 2017.

*Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

ASSESSMENT GUIDELINES

Chapter Assessment Rubric for the Post Intensive Paper:

Chapter 4 Description of the Intervention

CATEGORY	4.00 Target	3.00 Needs Improvement	2.00 Incomplete	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what	Same as Target, the bird's eye view is incomplete.	The reader is invited into the topic but no bird's eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the chapter.

	the chapter will cover.			
Development of the Intervention	An intervention is developed that clearly builds upon the theological foundation and the literature review.	An intervention is developed that seems to build upon the theological foundation and the literature review.	An intervention is developed, but no clear relationship is shown between it and the theological foundation and the literature review.	No intervention is developed.
Description of the Intervention	A concise description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content.	A description of the intervention is given, including how participants are to be recruited, what kind of sessions, how many, objectives, and content	An intervention is described, but it is unclear or lacks a logical flow.	No intervention is described.
Conclusion	The chapter ends with a conclusion that clearly reiterates the main points.	The chapter ends with a conclusion that reiterates the main points.	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.	There is no conclusion or the conclusion does not capture the main points of the chapter.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	There are 3 or more formatting mistakes.
Style	The chapter follows APA style, including in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.

UNIVERSITY POLICIES

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

AU Bulletin

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

AU

Bulletin

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

AU Bulletin

The above Andrews University policy is for students in other AU programs. **The Andrews University policy for the Doctor of Ministry program is that no absences are granted from intensives other than for deaths in an immediate household or for hospitalization.**

Academic Integrity

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses”.

AU Bulletin

Emergency Protocol

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

INSTRUCTOR PROFILE

Siroj Sorajjakool, PhD, currently serves as Professor of Religion, Psychology and Counseling for the School of Religion and as Professor in the Department of Counseling and Family Sciences, School of Behavioral Health, Loma Linda University. He completed his PhD from Claremont School of Theology with an emphasis in Theology and Personality (Pastoral Care and Counseling) and a Diplomate in the American Association of Pastoral Counselors.

7/17/2015