



## UNDERSTANDING HUMAN BEHAVIOUR G 140

Fall Semester 2009

3 Credit Hours

Prerequisites: None

**Instructor:** Bee Jay Carter, M.Ed. (Counselling Psychology); Registered Psychologist (Provisional)

**Time:** Thursdays, 6:00 – 9:00pm

**Office Hours:** Before class or by appointment

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### COURSE DESCRIPTION:

This course is designed to be a helpful reflection on your personal life through lectures, personality tests, and class discussion. The intent is to lay a biblical foundation for understanding one's self and others, as well as to identify personal strengths and weaknesses that are significant for your personal and professional development.

### COURSE OBJECTIVES:

**Cognitive** (acquiring knowledge by the use of reason, intuition or perception):

- To more deeply understand what it means that humans are made in the image of God
- To understand how this image has been affected by sin
- To discover how psychological truths found in Scripture serve to enhance our understanding of ourselves
- To learn how to identify and relate to different personality types, increasing one's understanding of self and others.

**Affective** (an external expression of emotion related to knowledge or thought):

- To develop an appreciation for the Bible as a source of psychological insight and guidance
- To develop a greater confidence in the truth that each individual is created with purpose, gifts, and significance
- To desire greater self-awareness in order to mature towards God's overall purpose for one's life and relationships
- To value individual personality types and giftings for the unique strengths they offer

**Conative** (acquiring knowledge involving the use of will or desire):

- Each student is encouraged to interpret the course content on a personal level for self-evaluation
- Students will perform various self-discovery tests to increase their understanding of self in light of God's design
- Identify the common underlying roots to problems to aid understanding human behavior, needs, and solutions

### COURSE TEXTBOOKS:

**Benner, David.** *The Gift of Being Yourself*. Illinois: Intervarsity Press, 2004.

**Kise, Jane; Stark, David; and Krebs-Hirsh, Sandra.** *Life Keys: Discover Who You Are*. Minneapolis, Minnesota: Bethany House, 2005.

## **COURSE REQUIREMENTS:**

Assignments must be typed in paragraph form, double-spaced, and chapter headings clearly indicated. Attention must be given to spelling, grammar, sentence structure, etc. Please use computer tools such as spell-check and proof-read assignments before submission.

### **1. Class Presence and Participation (10%)**

- a. You will be evaluated on attitude, attendance, and participation in class. This mark is not based on how much you say, but rather your willingness to interact, your demonstration of respect for others, attentiveness, your willingness to learn and be challenged in your thinking and perspectives, etc.
- b. It is also important students understand that through class discussions during this course, they may have access to personal and family information about classmates and the instructor. This information may be gained through disclosures made in class discussion, role plays, experiential activities, and so on. It is important that students agree to hold all information confidential.

### **2. Lifeline Assignment (15%)**

- a. Record a timeline reflecting your life from birth to present
- b. Include dates and a brief summary of significant physical, emotional, mental, and spiritual events that have impacted your development and identity

### **3. Book Reflection on “The Gift of Being Yourself” by David Benner (25%)**

- a. Write a two-paragraph summary for each chapter (maximum half-page).
- b. Each reflection should include your *observations* and *applications* of the content.  
*Observations:* What was significant to you (new insights or deeper revelations from the Holy Spirit)? *Applications:* What impact are these insights having? How will you seek to apply these new insights to your beliefs, thoughts, attitudes, or behaviours? You can write your application in the form of a prayer if you would find that helpful and meaningful.
- c. **NOTE:** This book will also be utilized in class discussions throughout the course, so please bring it to class each week.

### **4. Identity Journal (15%)**

- a. Throughout the course it is my prayer that the Holy Spirit will be speaking to you about your identity in Christ and revealing insights to you regarding your gifts, abilities, and calling. Throughout the course, listen to the voice of the Father as you read, reflect, learn, and share. When a truth is spoken in class about identity, personality, or purpose that impacts you, record it in your journal. Time will occasionally be taken at the end of class to do this exercise, but you are encouraged to maintain this journal independently of class time, as well. Record the date for each entry with integrity.

### **5. Final Project (35%)**

- a. The final project will be a synthesis of the coursework through the semester.
- b. Include a written summary, in paragraph form, based on your lifeline (1 page)
- c. Choose either the MBTI or Enneagram personality inventory and complete the on-line inventory. List a summary of your personality type according to the MBTI or Enneagram (1 page). Write a 2 page summary in your own words of the insights you gain about yourself from the MBTI or Enneagram. How does/doesn't the MBTI/Enneagram apply to you, in your own opinion? Give examples from your own life and observations of your personality to illustrate (1 page).
- d. Include your mission, vision, and values (1 page)

- e. Conclude with selected insights from your journal assignment that the Holy Spirit has imparted to you throughout this course, and how you will use these insights to pursue further understanding of God's call on your life (1 page).

### **Horizon College/University of Saskatchewan Assessment of Student Work**

**90-100% [Exceptional]** – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**80-89% [Excellent]** – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

**70-79% [Good]** – a good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**60-69% [Satisfactory]** – a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**50-59% [Minimal Pass]** – a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

**Under 50% [Failure]** – an unacceptable performance



**G140 Understanding Human Behaviour: Course Outline**

<b>Date</b>	<b>Topic &amp; Activities</b>	<b>Readings &amp; Assignments</b>
September 24	<ul style="list-style-type: none"> <li>- Introduction to Course Outline</li> <li>- Introduction to One Another</li> <li>- Generation of Participation Criteria</li> <li>- Review Lifeline and Journal Assignments</li> </ul>	
October 1	<ul style="list-style-type: none"> <li>- Discussion of Benner Chapter 1</li> <li>- Participation Criteria Revisited</li> <li>- The Four Temperaments</li> <li>- Time to work on Lifeline Assignment</li> <li>- Journalling</li> </ul>	Benner Chapter 1
October 8	<ul style="list-style-type: none"> <li>- Discussion of Benner Chapter 2</li> <li>- Spiritual Gifts</li> <li>- Discover Your Gifts Analysis</li> <li>- Journalling</li> </ul>	Benner Chapter 2 Life Keys Chapter 3 <b>Lifeline Assignment Due (15%)</b>
October 15	<ul style="list-style-type: none"> <li>- Discussion of Benner Chapter 3</li> <li>- Introduction to MBTI</li> <li>- Journalling</li> </ul>	Benner Chapter 3 Life Keys Chapter 4 Completion of MBTI on-line
October 22	<ul style="list-style-type: none"> <li>- Continued Discussion of MBTI</li> <li>- Journalling</li> </ul>	
October 29	<ul style="list-style-type: none"> <li>- Discussion of Benner Chapter 4</li> <li>- Introduction to the Enneagram</li> <li>- Time to work on Book Reflection</li> </ul>	Benner Chapter 4 Completion of Enneagram on-line <b>Identity Journal Due (15%)</b>
November 5	<ul style="list-style-type: none"> <li>- Discussion of Benner Chapter 5</li> <li>- Continued Discussion of Enneagram</li> <li>- Time to work on Book Reflection</li> </ul>	Benner Chapter 5
November 12	<ul style="list-style-type: none"> <li>- Discussion of Benner Ch.6</li> <li>- Values/Exercise</li> <li>- Passions/Exercise</li> </ul>	Benner Chapter 6 Life Keys Chapter 5 Life Keys Chapter 6
November 19	<ul style="list-style-type: none"> <li>- Guest Speaker: David White</li> <li>“Personal Mission Statement and Values”</li> <li>-Time to work on Final Project</li> </ul>	<b>Book Reflection on “The Gift of Being Yourself” Due (25%)</b>
November 26	<ul style="list-style-type: none"> <li>- Time to work on Final Project</li> <li>- Service</li> <li>- Wounded Healer excerpts (pp. 36-47; 55; 89-92)</li> </ul>	Life Keys Chapter 8
December 3	<ul style="list-style-type: none"> <li>- Closing Discussions</li> <li>- Future Reflection</li> </ul>	<b>Final Project Due (35%)</b> <b>Class Presence and Participation Evaluation (10%)</b>