



THE **wesleyan** CHURCH

## **Education & Clergy Development**

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### **Course: PSYCHOLOGY**

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### **Syllabus Overview**

What you will find in this syllabus

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- Course Objectives & Learning Outcomes
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### **Course Description**

This course overviews basic psychological theories and principles, critiques those concepts from a biblical perspective, and makes life applications where appropriate.

### **Course Objectives & Learning Outcomes**

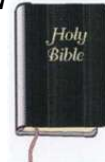
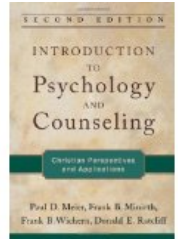
- Identify major modes of psychology.
- Compare major models of psychology with an understanding of biblical perspectives.
- Understand stressors and identify ways to decrease and/or deal with unhealthy stress within one's own life.
- Identify habits and strategies for positive mental health.

- Make application of information from class and the texts to one's own life and church setting.

### Required Textbooks

Contact the Wesleyan Publishing House 800-493-7539 to purchase books. Or order online at [www.wphstore.com](http://www.wphstore.com).

- Meier, P., Minirith, F., Wichern, F., & Ratcliff, D. (2010, 2<sup>nd</sup> ed.). *Introduction to psychology and counseling: Christian perspectives and applications*. Grand Rapids, MI: Baker (book edition).
- Holy Bible (any version)



### Pre-Course Assignments

1. Print and read the following article for classroom discussion: <http://didache.nazarene.org/index.php/volume-9-1/771-0901-06webb-drury-genetics-theology-didache/file>
2. Prepare a written paper on stress in your life. Identify the things and circumstances that create stress for you. Include the ways that you are impacted by stress (physically, emotionally, spiritually, and relationally). Discuss the ways that you deal with stress (both healthy and unhealthy ways). Identify some ways that you could improve how you deal with stress. Complete this in 3-4 pages.

### Live Class

Students are required to attend all live class sessions and *actively* participate.

1. The entire text should be read. Please submit a typed statement to the email of the professor *before* the live class ends indicating how much of the text you have read and how thoroughly you read.
2. Prepare an outline on a developmental age that is of interest to you. Briefly note what is happening to a person in this chosen age including physical, emotional, and relational/emotional domains. Consider Piaget and Erikson. It is expected that you read other sources in addition to your text for this. Ages from which to choose include: infancy (0-2 years), early child (2-6 years), middle/late child (6-12 years), adolescence (12-19 years), young adulthood (20-39 years), middle adulthood (40-69 years), late adulthood (70 years to death). Your notes will be used in class. Do NOT write this in paragraph form – it must be an outline with short phrases. Submit to the professor's email by **January 3, 2018, 11:59pm**.

### Post Course Assignments

1. Prepare a 4-5 page paper on one of the following topics:
  - a. Discuss and compare one model of psychology with a biblical perspective.
  - b. Choose a topic of interest to you and propose it to the instructor for approval. Apply this topic or concept to an area of ministry related to you.
2. Write a 1 page reflection paper describing learning points or take-aways for you from the psychology course. This may include textbook/article readings, class discussions, research completed, or the personal inventory taken.

**ALL POST-COURSE ASSIGNMENTS ARE DUE February 15, 2018, 11:59PM**

**Preparing a Solid Paper**

1. All papers must be double spaced, 12 font, and Times New Roman or Arial font. Be sure to include your name. Please number your pages as well.
2. First page of body – start with the title of the paper as the first heading and give one paragraph of introduction of your topic.
3. The body of the paper should define/describe your subject. Stay organized and use headings (centered and bold) and paragraphs. Offer quotes sparingly, but summarizing another author's views is appropriate. Be sure to correctly cite all summarizations and quotes. It is especially good to compare/contrast content of one author to another to relay an idea and show critical thinking.
4. Conclusion – use a heading for the conclusion and spend one paragraph briefly summarizing your paper.
5. Most professional papers should be written in third person (post-course assignment). In this course, the stress paper and reflection paper may be written from first person perspective, but do NOT use second person (any form of “you”).
6. Grammar/Spelling – it is your responsibility to proofread and correct all errors for proper presentation.
7. References – your text, books, journal articles, or reliable websites are good to use as sources. Be sure all sources are academically appropriate and scholarly (no blogs, Wikipedia, magazines, etc.). Citations within a paper should all match sources listed on the reference page.
8. Academic Honesty – all work is expected to be your own. Plagiarism or using someone else's work will not be tolerated. If you use an idea from a source, be sure to summarize and cite the source or quote with quotation marks and cite the source and page number.
9. Grading of papers will be based 75% on content (clarity of definition, application if appropriate, originality, and evidence of understanding) and 25 % on presentation (neatness, correct grammar/spelling, organization, no typographical errors).
10. Questions are always welcome. Do not hesitate to use the instructor's contact information.

Grading Criteria		Grading Scale	
Reading 15% Stress Paper 20% Developmental Outline 10% Class Participation 20% Final Paper 30% Reflection Paper 5%		97-100	A
		94-96	A-
		91-93	B+
		88-90	B
		85-87	B-
		81-84	C+
		76-80	C
		71-75	C-
		68-70	D
		67 or below	F

Students must get a "C" or above to pass the course and receive credit for ordination.

## Policies & Requirements

### Attendance

Students are required to attend all class sessions. Failure to attend at least 85% (20 hours) of the minimum required seat time (24 hours) will result in automatic failure of the course. Any and all absences within that 15% window must be approved by the professor prior to the course in writing (e.g. email). Do not ask for permission to be excused during the live class or after the absence has already occurred.

### Extensions

Extensions may be (but are not guaranteed) granted for sickness, serious injury, or death in the student's immediate family or for similar extenuating circumstances. *When in doubt, please contact the professor.* Also, no assigned work will be accepted after the final due date, unless an extension has been granted in writing (e.g. email) from the professor. Communication is the key! Professors may reduce a student's grade by 20% for each week past the due date (even in the event of approved extensions). Education and Clergy Development reserves the right to refuse extension and override the professor as it deems necessary.

### Ordination Deadline

If the student is a candidate for ordination in a given year, coursework must be completed as follows: the final grade submission deadline (12 weeks after the last day of class) must be at least 40 days before the student's district conference. Professors are not required to fulfill any requests for grade submission prior to this deadline.

### Plagiarism

Ministerial students in The Wesleyan Church are expected to exhibit honesty and integrity in their personal, professional and academic life and work. As Christians, we are called to a high standard of honesty. As such, students in our ministerial training courses are required to adhere to strict academic guidelines.

The following is borrowed from a college catalog:

Plagiarism — defined as offering the work of another as one's own. It is an attempt to deceive by implying that one has done work that was actually done by another. Faculty and students are honor bound to show that ideas and words match with the sources used and thus demonstrate that honest research has been done. Examples of plagiarism include (but are not limited to) the following:

1. Copying all or part of a theme, examination, paper, library reading report, or other written work from another person's production
2. Submitting as one's own work that which was wholly or partially done by another so as to appear to one's professor to be more accurate or skilled in one's work than one actually is
3. Quoting material from any source without proper documentation
4. Summarizing or paraphrasing from any source without proper documentation
5. Misrepresentation of documentation or resources
6. Using in collateral reports or book reviews the opinion of a professional literary critic or of a campus friend as though it were one's own original thought
7. Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor

Cheating — Examples of cheating include (but are not limited to) the following:

1. Use of unauthorized prepared materials (cheat sheets) for answering test questions
2. Giving aid to another student during a test or quiz
3. Gaining answers to test questions from others during testing periods
4. Signing another person's name to the attendance record
5. Claiming to have done laboratory work or outside reading that was not done
6. Submitting the same work for more than one course without the prior approval of the professors involved

Education and Clergy Development policy for all students receiving credit through non-accredited ministry training programs (e.g. FLAME, FLAMA, Correspondence Courses, Cross Training, District Extension Classes, Equipping for Ministry, etc.):

1. Any instance of plagiarism (whether intentional or not) will result in an automatic "F" for the particular assignment and may also result in an automatic failing of the course.
2. A repeat offense will result in an automatic failing of the course.
3. A third offense will result in an automatic withdrawal from a credentialing track in The Wesleyan Church.

