

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University

PTH 561 Family Ministries and Soul Care
Weekend Format: January 26-27, March 2-3, March 23-24
Fridays: 2:00 to 5:00 and 6:00 to 9:00pm
Saturdays: 9:00 to 12:00 and 1:00 to 5:00pm



Johan Mostert PhD
Spring, 2018
mostertj@evangel.edu

COURSE SYLLABUS

COURSE DESCRIPTION

This course will assist in the formation of a developmental framework for whole life discipleship, pastoral counseling, and soul care. This course examines human development across the life span, conceptualizing human development as a framework for understanding human beings created in the image of God. The life cycle will be utilized as a construct for the development of family life ministries and appropriate soul care. Family systems thinking, important developmental processes and the major challenges faced at each stage will be examined.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

At the conclusion of this course the student will be able to:

1. identify the significant life issues of disciples in their care at each stage of human development, from early adulthood to old age

2. evaluate the extent to which their disciples have effectively dealt with the life issues relevant to their stage of development
3. apply the knowledge of human sexuality, career development, ageing, health issues and issues surrounding death and loss to competently counsel their disciples in stages of development that are different than the stage that they occupy
4. formulate a discipleship strategy for a local church to promote the mental health of disciples at each stage of development and address the developmental demands of that stage

TEXTBOOKS

Santrock, J.W. (2016). *Life Span Development* (16th edition). McGraw-Hill Education. ISBN-13: 978-1259550904. 800 pages.

For information of textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

BASIC OUTLINE

January 26-27 Weekend

1. Defining the concept of “soul care”
2. The life-span perspective and whole-life discipleship
3. Theories of development; spirituality, heredity and environment

March 2-3 Weekend: Developmental processes and periods

4. Childhood
5. Adolescence
6. Early adulthood
7. Middle adulthood
8. Late adulthood
9. Death, grief and dying

March 23-24 Weekend

10. Reports on developmental stage interviews
11. Local church applications

April 23-27 Final exam week

METHODOLOGY

This class will be conducted in a weekend seminar format. Each student will contribute PowerPoint presentations from the textbook on their chosen area of human development. The instructor will lecture and provide supplementary materials during the discussions to add to the student’s familiarity with the fields of development, counseling and discipleship.

COURSE REQUIREMENTS

The course requirements are explained in more detail below, as are the relative weights given to each requirement.

1. Active classroom participation in discussions and spontaneous questions about presentations will be a requirement for each student.
2. Students will be required to do PowerPoint presentations of three chapters in the Santrock text. These presentations will be based on the publisher's basic PowerPoint on that chapter but appropriately illustrated and augmented by the student with material to make it interesting and presentable to the class. Class discussions will focus on the relevance of the presentation to the soul care responsibilities of the local pastor.

Chapters will be assigned on a first-come, first-served basis. Students may contact the professor even before the first weekend to reserve the chapters of their choice

Students will be graded on

- Quality and clarity of PowerPoint presentation in class
- Integration of current issues into their presentation
- Their knowledge of the chapter content as reflected in their capacity to respond to fellow student questions
- The integration of pastoral soul care elements into their conclusion

Chapter	Student
3 Prenatal Development and Birth	
4 Physical Development in Infancy	
5 Cognitive Development in Infancy	
6 Socioemotional Development in Infancy	
7 Physical and Cognitive Development in Early Childhood	
8 Socioemotional Development in Early Childhood	
9 Physical and Cognitive Development in Middle and Late Childhood	
10 Socioemotional Development in Middle and Late Childhood	
11 Physical and Cognitive Development in Adolescence	

12 Socioemotional Development in Adolescence	
13 Physical and Cognitive Development in Early Adulthood	
14 Socioemotional Development in Early Adulthood	
15 Physical and Cognitive Development in Middle Adulthood	
16 Socioemotional Development in Middle Adulthood	
17 Physical Development in Late Adulthood	
19 Socioemotional Development in Late Adulthood	
20 Death, Dying, and Grieving	

3. Students will be required to conduct three interviews with individuals in a developmental stage that is different to the one they presently occupy, and to submit a report on these interviews by midnight, Sunday March 18th. The focus of these interviews will be to determine the soul care role that the church can play to meet the developmental needs of persons in that stage of development. The report will have the following elements
 - a. The types of issues that were raised in the text about the person in that life-stage, and which formed the basis for the questions that the student plans to ask
 - b. A list of the questions that the student plans to use probing the issues of that life-stage
 - c. Basic information about the persons that they interviewed, while maintaining complete anonymity of the persons
 - d. The content of the responses that the persons provided
 - e. An evaluation of the persons' responses and how a local church can mobilize to address the perceived issues or deficits that persons in this life-stage face.
4. A final examination during the final exam week will cover the contents of the student PowerPoints presented to the class (including those presented the first weekend of class).

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the material is submitted after the semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://www.agts.edu/academics/forms.html>. The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

The following are policies and requirements for the course in general. Specific content and assignment directions will be given later in the Syllabus.

- All assignments are due on the date and time specified in this syllabus, on the Course Commons Course Calendar, and in the various weekly folders.
- All students are expected to communicate with the teacher any concerns, technical difficulties, and/or questions they may have via the General Q&A Discussion Forum, emails, phone calls, or face-to-face appointment.
- Students are expected to follow the structure and layout of the online course.
- Students are expected to have (and use):
 - Daily computer access
 - Daily internet access
 - Evangel Email
- All assignments need be submitted in .docx or .doc format (MS Word 07/10/13).
 - Microsoft Office 2013 is available on all Evangel campus computers and as a free download for all Evangel students. For more information, go directly to the IT Helpdesk page: <https://help.evangel.edu/hc/en-us/articles/201759875-How-do-I-get-Microsoft-Office-for-free->
 - Google Docs will convert/save documents to the .doc or .docx format, but requires a Google username and password: [Google Docs Sign-in](#)
- All students will submit coursework as directed:
 - Via Course Commons assignment
 - Submission through Course Commons quizzes
 - Post via Course Commons discussion

GRADING PROCEDURE

The course grade will be calculated in the following manner:

1. Active classroom participation: 15%
2. PowerPoint presentations on three of the Chapters in the Santrock text: 45%
3. Developmental stage interview: 20%
4. Final exam: 20%

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as

one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.—*AGTS Student Handbook*.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may only be used for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at: http://www.agts.edu/community/student_handbook/2010studenthandbook.pdf

DISABILITY ACCOMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

This course will use Evangel's learning management system, Course Commons, powered by the Canvas Learning Management System. Login directly at: <https://courses.evangel.edu/> or go to the Student Portal/Course Commons

Use your Evangel username and password to login.

To access this course, hover over or click Courses at the top of the page after logging in.

- a. **Before the class starts:** Students will have access to Course Commons and this course seven (7) days before the official beginning of the semester. This does not mean all course content will be ready. Release of course content will be the prerogative of the professor. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked and all submitted work will be lost.
- b. **Course Content:** All course content (syllabus, modules, course materials, assignments, quizzes, exams, discussions, grades, etc.) will be located on the navigation pane on the left hand side of our course. At the end of a semester, students will have limited access to the course through Course Commons. Only access to already submitted work and grades will be available.
- c. **Personal Settings:** After logging into Course Commons, be sure to go to Settings and adjust your personal profile settings. *Add in a profile picture of yourself (Smile!).*
 - I. Set your notifications: set how you'll be notified (EU email, personal email, text, Twitter, etc.) and how often.
- d. **Help:** *Click the Help button in the top right hand corner after you login. By clicking Help, you'll be able to...*
 - i. Submit a question directly to your instructor
 - ii. Access Canvas Help Guides
 - iii. Submit a Course Commons Helpdesk Ticket
- e. **Course Commons Student Orientation:** All EU students are automatically enrolled in the [Course Commons Student Orientation site](#). What's available? [Getting Started](#) help, what to do [During Your Course](#), [Help and FAQ](#), the [Student Quick Start Guide](#), and much more.
- f. **Course Commons Troubleshooting:** Question about a quiz or course content? *Contact your instructor, first!* Technical question about the Course Commons? Click Help and submit a ticket through Report a Problem. *Can't access Course Commons?* Contact the EU IT Helpdesk: 417-865-2815 x8368 (phone) or helpdesk@evangel.edu (email) or help.evangel.edu (web).

SPECIFIC DATA

Prepared by Johan Mostert, Emeritus Professor of Community Psychology, October 14, 2017