

## **Member Care Course--Interest Group**

### **Mental Health and Missions Conference, November 2000**

Welcome! This is an informal meeting to bring together some of the people who offer a "member care overview" course or similar training. Our desire is to meet each other, exchange updates, and find ways to enhance existing/future courses. It is so special to be able to get together like this--it is something that I have wanted to do for a long time.

Larrie Garder said that one of her goals for teaching such a course "is to be compatible with existing offerings and services, enhancing them rather than competing with them or ignoring them. I've thought about this especially within our own organization, but surely that could and should also be said for services external to our organizations. It means networking respectfully, and that means we have to know what each other offers." Larrie also suggested that we discuss the primary audience and their concerns, the goals of the course, materials used, and desired/achieved outcomes. And I would add too the need to look at the years/places you have taught this course and any future plans to teach it.

**Some Background:** Dr. Terina Khoo in Hong Kong is currently offering a 12 lesson course, focusing on the local church, over a year's time; Brent Lindquist is consulting with Rob Francis in YWAM about a similar course for the sending churches in Singapore; Dave Wickstrom has taught one or two courses at Columbia, and Nancy Duvall at Rosemead at least twice and in Chaing Mai; Larry and Lois Dodds with Heartstream have taught their member care foundations course a few times in the USA; Laura Mae Gardner has taught courses in different places; Fran White has at Wheaton, and Barbara Noll once in Singapore; Brenda Bosch with YWAM in Asia and Africa; Christian Quartier with OM in Wales; and I have taught such a course at Fuller two times, in Germany three times (twice with Hans Ritschard) and in Sydney.

By my recollection, the first such course was taught by Dr. George Ensworth around 1982 at Gordon Conwell in Massachusetts. Since then, similar courses have been offered to different mission personnel, sending church leaders, and graduate students. East Asia Theological Seminary (Singapore, CCC), RSP, Fuller, Columbia, the Evangelical School in Korntal Germany, IGNIS School of Psychology in Germany, and the Sydney Bible College have been some of the institutional sites for these courses.

I am sure there is some related/overlapping training going on and it would be good to hear more. The possibility of developing courses to be taught in different regions (especially Asia, Africa, and Latin America) as well as to develop an on-line course, would be interesting items to pursue. I think it would be timely and helpful to coordinate the training that we all do some more. May the Lord guide and use us!

**Participants:** Dave Wickstrom, Larrie Gardner, Terina Khoo, Lois Dodds, Larry Dodds, Kelly O'Donnell, Nancy Duvall, Brent Lindquist, Fran White (possibly others)

Invited but could not come--Barbara Noll, Christian Quartier, Brenda Bosch

*Prepared by Kelly O'Donnell*

## **Update from Dave Wickstrom**

I am scheduled to teach two courses for Wheaton Graduate School. These courses will be in Chiang Mai, Thailand at the end of January, 2001 and beginning of Feb. 2001.

Each of the courses will be five hours per day for a week each. One course will be on Team Building, and the scheduled text is *For Team Members Only* written by Manz, Neck, Mancuso and Manz. Classes will include not only reading on team building issues--and I plan to get other books for students to read--but will also include resources about organizational styles and dynamics. In addition, there will be live, in-class demonstrations of issues, role playing, problem-solving scenarios, and perhaps some group therapy exercises which can help to build rapport and help people get to know and understand and appreciate one another better.

The second course is on Cross-Cultural Counseling, and the texts will include a basic text on counseling skills because none of the students have learned the basics of counseling, let alone Cross-Cultural Counseling. The basic text will be by Carkhuff, *The Art of Helping*, Vol. VIII. In addition there will be a book called *Culture-Centered Counseling and Interviewing Skills* by Pedersen, and there will be additional resources such as *Counseling the Culturally Different* by Sue and Sue, and also *A Manual of Structured Experiences for Cross-Cultural Learning*.

Class times will be a mixture of lecture, demonstrations of counseling and cross-cultural counseling situations, readings, hopefully some multi-media presentations, and class discussion. My style of teaching is quite interactive interspersed with in vivo demonstrations and practical applications of what people are learning. There will also be a quiz each day to review what was covered on the previous day and in assigned readings.

I have taught a Cross-Cultural Counseling Course on previous occasions as Columbia International University and have found it to be well received and quite exhilarating for both myself and for the students.

# **Proposal for the 'STANDARD PRACTICES' half of the M.C. Curriculum Rob Francis, YWAM Singapore (training for the local church)**

**'STANDARD PRACTICES' topics (covered in 6-8 hours); time allotted in "[ ]"**

## **1 "MISSIONARY PREPARATION"**

[1.0] Member Care Overview (introduction and current issues)

[1.0] Reasons for missionary attrition

[1.5] Church m.c. practices that help minimize attrition

[1.5] Local Church Missionary Screening Instruments (with role play)

[1.0] Good selection process being used by the local church

[1.0] Research on selection criteria

({KO}including generational differences,  
different philosophies/approaches to selection;  
recruitment which influences selection;  
preparation and the family of origin; different  
motivations for mission work)

[1.0] Designing a missionary selection process for the local church

## **2 "MISSIONARY FAMILIES"**

[1.5] Member Care Overview (introduction and current issues)

[2.0] Assessing family health

[1.5] Identifying adjustment challenges in the missionary family

[1.5] Recognizing key missionary marital challenge factors

[1.5] Challenges faced by missionary children

## **3 "ADJUSTING TO THE FIELD"**

[1.5] Member Care Overview (introduction and current issues)

[1.5] Successful cross-cultural adjustment

- [1.5] Challenges in the first two years of cross-cultural ministry
- [2.0] Pitfalls in team formation, and interpersonal relationships  
({{KO}} multinational teams; logistical support)
- [2.0] PROACTIVE member care ministry in the local church.

#### 4 "TEAM DEVELOPMENT AND COUNSELLING"

- [1.5] Member Care Overview (introduction and current issues)
- [2.0] Balanced living in a cross-cultural context.
- [1.5] Key factors for team challenges and conflicts
- [2.0] Dynamics of singleness
- [2.5] Helping resolve conflicts on the field

---

## Teaching Objectives for the four 3 to 4-day Seminars

### 1 Missionary Preparation

Obj. #1 By the end of one session participants will be able to list the top five reasons for missionary attrition. [1.5]

Obj. #2 By the end of one session participants will be able to list three key training components that will help minimize and preclude attrition proclivities in their own local church mission program. [1.5]

Obj. #3 By the end of one session participants will understand the tools available for screening and will be able to explain how they can be accessed for their local church. [1.5 hours]

Obj. #4 By the end of one session participants will have learnt and asked key questions in the missionary selection process that will enable their local church to design and choose their own missionary candidate selection criteria. [3.0 hours]

(objective: what screening, selection, and assessment is needed)

### 2 Missionary Families

Obj. #1 By the end of one session participants will know how to assess family health (cf. the five patterns in Frances White's "Characteristics of a Healthy Mission System" in "Helping

Missionaries Grow", page 142 ff.) And list one church m.c. activity that will cultivate it for field workers [2.0]

Obj. #2 By the end of one session participants will know how to identify culture stress in the family unit and help the family on the field process through it (factors that reduce...) [1.5]

Obj. #3 By the end of one session participants will be able to list key stress factors faced by missionary marriages and will identify key factors that the local church know how to identify culture

Obj. #4 By the end of one session participants will be able to list at least three unique stresses faced by missionary children and what are ways the local church can support missionary children.

### **3 Adjusting to the Field**

Obj. #1 By the end of one session participants will identify four commonalities of missionaries who have a successful cross-cultural adjustment [1.5]

Obj. #2 By the end of one session participants will be able to list five major sources of missionary stress in the first two years of cross-cultural ministry and five actions that help dissipate that stress. [2.0]

Obj. #3 By the end of one session participants will be able to identify the top five pitfalls in team formation, and interpersonal relationships thereof, for cross-cultural ministry. [2.0]

Obj. #4 By the end of one session participants will have brainstormed the formation of a PROACTIVE member care ministry in the local church. [2.0]

### **4 Team Development and Counselling**

Obj. #1 By the end of one session participants will be able to identify key actions in mentoring that help missionaries develop balanced living in a cross-cultural context. [2.0]

Obj. #2 By the end of one session participants will list the key factors for team stress and conflicts in cross-cultural interpersonal relationships [1.5]

Obj. #3 By the end of one session participants will understand the unique personal dynamics of singleness and how the local church can support them. [2.0]

Obj. #4 By the end of one session participants will identify key attitudes and actions that member care personnel employ to resolve conflicts on the field [2.5]

# Member Care in Missions Course

Kelly O'Donnell, PsyD, Member Care Associates

Sydney, Australia December 8-10, 1998

**Seminar Description.** This course overviews several facets of the *member care field*. It is based on a graduate-level course taught at Fuller Seminary's Graduate School of Psychology in Pasadena, California. We will explore four broad areas of member care, drawing on the contributions of clinical psychology, human resource development, and missiology: (a) the current status and future direction of this field; (b) the adjustment challenges of missionary life; (c) the different helping roles in missions for mental health professionals, mission leaders, and missionaries themselves; and (d) the development of innovative approaches to missionary care, such as field teams, crisis care, and interagency consultations.

**Seminar Format.** Our time together will involve lecture, group discussion, and case studies. We encourage participants to interact with the teacher(s) as much as possible. To get the most out of this course, it would be helpful to do as many of the suggested readings as possible prior to the actual seminar, emphasizing the 10 core readings listed in **bold type**. After the course we encourage you to do an optional summary back home, which involves writing a brief description of 50 key member care principles based on the readings and lectures.

---

## Topics and Suggested Readings

### 1. Overview of Member Care in Missions

Readings: TVL chapter 22; **MC chapter 1**; HMG chapter 1 Handouts: Statistics on Global Mission--Barrett, IBMR 1/1997;

Developing a Flow of Care--Pollock, Interact 10/97; (Member Care Best Practice--EMQ 1/01)

### 2. Biblical Foundations for Member Care

Readings: Perspectives chapters by Stott, Richardson; IJFM article "Stephanas"

Handouts: Humanitarianism with a Point--Amstutz, IJFM 10/1992

### 3. Missionary Stress and Adjustment

Readings: **TVL chapter 6**; HMG chapter 35; IJFM article "Foxes, Giants, and Wolves"

Handouts: CHOPS Tool; Job Feedback Form; Debrief Interview; Transitions--Pollock

#### **4. Missionary Families**

Readings: TVL chapter 23; HMG chapters 17, 20; RRMK chapter 37

Handouts: Healthy Families/Mission--Harrison, World Christian 2/1990; Various materials

#### **5. Missionary Selection and Assessment**

Readings: TVL chapter 4; MC chapter 6; HMG chapter 3

Handouts: The Seven "C's" for the Seven Seas; Screening for Workers;

Markers Indicating Healing--Gardner; Choosing a Mission Board--Reapsome, EMQ 1/1988

#### **6. Counseling and Consultation**

Readings: MC chapter 15; HMG chapter 42; IJFM article "Short-Term Counseling"

Handouts: Short-Term Missionary Counseling--Lindquist, EMQ 7/1995

Short-Term Teams--Member Care Associates; Stephanas Group Overview

#### **7. Ethics in Missionary Care**

Readings: MC chapter 19; HMG chapters 41, 44

Handouts: Guidelines for Confidentiality--Member Care Associates;

Responsible to Whom? (excerpts)--O'Neill, American Journal of Community Psych, 3/1989

#### **8. Team Development**

Readings: MC chapter 11; HMG chapter 14; IJFM article "Multinational Teams"

Handouts--Building Resilient Teams: CACTUS Kit--O'Donnell (in press); Various materials

#### **9. Crisis and Contingency Management**

Readings: MC chapter 10; IJFM article "Guidelines for Crisis/Contingency Management"

Handouts: Crisis Intervention for Missionaries--Carr, EMQ 10/97; Various materials

#### **10. Preparation and Future Directions for Member Care**

Readings: TVL chapter 26; MC chapter 21; HMG chapter 13; RRMK chapter

Handouts: MECA Guidelines; 16 Partnership Principles--Butler; PACTS--O'Donnell

## **Optional Topics**

- Contributions from Community/Organizational Psychology; Readings: MC chapters 9, 25; Handouts: Community Psychology and Unreached People--O'Donnell, JPT 1986 (chart).
- Child Safety: Let's Be Wise, Let's Be Safe; Readings: Child Sexual Abuse--Judith Van der Weele, Interact 12/1992, 2/1993 Handouts: various on child safety.
- Reentry; Readings: HMG chapter 48; Handouts: various reentry and debriefing forms.
- Additional--Debriefing, Placement/Career Issues, Depression, Hidden Addictions, Spiritual Vitality, Counselor Training, Parenting, Singleness, Marriage Enrichment, Grief/Transitions.

**Texts** --There are readings from six texts for this course, although the three main texts are: *Too Valuable to Lose*, *Missionary Care*, and the special member care issue of the *International Journal of Frontier Missions*. These texts are available through William Carey Library, Box 40129, Pasadena, CA 91114 USA tel--1 818 798 0819; fax--1 818 794 0477.

TVL = Too Valuable To Lose; MC = Missionary Care; HMG = Helping Missionaries Grow; IJFM = International Journal of Frontier Missions; RRMK = Raising Resilient MKs

1. Taylor, W. (1997) (Ed). *Too valuable to lose: Exploring the causes and cures of missionary attrition*. Pasadena, CA: William Carey Library.
2. O'Donnell, K. (1992) (Ed.). *Missionary care: Counting the cost for world evangelization*. Pasadena, CA: William Carey Library
3. O'Donnell, K., and O'Donnell, M. (1988) (Eds.). *Helping missionaries grow: Readings in mental health and missions*. Pasadena, CA: William Carey Library.
4. Winter, R., and Hawthorne, S. (1992) (Eds.). *Perspectives on the world Christian movement: A reader (2nd ed.)*. Pasadena, CA: William Carey Library.
5. *International Journal of Frontier Missions*, special issue on "Member Care", 10/1995.
6. Bowers, J. (1998). (Ed.). *Raising resilient MKs*. Colorado Springs, CO: ACSI.

---

## **Member Care Course --Lesson Goals**

### **Kelly O'Donnell**

#### **Lesson One--Overview of Member Care in Missions**

Goals--Define the nature, scope, and relevance of member care. Overview the current status of this field and give various examples of member care.

## **Lesson Two--Biblical Foundations of Member Care**

Goals--Explore examples of caring for the people of God in the OT and NT, in the context of God's desire to bless all the peoples of the world. Show how member care is both a Biblical responsibility and a key strategy of world missions today.

## **Lesson Three--Missionary Stress and Adjustment**

Goals--Overview the main challenges facing missionaries based on research and the CHOPS grid, highlighting burnout, reentry stress, spiritual warfare, and cultural adjustment.

## **Lesson Four--Missionary Families**

Goals--Review family strengths needed to succeed in missions and the special challenges families face in raising children overseas (MK identity, education, common problems, and reentry), the mission family life cycle, and resources for couples, children, and family life.

## **Lesson Five--Missionary Selection and Assessment**

Goals--Explore the qualities needed to work in missions, the criteria used for selecting missionary personnel, and practical helps for identifying "good-fit" and "at-risk" people.

## **Lesson Six--Consultation and Counseling**

Goals--Discuss different approaches to providing services to mission agencies and their personnel: member care teams, assessment tools, brief counseling principles, field consultation logistics, the use of email, and helping with depression, conflict, deliverance.

## **Lesson Seven--Ethics in Missionary Care**

Goals--Outline basic ethical issues that occur in member care and identify ethical principles to guide member care services.

## **Lesson Eight--Team Development and Conflict Resolution**

Goals--Develop precise thinking about what makes a team cohesive and effective, including understanding team characteristics, relationships, roles, team stages, multinational teams, the use of team building tools and with a special emphasis on conflict resolution.

## **Lesson Nine--Crisis and Contingency Management**

Goals--A clear overview of how to prepare for, handle, and provide care for several types of traumas and crises affecting mission personnel

## **Lesson Ten--Preparation for Member Care and Future Directions**

Goals--Identify the training and life experience necessary to work effectively in member care. Explore strategic ways to further develop the member care field internationally.

---

## **Some Notes on Teaching the Member Care Course**

### **Kelly O'Donnell**

1. Audience analysis and flexibility--Adapt material based on participants (psychology students, missionaries, mission leaders, MCWs), needs and interests of participants (general overview or specific detailed focus/training); no need to always stick exactly to the outline/lesson content, as lessons can overlap (e.g., Consultation and Screening) and the class session can develop into a direction in which participants are actively engaged.
2. Use video and audio tapes, humor/cartoons, case examples, self-disclosure, group exercises, ask questions, and overhead transparencies to complement lecture.
3. Use other teachers and participants to teach/share when possible.
4. Give out additional core handouts/readings.
5. Begin the lesson with an overview of the lesson, and share some Biblical perspectives to set the stage; also review the main points at the end of each lesson and then preview the next lesson.
6. Bring related books, brochures, and other materials to the course. List resources for further study/information at end of each lesson.
7. Give out creative written homework. Have participants do reading in advance as much as possible.
8. Keep lectures simple, especially if translated. Try to get basic materials translated into language of the participants. Be interactive in class yet also cover content.
9. End last session with a review--Lesson by Lesson Summary of Key Points; and prayer.
10. Other notes:

# Foundations of Missionary Member Care

## Heartstream Resources

**Implementing Missionary Member Care: October 3 -7, 2000**

**Including Contingency Training by Crisis Consulting International: October 9-13, 2000**

The first week course provides a foundation in understanding various dimensions of human development which are relevant in the care of missionaries and other cross-cultural workers.

### **Course content:**

- stage theories relating to spiritual formation
- stages of psychosocial development and their relationship to trust and belief
- stages of mission career in relation to life cycle stages
- the role of the Holy Spirit in life and ministry development
- human needs theories
- personality types and leadership styles (using MBTI)
- concepts of servant leadership in relation to member care
- organizational implications of persons' needs and life stages
- building trust in organizations and team relationships
- common mistakes missions make in (not) caring for members
- kinds and levels of interventions
- pro-actively minimizing stress in various missionary stages
- why missionaries go bananas sometimes but usually survive immense stress loads
- evaluating how policies inhibit or encourage growth of members

Emphasis will be given to the practical application of these theories to the life of the individual and the effectiveness of the organization in relating to and caring for persons. Major emphasis includes the use of the Myers-Briggs Personality Type inventory and the relationship of personality to team work, leadership styles, communication styles, stressors and stress symptoms.

**Resources:** Participants will learn how to use current resources in the care of missionaries, including books and unpublished papers.

**Training Outcome:** Each participant will draft a work-paper of ways to improve the care given to members for his or her organization or field entity, based on the course content, class discussions and selected readings.

**Week 2: Implementing Missionary Member Care  
With Dr. Larrie Gardner SIL and Drs. Larry and Lois Dodds**

Course content will include:

- qualifications, training and job descriptions of member care personnel

- 🍷 organizational issues--confidentiality, reporting, administrative limits, records, budgets
- 🍷 needs assessment tools for individuals, teams, groups, and entities
- 🍷 changing organizational values and ethos to favor member care
- 🍷 cultural sensitivity--caring for members from diverse cultures
- 🍷 care of care givers in field settings
- 🍷 needs of children, families, and single persons

**Thursday and Friday of Week 2: Contingency Planning Workshop  
Bob Klamser, Crisis Consulting International.**

Bob Klamser has pioneered with mission agencies in contingency planning, policy setting, and crisis intervention. He has been involved in negotiating for the freedom of many captured missionaries. This course is designed to teach mission administrators how to prepare for emergencies, such as evacuations and terrorism, address safety and security issues, prepare risk assessments and establish policies for dealing with crises. Bob will emphasize management skills for contingency planning and crisis intervention.

**Course Instructors:** Lois Dodds, Ph.D., and Lawrence Dodds, M. D., of Heartstream Resources, have taught graduate courses in over 20 countries, as well as in many other overseas contexts, such as U.S. embassies. They have devoted 30 years to the care and training of missionaries including 23 years in Wycliffe Bible Translators and the Summer Institute of Linguistics. Dr. Laura Mae Gardner is Director of SIL International's member care program. For many years, she was director of the Counseling Department for the Summer Institute of Linguistics International.

**Dates:**

Week 1: Foundations in Missionary Member Care: Tuesday--Saturday, October 3-7, 2000

Week 2: Implementing Member Care: Monday through Friday, October 9 - 13, 2000

Contingency Planning Only: Thursday and Friday, October 12-13, 2000

**Location:** Heartstream Resources on Route 11/15, 30 miles north of Harrisburg Pennsylvania.

**Cost:** \$150 per week for room & meals (Monday night supper through Sunday breakfast, shared rooms for first week; Sunday night supper and Saturday breakfast second week.)

\$200 Course fee per week, including materials. Textbooks are extra.

\$100 for Contingency Planning workshop only

\$25 Airport pick up or delivery, if needed (one hour from Harrisburg).

Weekend accommodations are available at Heartstream Resources for \$30 per day room and board. If necessary to spend a Saturday night for a better airline ticket price, please spend the night of October 7 rather than October 13.

Non-refundable Registration: Early bird, before September 1, \$10; after September 1, \$50. Please register by mail, telephone, e-mail or fax. Send name, organization, role(s), address, phone, arrival time, and which courses you wish to take, plus room & board or commuting information.

**Graduate credit:** For an additional fee payable to Azusa Pacific University participants may receive three graduate academic credits. These may be used in APU's graduate programs, transferred to other institutions, and used to receive certification for the purchase and use of the MBTI. Dr. Lois Dodds is a certified trainer. Both Drs. Larry and Lois Dodds are adjunct professors with Azusa in their overseas MA program. Operation Impact is a Master's degree program offered in more than 20 countries.

**Heartstream, 101 Herman Lee Circle, Liverpool, PA 17045**

Phone 717-444-2374,  
e-mail: [Heartstream@compuserve.com](mailto:Heartstream@compuserve.com)

Fax 2574

# MISSIONARY CARE and PERSONNEL DEVELOPMENT

Compiled on October 2, 2000, by Brenda Bosch, YWAM Philippines  
[brendab@pacific.net.ph](mailto:brendab@pacific.net.ph)

P O Box 196, Q-Plaza, 1900 Cainta, Rizal, Philippines  
Tel. 00 +63 2 646-7359 - Telefax 00 +63 2 646-7368

*John 21:16 " ... do you truly love me?" ...Jesus said, "Take care of my sheep."*

## Course Details

**TERM “MISSIONARY CARE”:** Kindly note that, due to the fact that the term “Member Care” is viewed as a “secular” term in some Asian countries, the author has used the term “Missionary Care” more often than “Member Care” in this paper.

**DURATION:** Four weeks full-time (live-in).

**REGULARITY:** Twice a year.

**PLACE:** Asia and Africa.

**TARGET GROUP:** Third-worlders and any other missionaries who want to become involved in Missionary Care. Missionaries should have the initial training of their organization plus one year mission experience. Experienced missionaries and pastors of any evangelical organization or church are welcome to attend. School directors of YWAM’s Discipleship Training School and the directors of other schools often see this course as very suitable to develop their staff, to help their staff understand and cope better with regards to missionary stressors, and to teach them how to care better for their co-workers and trainees. A minority of those who attend the courses are in a transition period of their lives, on furlough or purely hurt and unable to continue without good input – their mission leaders would normally recommend this course, saving themselves many counseling hours.

**OBJECTIVE:** This core course in missionary/member care and missionary staff development will equip you for developing the effectiveness and coping skills of your missions staff and to give preventative care. The course gives practical guidelines for caring for missionaries, encouraging missionaries to grow in ministry and spiritually, and gives understanding about the stressors of missionary life and how not to only cope, but **thrive** in missions. Practical missionary care trips are available to learn these skills on-the-job, mentored by someone who is experienced in this field.

**COST:** As low a budget as possible – in the Philippines it could even be as low as US\$60 / S\$110 (course fees, accommodation and meals included for entire period). This is done in order to make it as affordable as possible for third-world missionaries. This low budget is only possible when lecturers are willing to pay their own way and to teach without remuneration.

**ACCREDITATION:** This course is registered with the University of the Nations, Kona – 2 credits for each week attended.

## **TRACK RECORD OF THIS COURSE:**

August 1999 in Manila, Philippines (34 attended);

February 2000 in Worcester, South Africa (17 attended);

July 2000 in Davao City, Philippines (20 attended);

October 2000 in Baguio City, Philippines (20 registered);

February 2001 in Chennai, India.

## **Course Information**

The course consists of four weeks' lectures and a few hours of practical missionary care in the city where the course is conducted. We approach YWAM leadership for permission to help their missionaries as well as the leadership of other missions in that city.

### **The course consists of the following:**

More than 60 hours of **teaching** (at least 16 hours per week). We have found that few people can come for YWAM's longer school on Member Care – the Personnel Development School (3 months lecture phase and 2 months practical phase). Although many topics are covered and much information shared during these sessions, they are meant as an appetizer for the students. Once they start working in Missionary Care, they will hopefully do more research on their own, but through this course they are at least made aware of various issues that need attention in Missionary Care.

**Instruction is enhanced** by class discussions, spontaneous buzz groups, small group discussions, role-plays, case studies, free participation during lectures by students who mostly have rich experiences themselves, reference to books, articles, websites, email forums, consultations, explaining local pastoral structures.

16 hours of **class discussions**, buzz groups and small groups (4 hours per week).

16 hours of supervised, **hands-on ministry application** by each student (4 hours per week) outside of the classroom. Examples: debriefing another missionary, interviewing, helping with their support raising (the first reason why Filipino missionaries leave the field), helping a missionary compile a personalized ministry pamphlet or a support raising file (portfolio), etc.

8 hours of **supervised workshops and practical sessions** in class (minimum of 2 hours per week). Example: Debriefing your co-student from his/her last three months of work; conducting a "regular evaluation interview" with a co-student; creating your own ministry pamphlet which enables you to help others in this area; creating your own support raising file/portfolio; writing a last will; role-plays; case studies.

Regular **intercessory prayer sessions** for the following: Missionary/Member Care issues, present needs within the group, present full-time staff in Missionary Care and upcoming Missionary Care Courses. Regular corporate **worship sessions** forms a part of this course.

24 hours for **personal study, ministry preparation and evaluation** (6 hours per week).

A **written test** every week (30 minute tests) – evaluation sheets from students have proved that the students love these tests, study well for them, and say that the tests help them to review their work and better retain the knowledge acquired in lectures. A limited number of possible test questions are provided beforehand and all test questions come from these.

Time is available for at least one individual, one-on-one **interviews** with each students to personally process lecture material in context of their personal lives or practical application when serving other missionaries.

Thirty minutes of **daily chores** are required from students, e.g. helping to wash dishes after a meal or mopping a floor. More than this cannot be required by local leadership due to the fact that this course is very compact and much is to be processed. Thirty minutes are just enough to give them a bit of exercise and to get the most important jobs done quickly.

All sessions are held on **weekdays** from 08:30 a.m. to 12:30 noon and from 2.30 to 5.00 p.m.. This allow a two-hour “**siesta**” for regaining strength and focus in the tropical heat of Asia. Evenings and weekends are left free for fellowship, study and voluntary discussions.

A **student manual** is handed to each student at arrival. This contains lecture notes for only two or three of the topics, but rather samples of things they can do to help missionaries and how Missionary Care can function. I prefer students to write down what is said in lectures, which allows them somehow focus better and to retain the information better.

A **staff manual** is handed to each staff member who assists me in running this course – this assists them in performing their duties during the course. Examples: what to do on the first day of the course; topics for orientation; possibilities of topics for class discussion; possibilities of topics for practicums; how to organize the graduation ceremony; forms; budget, etc.

An **evaluation form** is completed by the student at the end of the course, giving their input and evaluation to the staff about how they have experienced the course. In the past three courses most students have agreed that this course should rather be six weeks in length. They are finding it quite intensive.

**Evaluation of the student** is based on the following: 20% from staff interviews, 20% from student ministry evaluation, 20% from written tests, 20% from personal involvement and growth, 20% from written assignments.

**30 practical hours of missionary care** required when returning home. If you are a missionary from Youth With A Mission, a commitment on the registration form will be asked before one attends the course - 30 practical hours will be spent in Missionary/Member Care in one form or another when one gets back to one's own work environment. This is a less than one week's work, and students are encouraged to serve missionaries from other organizations too. These 30 hours should be completed within 6 months after the course. During the course we will explain what kind of things can be done to make up these hours, and there is something for everyone, regardless of your particular giftings, make-up or personality of the student. If practical ministry is not the outcome or fruit of these 60 hours' (or more) teaching, then we will sadly be missing the point. Missionaries or pastors from other organizations are welcome to voluntarily participate. Ministry should always be the fruit of any Christian training that is geared (like this course) to equip you to minister to others – mere knowledge puffs up.

Course Topics --Approximate length (hours) indicated with each topic:

Missionary Attrition 1½ hour Overview of Missionary Care, 2 hours; Introduction to Missionary Care 1½ hr; Qualities of a Shepherd 1; Leadership Styles 1½; Care and Variety in Intercession (as a structure for care and building morale) 1½; Care and Variety in Worship 1½; Structures for Care 1; Accountability and Prayer Partnerships 2; Personnel Department 3; Introduction to Counseling and Listening Skills 4hrs**; 	Evaluating our Staff 1 hour; Orientation of New Staff 2 hrs; Debriefing Staff 2; Cross-Cultural Issues 3; Relationship of Mission Staff and Org. with the Church 1; Re-Entry 3; Caring via Hospitality 1; Team Work/Building 3; Conflict Resolution 2; Mediating in Conflicts 1½; Visiting Staff 1½; Moral Failure 1 (practical); Raising Support 4; Caring for Frontiers 2, Contingency Planning 1½. Stress Management and Burnout 4 hrs; 	Writing Newsletters  Staff from Dysfunt  Singles Grief Miscarriage Mentoring and Public Missionary Family Life Terminally Sick an Your Last Will 1; 
--	--	---

\*\* Little time is given to the topic "counseling" due to it being such a wide field on its own, however, its importance should not be under-estimated.

**Other topics can be added** at request (optional) – see below. This list can expand to other related topics to help missionaries cope. They could include the following:

Confronting in Love Personality Preferences (Myers-Briggs) Confidentiality Are you Still Growing?	Interviewing Furloughs The Role of the Church in Missionary Care Time Management
--	--

**Course Leader Brenda Bosch** is a single South African lady, involved in the Missionary (Member) Care of Youth With A Mission since 1993. She is an ordained minister (BA Theology) of her church in South Africa and is trained in counseling. After co-leading YWAM's Personnel Development School on missionary care in 1993, she led this 5-months school in Manila, Philippines in 1995/6. Brenda has been a full-time missionary care worker for YWAM Philippines for the past five years. During this course she is assisted by local missionary staff (normally locals) whom she has trained in Missionary Care in previous courses in Africa, Philippines and India, and who has practical experience in this field of expertise. Africa has requested her to compile and conduct a secondary, more advanced course in which topics will be covered that were not yet covered in the first course of four weeks. Attending the first course (described above) will be a pre-condition for registration for the advanced course. The advanced course is in a planning stage.

# **PASTORAL CARE COURSE**

## **Operation Mobilization Rhyl, Wales**

Training leaders and those involved in Pastoral Member Care and in Personnel department in the theory and practice of pastoral care within a rapidly changing global missions context. The Pastoral Care Course uses a combination of formal and experiential training methods, including didactic teaching, seminars, case studies, role-play, personal study.

### **COURSE OBJECTIVES**

- 👉 Consider current approaches to pastoral care within missions.
- 👉 Give a basic understanding of human development and pastoral care/counselling skills
- 👉 Develop an understanding of the ethical boundaries of pastoral care.
- 👉 Provide an environment in which trainees can enhance their awareness of self and others.
- 👉 Enable trainees to apply pastoral care issues within their chosen field of interest.
- 👉 Enable growth in personal spiritual maturity and use of gifting throughout the course.

### **COURSE A - Basic PC and counselling skills**

- 👉 Biblical foundation, aim and definition of Pastoral Care
- 👉 Basic Pastoral Care/Counselling skills (listening, questioning,...)
- 👉 Practical Aspects and ethical issues of Pastoral Care
- 👉 Basic understanding of human development and human needs

### **COURSE B - Interpersonal aspects of PC**

- 👉 Caring for members from different cultures
- 👉 Team development
- 👉 Conflict resolution
- 👉 Needs of the individual (singles, couples, families, children)
- 👉 Care of care givers

### **COURSE C -General topics**

- 👉 Selection / Adjustment issues
- 👉 Transition / Debriefing
- 👉 Stress and burnout
- 👉 Crisis Intervention
- 👉 Medical issues

### **STRUCTURE**

The course is designed for mission personnel who are highly motivated, caring individuals with a recognised potential for pastoral care. Preference will be given to applicants who are already serving in Missions.

An emphasis on personal awareness and growth is an integral part of the course. Trainees are encouraged to address personal issues through counselling either within Conwy House Training Centre or with a preferred external agency. There is no charge for in-house personal counselling, but the cost of additional counselling is the responsibility of course participants and cannot be charged to Conwy House Training Centre. Each course includes an essay of 1,500 - 2,000 words.

**SPEAKERS** We will have a variety of speakers from within OM and other organisations.

## **SCHEDULE**

2001 Pastoral Care Courses

Course A 22nd January - 03rd February

Course B 05th February - 17th February

Course C 19th February - 03rd March

(These courses can be attended consecutively or separately.)

## **FEES:**

2 weeks = 350 British pounds (Including 50 British pounds NON-REFUNDABLE Registration Fee)

4 weeks = 700 British pounds (Including 50 British pounds NON-REFUNDABLE Registration Fee)

For courses A / B and C taken together (6 weeks) = 900 British pounds (Including 50 British pounds NON-REFUNDABLE Registration Fee)

The fees includes accommodation, food and course fee (material; speakers...)

## **LEADERSHIP MINISTRIES STAFF**

Leadership Ministries staff has many years of experience in leadership and pastoral care in the context of missions. They also represent differing cultural and denominational backgrounds as well as various mission agencies. Each staff member is committed to personal growth and ongoing professional training.

Staff is available both to listen and to support each individual person throughout the course. An atmosphere of acceptance and affirmation reflects the core values of the ministry.

## **Member Care Training in South Asia**

## **Description of the Project:**

Background - YWAM member care in South Asia has been in operation since 1993. Our main goal is to provide member care services for our more than 200 church planters working among unreached people groups in the region. (If present trends continue, it is projected that up to 100 new church planters will begin their work each year - necessitating the training of new member care workers to look after the church planters.)

We began initially by providing teaching materials to the church planters. We also visit the teams on location. The second stage of the work is to raise up on-site member care workers. For us to do that, we provide local member care seminars for potential member care workers. Our end goal is that these people who are trained will be the ones that continue to provide member care services to the growing number of workers. We have seven areas in our region in South Asia. We would like to have at least 10 member care workers for each of these areas. All the potential member care workers will be from Youth With a Mission.

## **HERE'S SOME TOPICS OF THE SEMINARS WHERE WE'VE SPOKEN :**

1. Introduction to pastoral (member care)
2. Team building (one week in itself, which includes -
  - a. what is a team
  - b. it is the task which keeps us going
  - c. working styles
  - d. relationships on a team
  - e. developing the team
  - f. memos of understanding
  - g. 4 stages of team development
  - h. why teams fail
3. Stress management
4. Conflict resolution
5. Prayer partnerships and accountability groups
6. Helping each other grow
7. Communication and active listening
8. Myers Briggs personality profiles

9. "One anothers" in the Bible
10. Leadership styles, skills and attitudes
11. What is a team? What is member care?
12. Maintaining unity on your team
13. Organizing
14. Delegating
15. Forgiving others
16. Good self esteem
17. Resilient teams
18. Hardy personality
19. Small groups
20. Motivational gifts
21. Finding your fit in missions
22. Friend raising
23. Newsletters
24. Disciplined Christian living
25. Crisis counselling
26. Basic counselling skills
27. SOFM staff training - member care for one another
28. Case studies in member care
29. Trauma Debriefing

## **MEMBER CARE SYLLABUS**

## **AUGUST, 2000**

### **CHIANG MIA - BIOLA EXTENSION**

#### **DR. NANCY DUVALL**

**OBJECTIVES** To introduce the student to conceptual, research, and practical issues in providing care for ministry/ missions workers and their families.

#### **TEXTS**

- Ruth Van Reken (1988) Letters Never Sent.
- Compiled collection of Readings on Member Care

#### **REQUIREMENTS**

1. Class attendance and participation.
2. Class readings done on time, before class.
3. A reflection paper that integrates personal experience and course content that considers "Member Care Issues". This is to be a thought through philosophy of member care that reflects on critical issues. It is to be more than general, abstract principles (such as we should care for each other), but focus on specific issues and theological principles. Approximately 8 typed pages. Due Sept. 14, 2000.
4. Either A or B (and may be done conjointly)

A. A practical seminar on some issue of Member Care (Dealing With Stress, Parenting Issues, especially for missionaries, Prevention, Dealing With Conflict, etc.). This would be a realistic project for your mission or agency. Plan for at least a one day (8 hours) presentation and give outline as well as detailed material and ways of presentation.

B. A research project that would explore issues of member care (ex: stress and coping styles, interventions to help with separation issues, evaluating training projects, etc.) This would be the equivalent to a proposal defense. That is you would have a literature review and full research plan. For purposes of this course the research plan is adequate. You do not have to complete the research for the purpose of this class.

Grading will be done on the thoughtful conceptualization and the detailed description. Due (either A or B) Nov. 28, 2000.

#### **GRADING**

1. Attendance - active participation - 10%
2. Member Care Issues - Paper - 30%
3. Seminar or Research Project - 60%

#### **SCHEDULE**

AUG. 15 INTRODUCTION - OVERVIEW - BASIC PRINCIPLES  
DEVELOPMENTAL ISSUES  
INDIVIDUAL DIFFERENCES  
THEOLOGICAL FOUNDATION

READING: Kelly O'Donnell (1997). "Member Care in Missions"  
Journal of Psychology & Theology, 25, 143-154.

AUG. 16 CROSS CULTURAL ADJUSTMENT

READINGS: 1) Elizabeth Hall et al (1999). "The Relationship of Object  
Relations Development to Cultural Adjustment in a Missionary Sample"  
Journal of Psychology and Theology, 27, 139-153.

2) Frances White (1983). "Some Reflections on the Separation  
Phenomenon Idiosyncratic to the Experience of Missionaries and Their  
Children." Journal of Psychology and Theology, 11, 181-188.

AUG. 7 ATTRITION

READINGS: 1) Frank Allen (1988). "Why Do They Leave?" Helping  
Missionaries Grow ed. by Kelly O'Donnell and Michele O'Donnell,  
William Carey.

2) Peter Brierley (1997). "Missionary Attrition: The ReMAP Research  
Report in Too Valuable to Lose. ed. by William D. Taylor, William Carey

AUG. 18 MKs

READINGS: 1) Ruth Van Reken (1988). Letters Never Sent. David C. Cook.

2) David Pollock (1998). "Being a Third-Culture Kid: A Profile" in  
Raising Resilient MKs ed. by Joyce M. Bowers, ACSI

3) Nancy S. Duvall (2000?) "Educational Context and Development" in  
Families in Mission ed. by Leslie Andrews.

AUG. 21 MK's (continued) AND FAMILIES

READINGS: 1) James Gould (2000?) "Always Saying Goodbye: A Bowlbian  
Account of Homesickness as Experienced by MK's in Boarding  
Schools,"

in Families in Mission ed. by Leslie Andrews.

2) Jeanne Jensma, (2000?) "The Nurturing Family" in Families in Mission  
ed. by Leslie Andrews.

AUG. 22 STRESS

READINGS: 1) Dorothy Gish (1983). "Sources of Missionary Stress."  
Journal of Psychology & Theology, 11, 236-242.

2) Joan Carter (1999). "Missionary Stressors and Implications for Care."  
Journal of Psychology and Theology, 27, 171-180.

3) Pat Miersma (1993) "Integrative Inquiry, Journal of Psychology &  
Theology, 21, 93-101.

AUG. 23 HEALTHY MISSIONS

READINGS: 1) Han Finzel (1992). "Nine Essentials for Organizational Development" in Missionary Care ed. by Kelly O'Donnell, William Carey  
2) Frances White (1992). "The Dynamics of Healthy Missions" in Missionary Care.

AUG. 24 PREVENTION AND MEMBER CARE AGENDA

READINGS: 1) Kenneth Williams (1992) "A Model for Mutual Care in Missions" in Missionary Care.  
2) Kelly O'Donnell (1992) "An Agenda for Member Care in Missions" in Missionary Care.

**Member Care Course** September - May  
Campus for Christ, Germany, Training Department, Member Care section, Giessen,  
Germany contact [brNoll@aol.com](mailto:brNoll@aol.com)

June - August  
Chicagoland for Member Care consultations  
Dr. Ron & Barbara Noll, licenced clinical psychologist at  
[73422.3170@compuserve.com](mailto:73422.3170@compuserve.com)

**Instructor Barbara Rohnert-Noll, MA, MA**

### **SYLLABUS**

#### **REQUIRED TEXTS**

1. **Missionary Care**, Ed. by O'Donnell, Kelly, William Carey Library, Pasadena, California, 1992.
2. Articles (on reserve shelf in the library)

#### **Collateral reading**

Cloud, Henry, **Changes that Heal**, Zondervan Publishing House, Grand Rapids, Michigan, 1990.

**Helping Missionary Grow**, Ed. by O'Donnell, Kelly, William Carey Library, Pasadena, California.

#### **COURSE GOAL**

The goal is to contextualize Barnabas' "member care" of Paul to the modern day mission and ethnic cultures with which the student will have to deal.

#### **COURSE DESCRIPTION**

This course is designed to introduce the student to the concept and strategy of MC to increase the effectiveness quality of life and maturity of missionaries on the field who are committed to serve the Lord long term.

#### **COURSE OBJECTIVES**

By the end of this class the student should be able to:

1. describe the biblical frame for MC and the necessity for MC
2. describe the need for MC in contemporary mission settings
3. develop a practical application of MC to their mission situation

#### **REQUIREMENTS**

1. Class attendance

Regular attendance at all classes is required. After ONE unexcused absence you should apply to drop the class. 2 times tardy (5 minutes and more) count as one absence. Special permission for absence must be discussed with the teacher before the day of class. No other excuse for a missed class (not even written by a pastor) will be accepted after class. A reduction of your grade will be the consequence of missed classes.

## 2. Readings

Readings should be completed prior to the class for which they are scheduled.

You will record your reading on the attached "Reading Assignment Checkouts Sheet". All students are on the honour system regarding recording dates when they were due and when they were actually done. You will record whether you were on time or late. A reading report will be turned in periodically to be recorded by the Instructor. Readings completed on time will be given full credit, late completion will result in 1/2 credit for that days assignment. We expect a graduate student to be able to read this kind of material at least at a rate of 25 pages per hour on mastery level, 30 pages on familiarity level, and 35 pages at recognition level.

## 3. Paper I

You will choose one missionary or organization from the following list and write a two page single spaced paper on: "Historical example of MC of ...(name of missionary)", (and/or) The lack there of that could have been avoided. a. John Wycliff; b. Ignatius Loyola; c. John Wesley; d. William Carey; e. OMF (formerly CIM); f. SIM (Africa). Make sure that each of you have a different missionary to write about. You are encouraged to use as many resources as you can find, including going to different mission organization to find out more about their history (as an example go to OMF if you choose that organization).

## 4. Paper II

This paper has three parts:

- a. Topic of the paper: "Why is Member Care Necessary in Mission Organizations?"  
You will write a two page single spaced paper on the above topic. You can use resources from articles, books and/or your own experience on the need for MC. Materials summarized in English from materials in other languages are given special consideration.
- b. Interview a mission director from a different organization, make notes, and include his response in the conclusion of your paper. You will develop your own interview questions. The interview typed notes and the conclusion will be an addition to the above 2 pages above.

For preparation you will practice an MC interview in a small group with your peers.

- c. You will be given a questionnaire with which you will interview 4 missionaries. You will either do it in person with the missionary or mail it to the missionary. Do not interview any fellow students. In this case you might want to mail it to more people expecting that someone will not respond. You are responsible to present to the instructor 4 answered questionnaires. You will write a summery paper, 2 pages long, about your findings of the questionnaires. More details will be given to the time of the assignment.

## 5. Paper III

Topic of the Paper: "A Step by Step Strategy and Action Plan for MC for My Mission Organization". You should the primary organizer. Include a definite time frame, detailing what you plan to accomplish. A minimum of 4 single space pages are expected. **Important!** All students must use spell and grammar check for the papers. Students with English difficulties need to get their papers proof read by an English competent person and do corrections as necessary. Papers with incorrect English will not be accepted or will result in a reduction of points from your grade.

## 6. Extra credit

You can earn additional points if you read some of the suggested readings. Just report it on a separate sheet of paper. Please write down the title of the book, the chapter or topic, and how many pages.

### **Important note:**

Unless previous arrangements have been made, any assignment turned in late will be docked one half letter grade per weekday, one letter grade per weekend, two letter grades for any further lateness. All assignments must be turned in at the beginning of the class of the assigned date.

### **GRADING**

- Class attendance 10%;
- Readings 10%;
- Paper I 15%;
- Paper II a,b,c 35%;
- Paper III 30%;
- Extra credit;
- Total 100%

Further important notes:

Structured notes will not be given! You will want to make notes on daily lectures. If you find it difficult to take notes on the instructor's lectures please make an appointment to come to my office and I will help you learn to make outline notes during the class. This 2 hr. credit class requires 40 hrs. of home work. This requires a 25p an hr. reading speed and 1p an hr. writing speed. This is reduced significantly from regular seminary/graduate school standards.

<b>Lecture Date</b>	<b>S/No</b>	<b>Topics</b>	<b>Assignments completed</b>
12.9	1	Meet in class without MC instructor. Read Syllabus, and "Missionary Care" book: intro. & preface, pp 1-23.	
19.9	2	Definition of MC  Why MC?	Text: Pages 1-59  Write one paragraph on why you think MC is an important part of our Christian faith

3.1	3	Contemporary MC concerns  Biblical Basis for MC	Text: Pages 60-68, Article  Find 3 Scripture passages which talk about MC
10.1	4	Historical Examples of MC	Text: Pages 24-36, Article Paper I; Reading Report
17.1	5	Present Day Example of MC of a mission organization, separate from administrative visits (eg Wycliffe)	Article  Write one paragraph on how you see MC in your mission
24.1	6	A Model of MC in Missions  (OMF missionary)	Text: Pages 46-59, Article  Write one paragraph on: Comparison between missions personnel practices and the secular world.
31.1	7	MC and Team Development	Text: Pages 153-213  Paper II; Reading Report
7.11	8	Mission Agencies and MC, or: Where to go from here	Text: Pages 217-279
14.11	9	Latest findings of human research that apply to the training/application of MC or: MC and Future Directions	Text: Pages 283-356  Internet for MC resources  Networking in Singapore
21.11	10	Pulling it all together	Reading report  Exam day: Paper III