

Online 8-Week Course Syllabus

PS-6600 *Self-Care and Emotional Health of the Minister*

Course Description

This course is designed to help the student develop a personal strategy for a long-term and healthy ministry by identifying and incorporating the key contributors to a sustainable ministry based upon his or her personality, emotional quotient, and spiritual giftedness. The study will include practical guidance and personal disciplines for self-management. Educational tools such as personality assessments, case studies, feedback from peers and best practice surveys will be used.

3 credit hours

Prerequisites: None.

Course Objectives

By the completion of this course, you should be able to:

1. Evaluate personal traits, including personality, emotional intelligence, and spiritual gifts
2. Analyze peer feedback to identify areas for growth in interpersonal skills
3. Synthesize self-assessment and feedback to understand factors influencing ministry longevity
4. Appraise spiritual practices for fostering growth in one's relationship with Christ
5. Design a comprehensive personal strategy for sustainable spiritual and emotional health

Course Materials (required)

This syllabus lists only the items you need to obtain. Any specific reading materials and media links utilized in the course, which are not mandatory for purchase, are available on Canvas for the corresponding week/lesson. If there is a course bibliography, it lists all reading materials and additional study suggestions for this course.

Readings:

Challies, Tim. *Do More Better: A Practical Guide to Productivity*. Cruciform Press, 2015. ISBN: 978-1941114179. **[Challies]**

Eswine, Zack. *The Imperfect Pastor: Discovering Joy in Our Limitations through a Daily Apprenticeship with Jesus*. Wheaton, IL: Crossway Books, 2015. ISBN: 978-1433549335. **[Eswine]**

Nelson, Tom. *The Flourishing Pastor – Recovering the Lost Art of Shepherd Leadership: Recovering the Lost Art of Shepherd Leadership*. Downers Grove, IL: Inter-Varsity Press, 2021. ISBN: 978-1514001325. **[Nelson]**

Whitney, Donald S. *Spiritual Disciplines for the Christian Life*. Colorado Springs, CO: NavPress Publishing Group, 2024. ISBN: 978-0801075681. **[Whitney]**

Witt, Lance. *High-Impact Teams: Where Healthy Meets High Performance*. Ada, OK: Baker Books, 2018. ISBN: 978-1615216178. **[Witt]**

Bible:

A Bible is frequently used in online courses at Moody. Unless otherwise specified, you may use the Bible version of your choice. If a specific version is required, you may wish to purchase it for your personal library. Many versions are available free online at: www.biblegateway.com, www.biblestudytools.com/bible-versions/, www.bible.com/versions, etc.

IMPORTANT: Textbooks and other materials in this online course are carefully selected and approved by Moody Bible Institute faculty to engage students in learning. Views expressed in the material may not necessarily reflect those held by Moody. We expect students to engage with course material in a mature and respectful way, understanding it may not always align with a biblical worldview and must be engaged with wisdom and critical thinking. If you struggle with the content of the material from a biblical or theological perspective, please contact your course instructor for advice and guidance.

Course Work

All coursework is due according to the **Schedule**.

A. CLASS PARTICIPATION: Active participation is expected in this online course. Participation includes two main areas: study materials (reading/media) and discussion boards (student interaction). Class Participation contributes significantly to your final course grade.

1. **Study Materials:** The completion of the course reading, audio/video review, online articles, etc. is an important part of your education. You should complete these study materials prior to working on your graded assignment(s) and initial discussion board posting with each lesson so that you can incorporate new concepts from these materials into your work. While Moody does not require the reporting of your reading/media engagement, you are each expected to engage with the content, as expressed in the **Course Honor Code & Professional Conduct Statements** listed below.
2. **Discussion Boards:** Discussion boards are, by nature, the interaction between students and peers to be completed during the week for which they are assigned. When students do not participate in discussion boards, they rob themselves and their peers of the learning opportunity. This is a disservice to everyone. No credit will be granted for late discussion board posting unless otherwise approved by the instructor.

You must maintain a significant presence in the discussion. If not specified, **post your initial response** to the discussion question by mid-week (Friday, 11:59 pm CT [Central Time]). Then read all other threads and **respond to at least two (2)** other student threads by the end of the week (Monday, 11:59 pm CT).

B. ASSIGNMENTS: Assignments are the primary means of assessing whether learning has transpired and may include papers, reports, exams, projects, and the like. Specific detail for each assignment is listed in Canvas. Create the assignment, save the file, then submit it through a link in Canvas so it can be graded by your instructor. Your instructor will return assignments through Canvas. Submit all assignments by **Monday at 11:59 pm CT** unless otherwise stated in the directions.

Assessments

Grades for this course will consist of:

Assessment		Total Points	Percentage of Final Grade*
Class Participation: Discussion Boards (8 @ 18 pts each)		144	20%
A1-1	Eswine: Chs. 1-2 (paper)	100	5%
A2-1	Eswine: Chs. 3-4 (paper)	100	5%
A2-2	Nelson: "The Shephard" Reflection	100	5%
A3-1	Eswine: Chs. 5-6 (paper)	100	5%
A3-2	Myers-Briggs Results	50	4%
A4-1	Eswine: Chs. 7-8 (paper)	100	5%
A4-2	Nelson: "Integrity of Heart" Reflection	100	5%
A5-1	Eswine: Chs. 9-11 (paper)	100	5%
A6-1	Eswine: Chs. 12-14 (paper)	100	5%
A6-2	Nelson: "Skillful Hands" Reflection	100	5%
A7-1	Eswine: Chs. 15-16 (paper)	100	5%
A8-1	Four Spiritual Disciplines (paper)	100	12%
A8-2	Capstone Paper	100	14%
Totals:		1,394	100%

***Note:** This course uses [weighted percentages](#) to determine your final grade.

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Description
A	96-100	Exceptional work
A-	94-95	Excellent work
B+	92-93	Very good work
B	89-91	Good work
B-	87-88	Above average work
C+	83-86	Average work
C	79-82	Work needs improvement
C-	75-78	Minimally acceptable work
F	<75	Unacceptable work

Turabian Writing Style

Graduate students at Moody Bible Institute must follow the Turabian style for all written assignments (except for TESOL and counseling programs that require APA). Your instructor may waive this requirement for specific assignments such as discussion boards, blogs, emails, and the like, but if not stated otherwise, follow Turabian guidelines. Assignments not in proper Turabian format may be returned with a request to redo the assignment and could be subject to a late penalty.

Unless otherwise directed, all assignments submitted as a document are to be in a standard 12-point serif font (limited to Time New Roman, Cambria, Century Schoolbook), 8½ x 11-inch page size, double-spaced, and are to be submitted as a Microsoft Word document (.doc or .docx) only.

IMPORTANT: Other document formats will be returned to the student for resubmission with the possibility of a late penalty being applied.

You should follow the latest version of the Turabian style guide here: *A Manual for Writers of Research Papers, Theses, and Dissertations*. A [Citation Quick Guide](#) is available online.

Use of Generative Artificial Intelligence

Generative Artificial Intelligence (AI) is still developing, and the rules for using it are also developing. Generative AI tools use large language models and other source material to produce a response when prompted by a user. Such tools can create various outputs, including text, images, audio, video, and more. In this course, AI resources are allowed to assist in organizing or outlining your work or checking on your writing clarity, but they are **NOT** allowed to write an entire assignment for you.

1. Students must keep the following in mind when making use of AI:

- The quality and reliability of responses produced by AI are limited by the body of source material used to train it and by the quality of the prompts used to access it.
- AI does not think about or understand text like a human does.
- AI tends to invent facts and sources due to poorly worded prompts and the limitation of the body of source materials; therefore, the user must check the data carefully.
- Students are responsible for the content they submit for course credit, including anything AI creates.
- Students must not present content created by AI as their original work.

2. AI may be appropriately used to:

- Ask what is commonly known or said about a topic.
- Brainstorm ideas for a project.
- Gather and summarize ideas.
- Organize material such as a student's notes into an outline.
- Help with study.

- Ask for advice or feedback on a project.

3. AI may *not* be used in the following ways on any work that is submitted for credit:

- On assignments designed to test student understanding, particularly closed-book quizzes and exams.
- On any exercise in which students are assigned to review specific source material and answer questions based on it, such as homework covering the reading of an assigned text or an open-book quiz.
- To write the first drafts of any sentences or paragraphs.
- To extensively revise the content or word count of any paper for the students, including translating a paper into English. (This differs from asking for revision advice or being used as an essential proofreading tool.)
- To summarize sources as a substitute for reading and understanding those texts.

4. If AI is used in the preparation or completion of work submitted for credit:

- The student must independently verify any substantive facts produced by AI.
- Its use must be cited if the submitted work contains or references material produced by AI.
- If the submitted work contains or references material from secondary sources identified by AI, the student must independently verify and cite these sources.
- Its use must be acknowledged if used to edit or otherwise revise work created by the student.

For more advice on using AI, see the [Guidelines for Using AI Writing Tools](#).

To indicate the use of Generative AI resources, you should include the following or similar statement at the end of your written work (not placed in the Works Cited):

"The author acknowledges the utilization of [Generative AI Tool Name] in preparing this assignment. [Generative AI Tool Name] was employed in the following manner(s) within this assignment: (e.g., brainstorming, grammatical correction, citation, outlining, specific section of the assignment)."

To ensure academic integrity, you must openly disclose any AI-generated material utilized and provide proper attribution. This includes in-text citations, quotations, references, and outlines. Citation clarification can be found at [The Chicago Manual of Style.org](#) (Turabian).

Improper use of generative AI is considered a serious offense and falls under academic integrity. The parameters for fabrication and plagiarism offenses may result from denial of credit to expulsion from the school. Each case is reviewed and judged individually by the Academic Standards Committee and the school Dean.

Course Honor Code & Professional Conduct Statements

Course Honor Code

You must maintain the highest ethical and moral standards at Moody Bible Institute Online in your quest for academic excellence. Therefore, you commit not to cheat, steal, or claim credit for the ideas and words of others. You commit to respect the intellectual property of others and will always acknowledge the authorship of intellectual property in all forms. By participating in this course, you acknowledge you have read this syllabus and agree to abide by it.

Professional Conduct

Moody Bible Institute online students are expected to conduct themselves in a manner conducive to continued growth toward biblical and spiritual maturity. You are expected to access classes regularly, interact with the required readings and media, and be fully prepared and engaged. You are expected to act professionally and with a high degree of ethical conduct while applying yourself fully to the job of learning. All communications are expected to be conducted professionally in assignments, email, or

Discussion Boards, whether oral or written. Consult the [Student Handbook](#) for distance learning/online student's further details on the "Code of Conduct for Online and Non-Residential Students."

You are obliged to know and observe all institute policies and procedures and keep current with this class by reading the information posted on the Announcement page and sent by email to your official Moody.edu email address.

Academic Integrity and Penalties for Academic Misconduct

Academic integrity requires students to be responsible and honest in fulfilling their academic work. Assignments, examinations, and other educational requirements are intended to foster student learning. Students are expected to submit original work, to use appropriate citations giving credit to the ideas or words of another person, and to refrain from cheating of any kind.

Cheating

Cheating is any act (whether successful or attempted) in which a student is dishonest or seeks to gain an unfair advantage on an assignment, quiz, paper, examination, class, etc. Some common forms of cheating include, but are not necessarily limited to:

- Using unauthorized material during an examination or other assignments
- Submitting the same assignment in more than one class
- Lying to an instructor to obtain an excused absence, extension on an assignment, makeup examination, admission to a class or program, etc.
- Inappropriate collaboration on classroom assignments
- Assisting others in academic misconduct

Plagiarism

Plagiarism is taking the ideas or words of another person and presenting them as one's own, whether intentional or unintentional. Intentional plagiarism is unethical and constitutes a serious infraction of academic policy. When the words or ideas of others are used, proper credit must be given, either in a footnote or in the text.

Penalties for Academic Misconduct

First Offense: automatic failure of any and all assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The instructor of the course will notify the Academic Standards Committee via the registrar with an explanation of the situation. Discretion is given to the Academic Standards Committee and the Academic Dean to impose more strenuous penalties. The violation will remain on record, and information concerning the incident will be communicated to all instructors.

Second Offense: automatic failure of any and all assignments, quizzes, examinations, or class requirements in which academic misconduct occurred. The instructor of the course will notify the Academic Standards Committee via the registrar. Discretion is given to the Academic Standards Committee and the Academic Dean to determine an appropriate penalty with a minimum penalty of failure of a course and a maximum penalty of suspension or dismissal. A record of the violation goes into the student's file. The Academic Dean will notify the faculty of the results of this process.

ADA Compliance Statement

Moody Bible Institute complies with the ADA (Americans with Disabilities Act) as well as Section 504 of the Rehabilitation Act by providing appropriate accommodations to qualified students with disabilities. We encourage you to contact the disability services provider at the Student Resource Center to discuss possible environmental modifications or adaptations. Please note that accommodations are not retroactive; therefore, we encourage you to contact the disability services provider within the first two weeks of the semester. Contact information is provided within each online course.