COUN 825

COURSE DESCRIPTION

An in-depth look at the person in ministry. Extensive testing will form the foundation for this course and the results of the testing will be used to develop a growth profile for the individual student.

II. RATIONALE

D.Min. students are required to take this course in order to develop an awareness of the myriad of challenges and opportunities facing ministry leaders today. The course also supports the development of a personal strategy to facilitate longevity in service, increased competency and personal growth in ministry and facilitates its application in his/her personal, spiritual, marital, familial, and ministry life.

III. PREREQUISITES

None.

As stated in the Liberty University Catalog, it is the student’s responsibility to make up any prerequisite deficiencies that would prevent the successful completion of this course.

IV. MATERIALS LIST

REQUIRED RESOURCES


Carbonell, Mels 2008. *How to solve the people puzzle: Understanding personality patterns*. Blue Ridge, GA: Uniquely You Resources. ISBN: 1-888846-43-7 [This book contains the access code for one of the 3 pre-class self-assessments (Short Professional Profiler). DO NOT BUY USED or in Kindle format!]


Intensive Syllabus
Myers, I. B. 1998. *Introduction to type*, (6ed). (Product # 6129) and Form M (Step 1/Self-Scorable worksheet included. Product # 6165). [These two items must be purchased through MBS Direct. Students should not take this assessment (MBTI: Form M) until directed to do so during the intensive. When you receive these resources make sure the Worksheet is included. Do not read the *Intro to Type* booklet until directions have been provided in class & the Form M has been completed.]

Ortberg, John. 2010. *The me I want to be: Becoming God’s best version of you*. Grand Rapids, MI: Zondervan. ISBN: 978-0-310-27592-3 [DO NOT BUY USED or in Kindle format; an active code must be available to take the MONVEE assessment. Further explanation will be provided in class.]


Relational Style Assessments: Each student is required to take three (3) pre-class assessments (DISC; 360° Surveys; Communication Skills Assessment) and three (3) in-class assessments (BeMIS: Adjective Checklist; MBTI: Form M-Self Scorable worksheet; MONVEE: Ortberg text). All in-class assessments are not to be taken until directions are given in class.

Disclaimer: The above resource provides information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in this resource.

RECOMMENDED RESOURCES
(The following texts are not required purchases; however, the list is provided to support the student’s ongoing growth and development. Profs’ Picks*)


V. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio and video equipment
B. Internet access (cable and broadband recommended)
C. An Instant Messenger such as the Microsoft Office Communicator will be useful in communicating and connecting with classmates. This is free and available to LU students. See link for download:
   
D. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)

VI. MEASURABLE LEARNING OUTCOMES

In this course, the student will be able to:
A. Identify healthy/unhealthy emotions and explain their role in his/her approaches in ministry.
B. Identify and explain how to apply skills required for maintaining a healthy relational lifestyle.
C. Discuss the importance of their private inner world for the development of success in ministry.
D. Explain his/her unique personality patterns and identify patterns that would complement a team approach to ministry and accountability.
E. Analyze and discuss how their present ministry context fits with their relational style.
F. Justify the value of a “safe place” for spiritual and human development and the place of the family and church in the structuring of such a place.
G. Discuss approaches to ministry in the current culture and evaluate their contributions to the health of the church and its leadership.
H. Identify and discuss issues related to human sexuality and their relationship to challenges related to sanctification and ministry.
I. Design a plan to maximize strength and remediate concerns discovered through reading and assessment.

VII. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, lecture notes, assessments, and active class participation (several pre-intensive assignments are required; see Calendar at end of Syllabus). It would be wise to save course work on an external hard drive, disk or thumb drive. If a computer crashes, it is next to impossible to re-build lost files. Back-up all class work in another place other than a hard drive in order to prevent unnecessary point loss. (Relates to learning outcomes: A – I)

B. Relational Style Self-Assessments

Three self-assessments will be taken before the intensive (Communication Skills Assessment; 360° Interviews; DISC Short-Professional Profiler) and three during the intensive (MBTI: Self-Scorable Form M Worksheet; BeMIS: Adjective Check
List; Monvee: Orberg text) to facilitate self-awareness, self-control, social awareness, and relationship management. Data from the assessments will be integrated into action plan worksheets (Phase One & Relational Style Action Plan) and the final project. Details about these assessments and their corresponding action plan worksheets are provided in the calendar at the end of Syllabus (See IX. Calendar). Note: other assessments may be required during the course of this learning journey. If costs are involved, notification must be given one week before the first day of class. (Relates to learning outcomes: A, B, C, D, E)

C. Practical Book Reviews (PBR)

The student will complete five assigned Practical Book Reviews (each PBR should be no more than 6 pages) and submit the reviews on Blackboard before class begins. Details about these assignments are provided in the Calendar. (Relates to learning outcomes: A, B, C, D, F, G, H)

D. Reflective Journaling – Appendix A

After the intensive, the student will generate at least one entry from each chapter (9) in Petersen’s *Eat This Book: A Conversation in the Art of Spiritual Reading*. Entries must be typed in 12 pt Times New Roman font, single-spaced, and cited according to Turabian Reference Style Guidelines. These journal entries will be submitted as Appendix A separately from the Final Project. See “Reflective Journal Expectations” (Course Content>Essential Elements); further instructions will be provided in class. (Relates to learning outcomes: B, C, F).

E. Relational Style Action Plan (RSAP)– Appendix B

After the intensive, the student will create a plan of action for checking/controlling his/her relational style in order to successfully engage a research and design process for his/her personal growth and development. Before developing the RSAP, read *Listening: The Forgotten Skill* and complete all exercises/self-tests at the end of each chapter. Truths, insights, and techniques from Burley-Allen’s Notes should be integrated into the RSAP. Appendix B will be submitted separately from the final project. Further instructions will be provided in class. (Relates to learning outcomes: B, D,H)

F. Preclass Expectation regarding the Phase One Action Plan and Listening: The Forgotten Skill: Prior to the intensive, read Chps 1& 2, complete corresponding exercises/self-test, and integrate these insights into the Phase One Action Plan. This action plan will be submitted before the intensive (See IX. Calendar). (Relates to learning outcomes: B, D, H)

G. Final Project (FP)

The student will research and design a strategy for his personal growth and development. The project will utilize all of the required texts and assessments in the pursuit of synergistic health under the influence of an overarching goal for life and
ministry. Further instructions and expectations will be provided in class. (Relates to learning outcomes: A, B, C, D, E, F, G, H, I)

VIII. COURSE GRADING AND POLICIES

A. The following components will constitute your grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Phase One Action Plan Worksheet</td>
<td>50</td>
</tr>
<tr>
<td>Practical Book Reviews (5 @ 100 pts ea.)</td>
<td>500</td>
</tr>
<tr>
<td>Appendix A: Journal</td>
<td>100</td>
</tr>
<tr>
<td>Appendix B: Relational Style Action Plan</td>
<td>150</td>
</tr>
<tr>
<td>Final Project (as finalized in class)</td>
<td>200</td>
</tr>
</tbody>
</table>

Total Points: 1000

B. GRADING SCALE:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>940-1000</td>
<td>A</td>
</tr>
<tr>
<td>920-939</td>
<td>A-</td>
</tr>
<tr>
<td>900-929</td>
<td>B+</td>
</tr>
<tr>
<td>860-899</td>
<td>B</td>
</tr>
<tr>
<td>840-859</td>
<td>B-</td>
</tr>
<tr>
<td>820-839</td>
<td>C+</td>
</tr>
<tr>
<td>780-819</td>
<td>C</td>
</tr>
<tr>
<td>760-799</td>
<td>C-</td>
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<tr>
<td>740-759</td>
<td>D+</td>
</tr>
<tr>
<td>700-739</td>
<td>D</td>
</tr>
<tr>
<td>680-699</td>
<td>D-</td>
</tr>
<tr>
<td>Below 679</td>
<td>F</td>
</tr>
</tbody>
</table>

C. Late Assignment Policies

Papers/projects:

1. 5% point deduction per day.

2. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.

3. Discussion Boards:

No Discussion Board posts accepted after DB has closed without prior permission of professor. Late posts will not be factored into DB grade. If the professor grants students permission to submit posts after the DB has closed the following requirements apply:

a. 5% point deduction per day.
b. No assignment will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.

c. Professor may require alternate assignment if Discussion Board has closed. These assignments must be completed within terms of late policy. No assignment will be accepted seven (7) days after original due date.

Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.

2. Students must take the exam during the assigned module. A 5 % point deduction from the tests final grade will be assigned for each day the test is late.

3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

E. Limits of Confidentiality

In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.

F. Disability Assistance

Students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Green Hall 2668 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Green Hall 2700) is the officially designated place for all tests administered outside of the regular classroom.
G. Correspondence

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind.

IX. OTHER POLICIES

A. Because of the nature of this class attendance is required. Please see the professor for any anticipated absences, e.g. death in family, emergency medical situation, etc. No extra credit work will be available.

B. Drop/Add Policy
Consult the Graduate Catalog or Advising for drop/add policies.

C. Dress Code (applies to classes meeting on campus)
Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

D. Students are required to use Liberty University email and should check their LU email accounts at least once a day to receive information about the class, etc. Being aware of changes, etc. is your responsibility.

E. Students are expected to check the course’s Blackboard site for any announcements, additional materials, etc.

F. Students are expected to abide by the policies about academic honesty as stated in The Liberty Way. If you plagiarize you will receive a zero for the assignment at the least and an F may be assigned as a final grade for the course. See the following link for particulars: http://www.liberty.edu/StudentAffairs/index.cfm?PID=1324

G. Papers and Assignments - The papers are expected to be presented in a systematic and logical fashion. Students may be asked to submit their papers to the Graduate Writing Center. The Graduate Writing Center Website: www.liberty.edu/graduatewritingcenter and email: graduatewriting@liberty.edu. Papers that do not follow Turabian Reference Style guidelines or APA Guidelines will not be accepted. In graduate school students must have the ability to write on a
level that not only displays a general understanding of information but also must be able to analyze, synthesize, and articulate complex ideas. All assignments will be graded using a graduate school standard. Because of the importance of written communication, the professor reserves the right to give a failing grade to a paper based solely upon the quality of the writing. DMin students will follow Turabian Reference Style format for all written work; PhD Pastoral Care & Counseling students will follow APA Guidelines.

H. Please set your cell phones to vibrate and/or off while in class.

I. Laptops are permitted in the classroom for the purpose of taking notes. Please be considerate of Professors, Classmates, and subject matter; do not surf the web and/or email unless your Professors direct otherwise.

X. CALENDAR of LEARNING ACTIVITES [updated when course is loaded]