



Emmanuel Bible College
In Alliance with Nazarene Bible College
PSY1013: Introduction to Psychology

COURSE GENERAL INFORMATION:

Dates: Course Schedule – 15 weeks plus one week of finals

Credit Hours: 3

Prerequisites: There are no prerequisites for this course.

COURSE INSTRUCTOR:

EBC Faculty

Instructor: EBC Faculty

Address: Online Curriculum

Phone: Home

Office

Cell Provide by Faculty

Fax

Email: Provided by Faculty

COURSE DESCRIPTION:

A course investigating the basic theories and concepts of psychology with an emphasis on understanding human behavior. Foci include the history, sub-fields, perspectives, ethics, and current issues of this behavioral science, as well as its application to contemporary life. Particular attention is drawn to the integration of psychology and the Christian faith.

COURSE INTENDED LEARNING OUTCOMES:

The following learning goals will be achieved by this course:

1. The development of a portfolio for assessing personal growth in character. This portfolio would include periodic self-assessment and assessment by significant others. These assessments would evaluate the minister with the "BE" categories. (Character-Personal Growth)
2. Identify the major schools of thought in the field of psychology.
3. Understand the scientific method as it relates to the social science of Psychology.
4. Be acquainted with the major developmental stages in human growth and development.
5. Know how human beings perceive, process, and learn information.
6. Know the basic motivational systems of human beings.
7. Know the major personality theories and psychological disorders.
8. Become acquainted with psychotherapeutic models.
9. Be able to integrate a general knowledge of psychology into one's self-understanding.
10. Be able to correlate psychological theory with the practice of ministry in the church.

The following are competencies for Ministry as outlined in the *Sourcebook for Ministerial Development* that will be addressed in this course:

- Ability to describe and apply knowledge of human development in leading people to Christian maturity. (CP9)
- Ability to demonstrate a realistic self-understanding including personal strengths, gifts, weaknesses, and areas of needed growth. (CH7)

COURSE TEXTBOOKS:

Faw, Harold W. *Psychology in Christian Perspective: An Analysis of Key Issues*. Baker Academic, 1995. ISBN: 9780801020124

Myers, David G., and Nathan DeWall. *Psychology*. 11th ed, Worth Pub., 2015. ISBN: 9781464140815

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Bibliography

Faw, Harold W. *Psychology in Christian Perspective: An Analysis of Key Issues*. Grand Rapids: Baker Books, 1995. Print.

Myers, David G. *Psychology*. 8th ed. New York: Worth Publishing, 2006. Print.

COURSE REQUIREMENTS:

I. Reading

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each discussion.

II. Reading Summary

Write a reflective summary of the material learned from the text. Include at least two significant items, and integrate a quote which is reflective of each item. Relate and/or apply each of these to practical ministry.

III. Discussion Questions

Write a thoughtful and relevant response to two or more of the discussion questions posed for the reading from the text. Demonstrate your comprehension of the material through the quality of response and reflection in your answer. Responses should contain a minimum of 250 words.

IV. Quizzes

Each session will include a quiz over the assigned reading. The quizzes will amount to 15% of your total grade, so you will want to do well. Quizzes are open book! Up to 30 points will be available each session (15 points possible for each quiz).

There are several purposes for giving these quizzes. They are intended to help students think about what has been read, to improve understanding and critical evaluation of the material, and to provide a means of holding students accountable for completing the reading assignments. While students often find the quizzes challenging, they usually steadily improve their scores as the course progresses.

V. Integrative Paper

Each student will submit a paper related to a developmental stage of life, using Erik Erikson's stages of psychosocial development. This paper will be a significant portion of your final grade (10%). Therefore, you should be sure to take the time necessary to complete this project with excellence.

* All written assignments should be submitted with a 12-point font in Times New Roman, black color. (Be sure to use this standard for all your work!) Full credit will require correct grammar and accurate spelling.

VI. Session Reflection Assignment

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

To score well, the reflection assignment must:

- cite references from the assigned reading for the session's learning experiences
- include suggested real-world applications of the course material

COURSE EVALUATION:

Grading Points

Assignments		Points
Assignments:		
Reading Summaries/Insights		30
Participation		30
Session Reflection		30
Discussion Questions		30
Quizzes		30
<i>TOTAL EACH SESSION</i>		<i>150</i>
Course Level Assignments:		
Integrative Paper		100
<i>TOTAL COURSE ASSIGNMENTS:</i>		<i>100</i>
<i>TOTAL ALL ASSIGNMENTS</i>		<i>1000</i>

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	
	B- 80	C- 70	D- 60	

Note: Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a "C."

COURSE SCHEDULE:

I. Session One - Introduction to Psychology, Basics of Neuroscience, The Nature of Behavior

As we begin our study we will introduce three important questions for our discussion and development. Those questions are: What is psychology? Why study psychology? How does psychology relate to theology?

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 1-2.
 - David G. Myers. Psychology. Chapters 1-3.

- Reading Summary
 - Discussion Questions – Briefly describe your experience with psychology and counseling up to this point. Address the following questions:
 - What is your current view of psychology as an area of study and practice?
 - Do you see a place for psychology in Christian ministry?
 - While it is not necessary to disclose personal information to answer this question, it would be useful to give examples which would help us understand your perspective. Your response needs to be at least 250 words in length.
- Quiz
- Session Reflection

II. **Session Two - Developmental Psychology, Sensation and Perception**

We will discover developmental psychologists Lawrence Kohlberg, Erik Erikson, Jean Piaget, and others.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 3 and 8.
 - David G. Myers. Psychology. Chapters 4-6.
- Reading Summary
- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
 - Question 1 – Erikson (page 202) theorized that there are 8 psychosocial stages of human development. While all the stages share the same tasks, there are particular developmental tasks that are primary for each stage. In the infant stage the primary task is to develop trust rather than mistrust.
 - How important is the development of trust in one's basic personality to trust in God later in life? What might the challenges be of trying to encourage faith in someone who was abused/neglected/abandoned during infancy?
 - Question 2 – How do you believe a young person (child or teen) would respond to a discussion of the moral or ethical issues they face in school? How would they rationalize their choices of right and wrong? How might you take this in consideration in developing a Sunday school curriculum for children or teenagers? (Hint: Use Kohlberg's model of moral development in your answer; you may even want to test this with a few children, with parental permission of course. As you compose your answer you must be aware that Kohlberg did not believe an individual could move to the Postconventional Level until adult maturity - if at all.)
 - Question 3 – The average age of the U.S. population is progressively increasing. Using the information on the issues the aging adults face that you read in the text, how would you suggest the church respond to the needs of an aging population? (Hint: You might include some of the issues from the text and note some programs or methods that are being used in churches you know of or some you would like to see churches implement.)
- Quiz
- Session Reflection

III. **Session Three - Experience and Learning**

Our discussion will continue with that topic from the perspective of thinking process, how learning occurs, and how memory functions in an individual.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 4-5.
 - David G. Myers. Psychology. Chapters 7-9.
- Reading Summary

- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
- Question 1 – In recent years many counselors, including Christian counselors, claim to have discovered through hypnosis that many of their female patients have suffered sexual abuse at the hands of fathers, uncles, brothers, or other relatives in the early years of their lives. Most of these discoveries have come as a great surprise to the patients, who had apparently suppressed these memories. The discovery of this phenomenon has been referred to as "repressed memories". After reading the material in chapters 7 and 9 - especially the section on hypnosis – are you more likely or less likely to believe these discoveries to be true? Please give your rationale for your answer.
- Question 2 – Please give your definition of "learning" in 25 words or less. (Do not use the definition given in the text, that "learning is a relatively permanent change in an organism's behavior due to experience.")
- Question 3 – Our text discusses the research and legacy of B. F. Skinner. From your understanding of our reading, do you believe that Skinner emphasized the role of nature, or nurture, in his findings and conclusions? Justify your answer with discussion.
- Quiz
- Session Reflection

IV. **Session Four - Thinking, Intelligence, Motivation, and Emotion**

We will discuss the definition of intelligence, and the various means of assessing intelligence. Also, we will discuss motivational concepts and how our emotions affect our interaction with others with whom we come into contact.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 6-7.
 - David G. Myers. Psychology. Chapters 10-12.
- Reading Summary
- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
 - Question 1 – Intelligence test performance has been rising in every country studied since the 1930s. Discuss some factors that may have contributed to this increase. (Note: The question is about the results of these tests, the level of performance, not the increased usage of the tests.)
 - Question 2 – Think of a recent presentation that you have either given or heard (Sermon, Sunday School Lesson, etc.). Which basic human motivations did the speaker/teacher appeal to?
 - Question 3 – Imagine that you are watching your favorite sports team. They are ahead as the game winds down, but suddenly the opposing team scores and wins the contest. Explain your emotional reaction from the standpoint of each of the following:
 - James-Lange theory of emotion
 - Cannon-Bard theory
 - Schachter's Two-Factor theory
- Quiz
- Session Reflection

V. **Session Five - Personality, Psychological Disorders, and Psychological Therapies**

We will discuss various theories of personality, how those personalities may become disordered, and treatment theories for various disorders.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 9-10.

- David G. Myers. Psychology. Chapters 13-14.
- Reading Summary
- Discussion Questions – Students are to respond to two of the three questions below. Your assignment needs to be at least 250 words in length.
 - Which of the personality theories we have examined do you think best fits the Wesleyan-holiness view of human motivation and behavior? Why? (If you are not familiar with Wesleyan-holiness theology concerning the nature of man, you may do a search using your favorite search engines or try the following web pages: The Wesley Center at NNU Read “The Nature of Wesleyan Theology” by Grider (http://wesley.nnu.edu/fileadmin/imported_site/wesleyjournal/1982-wtj-17-2.pdf), United Methodist Church - "Distinctive Wesleyan Emphases" (<https://www.umc.org/en/content/distinctive-wesleyan-emphases>), or University United Methodist - "What We Believe: Wesleyan Tradition" (<http://www.universitymethodist.org/what-we-believe/>).
 - A friend who knows you're taking a psychology class says to you, "I think Larry is schizophrenic or something. Sometimes when I see him he's friendly and warm, but other times he's mean and nasty." How would you respond to your friend?
- Quiz
- Session Reflection
- Integrative Paper

VI. Session Six - Psychological Therapies and Social Relationships

We will continue the discussion of treatments for psychological disorders and their relation to issues of health and personal social relationships. This will also be a review and wrap-up of our time together.

- Reading
 - Harold W. Faw. Psychology in Christian Perspective: An Analysis of Key Issues. Chapters 11-12.
 - David G. Myers. Psychology. Chapters 15-16.
- Reading Summary
- Discussion Questions – Your responses should take into consideration the material you have read from your texts and include appropriate citations.
 - Do you think that members of our society experience more stress now than in the past? Explain your answer and give specific examples.
 - From your reading and personal experience or observations, how might "burnout" manifest itself in the lives of pastors or others in Christian ministry? What strategies can ministers and church leaders use to reduce or eliminate burnout in themselves and in others in the church?
- Quiz
- Session Reflection

COURSE POLICIES:

Student Learning Information

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. *(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at ebcministry.edu

APPENDIX ONE

A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
 - 1. **FINAL GRADE**
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
 - 2. **COURSE SYLLABUS** (which must provide the following)
 - a. Instructor qualifications
 - b. The course title and description
 - c. The course purpose and objectives
 - d. A list of textbooks and other curricular material used in appropriate bibliographical form
 - e. The course requirements and some idea of the instructor's criteria for assigning grades
 - f. Seat time – the number of periods the class met and the length of each period
 - 3. **ASSIGNMENTS**
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded).
Arrange in chronological order according to the class schedule in the syllabus.
 - 4. **EXAMS/TESTS/QUIZZES** – original and graded
 - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.

HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at www.nbc.edu.
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).
Mrs. Cheryl Graves
Nazarene Bible College
Alliance for Ministry Education
17001 Prairie Star Parkway Suite 300
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.