

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

PTH 553 The Person of the Leader Tuesdays 1:30 – 4:15

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COURSE SYLLABUS

COURSE DESCRIPTION

This course examines the development of the sense of self and the impact of one's personal development on ministry effectiveness. Attention will be given to the cultural, familial, intrapsychic, and the spiritual dynamic that serve to forge one's sense of self and others.

OBJECTIVES

The objectives of this course are stated behaviorally and are built around personal investigate reflection. Thus, upon successful completion of the course the student should be able to:

1. Define what is meant by the terms: Self, self-concept, identity, and personhood, sense of self, self-understanding, congruence, personality, temperament, identity status, and authenticity, intra-psychic and interpsychic.
2. Discuss how issues of human person's identity, personhood, and relation to the Creator are of fundamental importance in ministry.
3. Examine the qualities of a mature personality and what is meant by the term "solid sense of self."
4. Identify what distinguishes healthy personality functioning from immature personality development.
5. Describe the role of temperament, biological predispositions and social environment in the development of personality.
6. Give personal examples which illustrate increased awareness of self, others, and environment.
7. Apply one's understanding of the development of the person to the lives of different individuals and leaders in the Bible.
8. Display self-awareness through a journey of discovery of one's God given strengths and analysis of personal awareness.
9. Demonstrate an awareness of patterns that may foster workaholism, codependency, adrenaline addiction, infidelity, greed, abuse of power, and other destructive behaviors.
10. Explain the integration, importance and interplay of wholeness and holiness.
11. Identify personal obstacles which may impede personal and spiritual growth and ministry.
12. Formulate ministry experiences that facilitate interpersonal development and/or spiritual growth.
13. Compose a personal growth plan to *BE* a person who is worthy of being emulated by others and whose integrity and personal development imparts credibility to his/her ministry.

14. Evaluate the impact of critical formative events (personal and family relational history, personal development, and life experiences) on one's theological outlook, psychological functioning, and effectiveness as a person.
15. Summarize one's own personality and emotional development and implications for their role as a leader.

TEXTBOOKS

Required:

Allender, D.B., & Longman, T., III (1994). *Cry of the Soul: How our emotions reveal our deepest questions about God*. Colorado Springs, CO: Navpress.

McIntosh, G.L. & Rima, S. D.(1997). *Overcoming the Dark Side of Leadership: The Paradox of Personal Dysfunction*. Grand Rapids, MI: Baker Books.

McNeal. R. (2000). *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco: Jossey-Bass Publishers.

METHODOLOGY

The course will consist of class lecture and discussion led by the professor, student oral presentations, small groups, student research projects, and guest speakers.

EXPECTATIONS:

1. Due to the nature of this course, consistent attendance is essential. Unexcused absences will influence the course grade. Course work is due at the assigned time unless prior arrangements have been made.
2. All written work is expected to be master's level quality. Be sure your papers are well-written and proofread. Double space all work, use 12 point type, right margin justified only. Poor spelling and grammar reflect a lack of reflection and student respect for one's own work as well as the professor. Papers will be expected to be the original work of the student and to be properly documented. Adherence to APA or Turabian style is required.
3. Participation by everyone is expected. During this course, you will be invited to self-examine and self-disclose. The goal is that our learning should not be compartmentalized in the intellectual corner of our lives. We will attempt to establish a collaborative environment in which you will be invited to share openly with your peers from your own experience and your own developing theoretical perspectives. The efficacy of this learning experience, therefore, will directly depend upon your honesty, openness and respect for your peers.
4. Academic integrity. Any form of academic dishonesty, including plagiarism will not be tolerated.

COURSE REQUIREMENTS/EVALUATION/GRADING PROCEDURES

1. **REQUIRED READINGS:** Student will be required to read all assigned readings. This will include *all* three assigned text books listed in the required reading and additional supplemental readings as assigned.
2. **BOOK REFLECTION/INTERACTION:** Student will be expected to write a 2-3 page reflection/interaction paper on each of the three required text books. The intent is to evaluate its contribution to your life. The goal is not to be a critical book review. The reading is intended to provide a pathway to deeper self-awareness and reflection and to track emerging themes in your development as a person. It is recommended you write autobiographically by including specific experiences or areas of your life in your reflections.
3. **PERSONAL STORY MAP:** Create a personal “map” of your life—an emotional/psychological/spiritual map. Include your own spiritual/emotional experiences which stand out as formative experiences in the development of who you are. Look for themes--significant events and formative experiences. (This can be in allegory, poetry, prose, diagram, time-lines, and video. Be creative!)
4. **BARRIER TO BREAK:** Identify a specific concept or trait that you realize is a barrier to your intra-psychic, interpersonal development and/or spiritual growth. A barrier might be an issue such as stress, fear, anger, conflict resolution, frustration, abuse (being defiled in some way), resentment, or irrational thinking. Locate reading resources and prayerfully research ways to ameliorate that barrier. This may include relevant scriptures, exercises, learning activities, and spiritual disciplines. Hand in a 2-3 page paper identifying your barrier and your strategy for your own growth.
5. **WEEKLY REFLECTIONS:** Weekly reflection papers about oneself as a person are expected each week. The focus is about your formation on your emotional and spiritual pilgrimage. They must be typed or printed neatly in a journal. The purpose of reflection papers is to integrate *who* one is with the learning process and ones’ faith.
6. **SUMMATIVE PROJECT:** Final integrative paper is a 10-12 page paper which is a personal reflection on one’s emotional and development journey. It integrates one’s identity, faith experience, psychological development, and life experiences. Student is to engage in a self-assessment addressing the following areas in some manner: (a) Influence of family-of-origin dynamics (b) Emotional well-being and ways of coping with stress; (c) Physical well-being and coping; (d) Spiritual development and formation. Address strengths, areas to improve and limitations. This must be submitted in a format as per requirement by the professor. Summative paper must show evidence that objectives stated in the syllabus have been achieved by the student. Paper is to be a personal application paper. The body (not to include title page, reference list, etc.), must be 10-12 pages in length. Minimum of 10 resources is required. (At least 8 of those sources must be sources other than the required text books.) Adherence to APA or Turabian style is mandatory. This will be reflected in your grade.

IMPORTANT: Grades will be assigned on the basis of overall presentation of material and adherence to requirements which demonstrates an ability to write at the graduate level.

7. TESTS: Unless otherwise noted, there will be two exams, each worth 100 pts. They will attempt to assess mastery level in regards to application of course content. Anything in the required texts or what is covered in class lectures and discussions is potential test material. Professor reserves the right to make the exams take home, essay, or “in class.”

GRADING PROCEDURE

Summative Project	20%
Mid-Term Examination	20%
Final Examination	20%
Book critiques	20%
Other assignments	20%

BASIC OUTLINE

The course outline, calendar and due dates will be distributed first day of class.

SPECIAL NEEDS

Students with disabilities may request special accommodation. Please contact the Student Life Office, by the second week of class in order to receive special accommodations.

CHEATING AND PLAGIARISM POLICY

Academic Integrity: Students are expected to follow guidelines of the American Psychological Association Publication Manual (APA). Any material other than one’s that is used in a paper must be cited in order to avoid the plagiarism of another’s work. Plagiarism is grounds for a grade of **F**. The student will be referred to the Dean for further disciplinary action.

CELL PHONE POLICE

Please turn off cell phones before the beginning of class. Leaving class to answer a call disrupts the class and distracts from your classroom participation. Arrangements for your personal communication need to be made before or after class and not during class. Please do not talk on the phone during class.

Suggested Additional Readings:

Beck, J.R. & Demarest, B. (2005). *The Human Person in Theology and Psychology. A Biblical Anthropology for the Twenty-First Century*. Grand Rapids, MI: Kregel Academic & Professional.

Bonhoeffer, D. (1938/1954). *Life Together*. (J.W. Doberstein, Trans.) San Francisco: HarperSanFrancisco. (Original work published 1938)

Cooper-White, P. (2004). *Shared Wisdom: Use of Self in Pastoral Care and Counseling*. Minneapolis, MN: Fortress.

Groeschel, B. J. (1992). *Spiritual Passages: The Psychology of Spiritual Development*. New York: Crossroad.

Nouwen, H.J.M. (1981). *The Way of the Heart: Desert Spirituality and Contemporary Ministry*. New York: Seabury.

Seligman, M.E.P. (2002). *Authentic Happiness*. New York: Free Press.

Shults, F.L., & Sandage, S.J. (2006). *Transforming Spirituality: Integrating Theology and Psychology*. Grand Rapids, MI: Baker Academic.

Note: Recommended and required readings reflect a diversity of disciplines and author's perspectives. Professor does not expect students to necessarily agree with nor embrace the perspectives of all authors. Professor does reserve the right to expect graduate students to expose themselves to a variety of readings: devotional, scholarly, and practical/professional. Critical discussion of material in class is always welcomed.

SPECIFIC DATA

Prepared by: Melody Palm, Psy.D., July, 2006

****Professors reserve the right to modify the course requirements if necessary.**