

# MIN520: Managing Stress and Avoiding Burnout (Online)

## Course Syllabus

### Course Description

**This course helps students identify both triggers for stress and signals of burnout, so that they can effectively manage the former and avoid the latter. It exposes students to current psychological theory concerning stress and facilitates the development of personal strategic plans for students.**

### Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Identify how general stress has functional impact on leaders, both personally and professionally.
2. Analyze how general stress has impacted you on a personal and professional level.
3. Evaluate variables in your personality, personal history and ministry experience that may impact how you manage stress in your ministry and personal life.
4. Identify five key occupational stresses of vocational ministry and describe in detail how these experiences may impact your life experience.
5. Assess the symptoms of depression and burnout and their potential impact on yourself and others, personally and professionally.
6. Develop a specific stress management strategy that is practical and effective for your personal life and work.
7. Identify barriers for receiving help regarding coping with life and ministry stresses, particularly for Christians.
8. Describe the different stressors experienced as part of a family unit and identify helpful strategies for dealing with them.

# Course Materials

## *Required Material(s)*

*All required materials are provided as PDFs or links in the Course Materials folder. See the weekly schedule for more complete information on course readings.*

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

## Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

**Note:** If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

## Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

# Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at [writingcenter@jessup.edu](mailto:writingcenter@jessup.edu) or schedule a session through the WJU Student Services Scheduler.

## Assignments

### Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

### Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

**NOTE:** The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

### Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

## Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

## Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

## Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

## Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). You must post **at least 3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.

3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

## Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

### For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

### For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m. (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

## Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

#### Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

#### Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week.**

## Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

### Disability Support Services Contact Information:

**WJU Disability Support Services**  
(916) 577-2253  
dss@jessup.edu

## Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

## Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

## Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

# WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at [my.jessup.edu](http://my.jessup.edu).

## Supported Browsers

- Google Chrome
- Mozilla Firefox

## Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

## Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

## Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

# HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email [helpdesk@jessup.edu](mailto:helpdesk@jessup.edu) or call 916.577.2345.

## Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

**A = Excellent performance.** Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

**B = Above average performance.** All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

**C = Average performance.** Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

**D = Work is below acceptable level for a college student.** Student shows only a very basic understanding of the material or does not meet all assignment requirements.

**F = Work is not passing.** Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

### *Final Grade Calculation*

<i>Assignments</i>	<i>Value</i>
Discussion Questions	30%
Weekly Exercises	30%
Interview Project	10%
Final Project	30%
TOTAL:	100%

## Course Outline

Week 1	Details	Due	Demand Hours	Course Objective
<b>Topics and Learning Objectives</b>	<p><b>Understanding Stress</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify and evaluate the impact of general and long term stress on your personal health and functioning.</li> <li>• Analyze the effectiveness of various types of coping strategies for different stressors, both internal and external.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Frisbie &amp; Frisbie, <i>Managing Stress in Ministry</i>: Foreword, Chapters 1 &amp; 2</li> <li>• Cordeiro, <i>Leading on Empty</i>: Introduction, Chapter 1</li> <li>• Croucher, "Stress and Burnout in Ministry"</li> </ul>		<b>2.0 hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <p><b>Video Lectures:</b></p> <ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Introduction to the Course</li> <li>• Stress: Definitions and Impact</li> <li>• Unmanaged and Prolonged Stress</li> </ul>		<b>1.5 hours</b>	
<b>Optional Resources (in Supplemental Materials link)</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: Introduction &amp; Chapter 1</li> <li>• Kompier &amp; Cooper, <i>Preventing Stress, Improving Productivity: European Case Studies in the Workplace</i></li> <li>• Adaramola, "Job Stress and Productivity Increase"</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• How Stress Affects Your Body</li> </ul>		<b>1.5 hours</b>	

<p><b>Discussion</b></p>	<p><b>Discuss</b></p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>● <b>DQ: Unremitting Stress</b> <ul style="list-style-type: none"> <li>○ In what ways have you experienced unremitting stress in your general life and how has this impacted your overall health, functioning, and relationships?</li> <li>○ In general, do you think it is easy to recognize stress in our own lives and identify its causes? Why or why not?</li> <li>○ Engage with the lectures and reading assignments in your response.</li> </ul> </li> </ul>	<p>See <i>Discussion Guidelines</i></p>	<p><b>3.0 hours</b></p>	
<p><b>Exercise #1</b></p>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>● Prompt: Write a three page paper in which you describe and analyze the stress and coping strategies of three individuals (or groups of individuals).</li> <li>● Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</li> <li>● View the rubric <a href="#">here</a>.</li> </ul> <p>In the Forward to the Cordero text, <i>Leading on Empty</i>, Bob Buford gives two examples of pastors of large churches who have experienced burnout. Write a 3-page paper in which you select one of the pastors and compare and contrast their experience with the stress management experience of two of the individuals (or groups) in the following Scriptures:</p> <ul style="list-style-type: none"> <li>● Moses (Ex. 18:13-24)</li> <li>● Martha (Lk. 10:38-41)</li> <li>● Disciples (Mt. 6:25-34)</li> <li>● Peter (Mt. 14:25-33)</li> <li>● Paul (Acts 19:23-31)</li> </ul>	<p><b>23:59 PT on Sunday, at the end of Week 1</b></p>	<p><b>4.0 hours</b></p>	

	<p>Your response should include the following:</p> <ul style="list-style-type: none"> <li>● The specific stresses of the pastor and the individuals in these scriptures (both external and internal). That is; what are the stresses that they are experiencing that are out of their control and what beliefs about themselves did these individuals appear to have brought into their stressful situation? How did these appear to affect their choice of methods for managing these stresses?</li> <li>● Also identify the following: <ul style="list-style-type: none"> <li>○ Identify their coping strategies that did not seem to work well.</li> <li>○ Identify the suggested healthier coping strategies from others.</li> <li>○ Your level of identification with these examples and your response to the problem and proposed solution.</li> </ul> </li> </ul> <p>Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required). Be sure to include relevant comments, quotes, and notes from reading and lectures in your paper.</p>			
<p><b>Interview Project</b></p>	<p><b>Write</b></p> <p>This week submit a brief description (a few sentences) of the person you plan to interview (without using their name) and why you feel it would be valuable to interview them.</p> <ul style="list-style-type: none"> <li>○ Prompt: Identify a person that is in a similar life circumstance as you (i.e., marital, financial, current family, work) and interview them via phone, personal visit, or email. Write a 3-5 page paper that describes their responses to the following questions: <ul style="list-style-type: none"> <li>○ How are this person's life circumstances and situation similar to yours? (Describe without using their name.)</li> <li>○ What are the current major stresses in their life?</li> <li>○ What strategies are they using to manage these stresses?</li> <li>○ What has been their experience with the effectiveness of these strategies?</li> <li>○ What, if anything, do they think they need to change in their stress management strategies to be more effective?</li> </ul> </li> <li>○ At the end of the paper, evaluate what you have learned from this exercise that might be helpful in your own stress management plan.</li> <li>○ Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</li> </ul>	<p><b>Brief Description due 23:59 PT on Sunday, at the end of Week 1</b></p> <p><b>Interview Project due 23:59 PT on Sunday, at the end of Week 5</b></p>	<p><b>0.5 hours</b></p>	

	<ul style="list-style-type: none"> <li>○ View the rubric <a href="#">here</a>.</li> </ul>			
<p><b>Final Project: Stress Management Plan</b></p>	<p><b>Write</b></p> <p>PROMPT Write a 15-20-page paper entitled My Stress Management Plan in which you:</p> <ul style="list-style-type: none"> <li>● Identify your primary sources of vocational, life, and relational stress.</li> <li>● Evaluate the effectiveness of strategies you have been using to cope with these stresses.</li> <li>● Describe the impact these stresses are having on your life personally, professionally, and relationally.</li> <li>● Create a stress management plan for yourself that is specific to your life situation. <ul style="list-style-type: none"> <li>○ Include in your plan when and how you will begin to implement these strategies, the possible impact this may have on your work and relationships, other possible barriers to implementing your plan, and how you will address these issues.</li> <li>○ Include ideas you have gained from course reading and lectures as well as things you have discovered in other aspects of your life.</li> </ul> </li> </ul> <p>OUTLINE Use the following outline in your paper to categorize material in your plan.</p> <ul style="list-style-type: none"> <li>● My current sources of stress personally, professionally, and relationally</li> <li>● My current coping strategies personally, professionally, and relationally</li> <li>● The current impact of stress on my life personally, professionally and relationally</li> <li>● My new stress management plan that includes personal, professional, and relational components.</li> <li>● The potential impact of my new plan on my life personally, professionally, and relationally</li> <li>● Potential barriers to implementing my plan</li> <li>● My plan to address these barriers</li> <li>● One specific strategy that I will begin to work on in my personal, professional, and relational life.</li> </ul> <p>In the project, you must develop specific plans for each area with sensitivity to the inter-relatedness of these areas. Each area must be addressed through specific assessment, goal setting, and development strategies. Assessment must be specific and provide a basis for determining current levels of life stress management and needed improvement or change. Assessment should indicate the means or basis for evaluation (personal reflection, testing, feedback, standards, and norms, etc).</p> <p>Goals for improvement must be specifically identified. The more concrete and specific the better. Goals should indicate how intended change or improvement will be identified or</p>	<p><b>23:59 PT on Sunday, at the end of Week 7</b></p>	<p><b>1.0 hours</b></p>	

	<p>evaluated.</p> <p>Change strategies will detail specific means or practices to be engaged or fostered within each area of stress management. These strategies should indicate stages or phases of change as well as points in time for evaluation and reassessment. Be sure to include relevant comments, quotes, and notes from reading and lectures in your papers and threaded discussions.</p> <p><b>FORMAT</b> Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citation, and reference list (abstract not required).</p> <p>Be sure to include relevant comments, quotes, and notes from reading and lectures in your papers and threaded discussions. View the rubric <a href="#">here</a>.</p>			
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>12.0 hours</b>	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Variables Impacting Stress, Part 1</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Describe, analyze, and evaluate the impact of the following on your manner of managing stress: <ul style="list-style-type: none"> <li>○ Experiences in your family of origin</li> <li>○ Your personality</li> <li>○ The way you think about stresses</li> <li>○ What you believe about yourself</li> <li>○ Your life experiences</li> </ul> </li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Cordeiro, <i>Leading on Empty</i>: Chapter 2</li> </ul>		<b>0.5 hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <p><b>Video Lectures:</b></p> <ul style="list-style-type: none"> <li>• Stress Factors</li> <li>• Personality and Thinking</li> <li>• Time Management</li> </ul>		<b>1.0 hours</b>	

<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Zhao, Zhou, Liu, &amp; Kang, "Proactive Personality as a Moderator Between Work Stress and Employees' Internal Growth"</li> <li>• Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: Chapter 3</li> </ul> <b>Videos</b> <ul style="list-style-type: none"> <li>• How to Multiply Your Time</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ: Variables Impacting Stress</b> <ul style="list-style-type: none"> <li>○ Which of the variables discussed in the lectures and reading do you feel have most impacted your manner of handling stress?</li> <li>○ In your opinion, are some of the variables and factors more potent in their impact than others or is their impact entirely subjective based on one's experience? Explain your answer thoroughly.</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3.0 hours</b>	
<b>Exercise #2</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• Prompt: Choose any four of the following questions and write a one page paper of response to each: <ol style="list-style-type: none"> <li>1. How do you feel your level of inherited sensitivity impacts your reaction to stress?</li> <li>2. What, if any, biological predispositions have you inherited that may impact your reaction to stress?</li> <li>3. Do you have any lingering emotional or relational wounds from your childhood that may impact your experience of</li> </ol> </li> </ul>	<b>23:59 PT on Sunday, at the end of Week 2</b>	<b>5.0 hours</b>	

	<p>stress? What are they?</p> <ol style="list-style-type: none"> <li>4. How did your family in general and your parents in particular manage stress and crisis?</li> <li>5. Do you identify with either of the personality types discussed in the lectures? If so, how does this relate to your experience of stress?</li> <li>6. In what ways does your thought-life contribute to the way you experience stress?</li> <li>7. What habits have you developed to manage stress, which do not work as well as you would like them to?</li> <li>8. How many of the time management wasters do you identify with?</li> </ol> <ul style="list-style-type: none"> <li>• Compile your papers into a single document. Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</li> <li>• View the rubric <a href="#">here</a>.</li> <li>• Be sure to include relevant comments, quotes, and notes from reading and lectures in your paper.</li> </ul>			
<b>Interview Project</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>○ Continue working on your Interview Project</li> <li>○ This week contact the person you have decided to interview, set up a time and conduct the interview.</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>1.0 hours</b>	
<b>Final Project: Stress Management Plan</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>○ Continue working on your Final Project</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>1.5 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>12.0 hours</b>	

Week 3	Details	Due	Demand Hours	Course Objective
<b>Topics and Learning Objectives</b>	<p><b>Variables Impacting Stress, Part 2</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>Describe, analyze, and evaluate the impact of your experience with suffering on your level of experienced stress and stress management.</li> <li>Identify the extent to which you have experienced the five common ministry stresses mentioned in the Frisbie text and the impact this has had on your ministry or work.</li> <li>Assess the extent to which you have experienced compassion fatigue and evaluate the impact of this on your stress management experience.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>Frisbie &amp; Frisbie: <i>Managing Stress in Ministry</i>: Chapters 3-7</li> <li>What is Compassion Fatigue?</li> <li>Panos, "Understanding and Preventing Compassion Fatigue: A Handout for Professionals"</li> </ul>		<b>3.0 hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <p><b>Video Lectures:</b></p> <ul style="list-style-type: none"> <li>Ministry Stressors</li> <li>Suffering</li> <li>Compassion Fatigue</li> </ul>		<b>1.5 hours</b>	
<b>Optional Resources (in Supplemental Materials link)</b>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Spencer, Winston, &amp; Bocarnea, "Predicting the Level of Pastors' Risk of Termination/Exit from the Church"</li> <li>Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: Chapter 4</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Compassion Fatigue</li> </ul>			
<b>Discussion</b>	<p><b>Discuss</b></p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p>	See <i>Discussion Guidelines</i>	<b>3.0 hours</b>	

	<p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• <b>DQ: Suffering</b> <ul style="list-style-type: none"> <li>○ How has the suffering you have experienced in your life, and in the lives of others you have ministered to, impacted your experience of stress?</li> <li>○ Do you think experience with suffering helps or hinders our ability to handle stress well? Why?</li> </ul> </li> </ul>			
<p><b>Exercise #3</b></p>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>• Prompt: Write a 4-page paper made up of two parts responding to questions about suffering and compassion fatigue.</li> <li>• View the rubric <a href="#">here</a>.</li> <li>• Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</li> </ul> <p>Write a 4-page paper made up of the following two parts.</p> <p>Part A: In the first two pages respond to the following questions:</p> <ul style="list-style-type: none"> <li>• Which aspects of suffering have you encountered in ministry that create the most stress for you?</li> <li>• Which of the theodicies mentioned in the lecture and handout helps you find some sense of peace in this suffering?</li> <li>• To what extent do you feel you have experienced compassion fatigue in your ministry?</li> <li>• How practical are the suggestions for developing resiliency to compassion fatigue in your situation?</li> </ul> <p>Part B: In the last two pages, respond to the following questions:</p> <ul style="list-style-type: none"> <li>• To what extent have you experienced any of the five key ministry stressors described in Lecture 7 and in Friesbe, Managing Ministry Stress chapters 3-7 in vocational ministry or in another occupation.</li> <li>• How did this impact your work at the time?</li> <li>• How did you try to address these stress situations?</li> <li>• How effective were your stress management efforts?</li> </ul>	<p><b>23:59 PT on Sunday, at the end of Week 3</b></p>	<p><b>5.0 hours</b></p>	

<b>Interview Project</b>	<b>Write</b> <ul style="list-style-type: none"> <li>○ Continue working on your Interview Project</li> <li>○ This week organize the results of your interview and begin composing your written project.</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>0.5 hours</b>	
<b>Final Project: Stress Management Plan</b>	<b>Write</b> <ul style="list-style-type: none"> <li>○ Continue working on your Final Project</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>0.5 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>13.5 hours</b>	

<b>Week 4</b>	<b>Details</b>	<b>Due</b>	<b>Demand Hours</b>	<b>Course Objective</b>
<b>Topics and Learning Objectives</b>	<b>Understanding Depression and Burnout</b> By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>● Identify the symptoms of depression and burnout and assess the extent to which you have experienced or are experiencing these.</li> <li>● Describe ways of managing depression and burnout.</li> </ul>			
<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>● Cordeiro, <i>Leading on Empty</i>: Chapters 3 &amp; 4</li> <li>● What Does the Bible Say About Burnout?</li> <li>● Hart, "Depressed, Stressed, and Burned Out: What's Going On in my Life?"</li> <li>● 4 Critical Signs of Youth Ministry Burnout</li> <li>● Conner, "Burnout in Ministry"</li> </ul>		<b>1.5 hours</b>	
<b>Video Resources</b>	<b>View</b> <ul style="list-style-type: none"> <li>● <b>Video Lectures:</b> <ul style="list-style-type: none"> <li>○ Understanding Depression</li> <li>○ Understanding Burnout</li> </ul> </li> <li>● <b>Other</b> <ul style="list-style-type: none"> <li>○ Why Ministry Burnout is Destroying 25-28 Year Olds</li> </ul> </li> </ul>		<b>1.0 hours</b>	

<p><b>Optional Resources (in Supplemental Materials link)</b></p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: Chapter 5</li> <li>• DeGroat, <i>Wholeheartedness</i></li> <li>• Committing to Mutuality: An Interview with Eugene Peterson</li> <li>• Barnard &amp; Curry, “The Relationship of Clergy Burnout to Self-Compassion and Other Personality Dimensions”</li> <li>• Nieuwhof, “9 Signs You are Burning out in Leadership”</li> <li>• Pastor Burnout: The Silent Clergy Killer</li> <li>• Preventing Burnout: Signs, Symptoms, Causes and Coping Strategies</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Stress in Ministry</li> </ul>			
<p><b>Discussion</b></p>	<p><b>Discuss</b></p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>• <b>DQ: Burnout</b> <ul style="list-style-type: none"> <li>○ Which ministry stress factors do you feel most often contribute to ministers who experience depression and burnout? What is it about these stress factors that may contribute to the depression and burnout?</li> </ul> </li> </ul>	<p><i>See Discussion Guidelines</i></p>	<p><b>3.0 hours</b></p>	
<p><b>Exercise #4</b></p>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>• Prompt: Write a 3 page paper responding to the following questions: <ul style="list-style-type: none"> <li>○ Which, if any, of the depression and burnout symptoms have you experienced over the past several weeks or months?</li> <li>○ To which stress factors do you attribute these symptoms?</li> <li>○ How has this impacted your relational life, marriage, family and work?</li> </ul> </li> <li>• Your paper should conform to the written</li> </ul>	<p><b>23:59 PT on Sunday, at the end of Week 4</b></p>	<p><b>4.0 hours</b></p>	

	<p>guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</p> <ul style="list-style-type: none"> <li>• View the rubric <a href="#">here</a>.</li> <li>• Be sure to include relevant comments, quotes, and notes from reading and lectures in your paper.</li> </ul>			
<b>Interview Project</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>○ Continue working on your Interview Project</li> <li>○ This week organize the results of your interview and begin composing your written project.</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>2.5 hours</b>	
<b>Final Project: Stress Management Plan</b>	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>○ Continue working on your Final Project</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>1.0 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>13.0 hours</b>	

<i>Week 5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<p><b>Choosing to Change</b></p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> <li>• Identify barriers you might have to overcome in order to implement a stress management plan.</li> <li>• Create a plan to addressing barriers you have to implementing a stress management plan.</li> </ul>			
<b>Reading Assignments</b>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Cordeiro: Leading on Empty: Chapter 5 &amp; 6</li> <li>• Wiedis, "Ten Rules to Avoid Ministry Burnout"</li> <li>• How Can I Overcome Ministry Burnout?</li> </ul>		<b>1.0 hours</b>	
<b>Video Resources</b>	<p><b>View</b></p> <p><b>Video Lectures:</b></p> <ul style="list-style-type: none"> <li>• Choosing to Change</li> </ul>		<b>0.5 hours</b>	

<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Doehring, "New Directions for Clergy Experiencing Stress</li> <li>• Abramowitz, <i>The Stress Less Workbook</i></li> <li>• Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: Chapter 6</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ: Asking for Help</b> <ul style="list-style-type: none"> <li>○ What can make it difficult for Christians in any occupation to ask for help and accept help regarding coping with life and ministry stresses? Be sure to engage with the course materials in your response.</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3.0 hours</b>	
<b>Exercise #5</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• In Chapter 5 of Cordeiro's <i>Leading on Empty</i> (pp. 77-82), the author discussed the importance of clarifying our values as a vital part of the change process. On page 78, he listed several values that he used to direct changes in his life. He calls this "The Most Important 5 Percent."</li> <li>• Prompt: Write a 3 page paper in which you identify the most important values in your life that you will use to guide you in how you will plan to manage life stress.</li> <li>• Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</li> <li>• View the rubric <a href="#">here</a>.</li> <li>• Be sure to include relevant comments, quotes, and notes from reading and lectures in your paper.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>4.0 hours</b>	

<b>Interview Project</b>	<b>Write</b> <ul style="list-style-type: none"> <li>• Prompt: Identify a person that is in a similar life circumstance as you (i.e., marital, financial, current family, work) and interview them via phone, personal visit, or email. Write a 3-5 page paper that describes their responses to the following questions: <ul style="list-style-type: none"> <li>○ How are this person's life circumstances and situation similar to yours? (Describe without using their name.)</li> <li>○ What are the current major stresses in their life?</li> <li>○ What strategies are they using to manage these stresses?</li> <li>○ What has been their experience with the effectiveness of these strategies?</li> <li>○ What, if anything, do they think they need to change in their stress management strategies to be more effective?</li> </ul> </li> <li>• At the end of the paper, evaluate what you have learned from this exercise that might be helpful in your own stress management plan.</li> <li>• Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required).</li> <li>• View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 5</b>	<b>2.5 hours</b>	
<b>Final Project: Stress Management Plan</b>	<b>Write</b> <ul style="list-style-type: none"> <li>○ Continue working on your Final Project</li> <li>○ View the rubric <a href="#">here</a>.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>2.5 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>13.5 hours</b>	

<i>Week 6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<b>Focus on the Family</b> By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>• Identify characteristics of healthy families.</li> <li>• Create a plan to maintain healthy boundaries.</li> </ul>			

<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>• Frisbie &amp; Frisbie, <i>Managing Stress in Ministry</i>: Chapters 2, 8 &amp; 9</li> <li>• Beaven, “Ministerial Burnout: Cause and Prevention“</li> <li>• Halloran, “Christian Ministry Burnout: Prevention, Signs, Statistics and Recovery”</li> </ul>		<b>2.0 hours</b>	
<b>Video Resources</b>	<b>View</b> <p><b>Video Lectures:</b></p> <ul style="list-style-type: none"> <li>• Creating a Resilient Marriage &amp; Family</li> <li>• Developing Healthy Boundaries</li> </ul>		<b>1.0 hours</b>	
<b>Optional Resources (in Supplemental Materials Link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Cloud &amp; Townsend, <i>Boundaries</i></li> <li>• Krycak, Murdock, &amp; Marszalek, “Differentiation of Self, Stress, and Emotional Support as Predictors of Psychological Distress”</li> <li>• Managing Stress for a Healthy Family</li> <li>• Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: Chapters 11 &amp; 12</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <p>Discuss</p> <ul style="list-style-type: none"> <li>• DQ: Responding to Stress <ul style="list-style-type: none"> <li>○ After reading Chapter 2 of Frisbie &amp; Frisbie’s <i>Managing Stress in Ministry</i>, what do you think Gary and his family did well in responding to the various stressful situations they faced (moving, challenges with the church board, etc.)?</li> <li>○ Is there any way their response could have been improved?</li> </ul> </li> </ul>	See <i>Discussion Guidelines</i>	<b>3.0 hours</b>	

	<ul style="list-style-type: none"> <li>○ Do you think you would have reacted in the same way? Why or why not?</li> </ul>			
<p><b>Exercise #6</b></p>	<p><b>Write</b></p> <p>NOTE: The prompt for this exercise varies depending on whether you are single or married.</p> <p>If you are married, review the handouts for Lectures 13 and 14. Write a 3-page paper which answers the following questions:</p> <ul style="list-style-type: none"> <li>○ What marital stresses have you encountered in your ministry or other work experience?</li> <li>○ What strengths does your marriage have to respond to these stresses?</li> <li>○ Where is your marriage on your list of priorities?</li> <li>○ Where would your spouse say, the marriage is on your list of priorities?</li> <li>○ To what extent has the issues of idealization, impoverishment, and intrusion impacted your marriage?</li> <li>○ What changes do you need to make in your expectations of yourself, your family, your ministry, and the congregation in which you are working based on these experiences?</li> </ul> <p>If you are single, review the handout for Lecture 14. Write a 3-page paper which answers the following questions:</p> <ul style="list-style-type: none"> <li>○ What stresses in being single have you encountered in your ministry or other work experience?</li> <li>○ What strengths does your singleness relationships provide you to respond to these stresses?</li> <li>○ Where are your relationships on your list of priorities?</li> <li>○ Where would your friends say, relationships are on your list of priorities?</li> <li>○ To what extent has the issues of idealization, impoverishment, and intrusion impacted your friendship relationships?</li> <li>○ What changes do you need to make in your expectations of yourself, your relationships, your ministry, and the congregation in which you are working based upon these experiences?</li> </ul> <p>Be sure your paper conforms to the written guidelines in the syllabus and uses proper APA formatting, including title page, running head, pagination, in-text citations, and reference list (abstract not required). Be sure to include relevant comments, quotes, and notes from reading and lectures in your paper.</p> <p>View the rubric <a href="#">here</a>.</p>	<p><b>23:59 PT on Sunday, at the end of Week 6</b></p>	<p><b>4.0 hours</b></p>	

<b>Final Project: Stress management Plan</b>	<b>Write</b> <ul style="list-style-type: none"> <li>○ Continue working on your Final Project</li> <li>○ View the rubric <a href="#">here</a>.</li> <li>○ This week, discuss these ideas with your spouse or trusted friend to hear their thoughts regarding your ideas and how realistic your plan seems to them.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>3.5 hours</b>	
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>13.5 hours</b>	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Objective</i>
<b>Topics and Learning Objectives</b>	<b>General Principles for Managing Stress</b> By the end of this week, you should be able to: <ul style="list-style-type: none"> <li>● Describe, analyze, and evaluate the impact of the following on the way you manage stress:               <ul style="list-style-type: none"> <li>○ Your family of origin</li> <li>○ Your thinking process and beliefs</li> <li>○ Your effort to live within your beliefs</li> <li>○ Your level of life balance</li> </ul> </li> <li>● Create a master stress management plan for yourself.</li> </ul>			
<b>Reading Assignments</b>	<b>Read</b> <ul style="list-style-type: none"> <li>● Cordeiro, <i>Leading on Empty</i>: Chapters 7-11</li> <li>● Understanding Church Burnout and What to Do About It</li> </ul>		<b>3.0 hours</b>	
<b>Video Resources</b>	<b>View</b> <b>Video Lectures:</b> <ul style="list-style-type: none"> <li>● Family of Origin</li> <li>● Thoughts &amp; Beliefs</li> <li>● Living Within our Limits</li> <li>● The Value of Balanced Living</li> </ul>		<b>1.5 hours</b>	

<b>Optional Resources (in Supplemental Materials link)</b>	<b>Readings</b> <ul style="list-style-type: none"> <li>• Bal, Campbell, &amp; McDowell-Larsen, <i>Managing Leadership Stress</i></li> <li>• Beck, "Christian Reflections on Stress Management"</li> <li>• Campbell, "Utilizing the Serenity Prayer to Teach Psychology Students about Stress Management"</li> <li>• Burns, Guthrie, &amp; Chapman, <i>Resilient Ministry</i>: pp. 210-214 &amp; Chapter 15</li> </ul>			
<b>Discussion</b>	<b>Discuss</b> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <b>Discuss</b> <ul style="list-style-type: none"> <li>• <b>DQ: Obstacles</b> <ul style="list-style-type: none"> <li>○ As you finalize your stress management plan, what are the greatest obstacles you have identified in implementing your plan to better manage the stresses in your life?</li> <li>○ Reflecting on what you have learned in the course, how will you address these obstacles?</li> </ul> </li> </ul>	<i>See Discussion Guidelines</i>	<b>3.0 hours</b>	
<b>Final Project: Stress Management Plan</b>	<b>Write</b> <p>PROMPT</p> <p>Write a 15-20-page paper entitled My Stress Management Plan in which you:</p> <ul style="list-style-type: none"> <li>• Identify your primary sources of vocational, life, and relational stress.</li> <li>• Evaluate the effectiveness of strategies you have been using to cope with these stresses.</li> <li>• Describe the impact these stresses are having on your life personally, professionally, and relationally.</li> <li>• Create a stress management plan for yourself</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>	<b>6.0 hours</b>	

that is specific to your life situation.

- Include in your plan when and how you will begin to implement these strategies, the possible impact this may have on your work and relationships, other possible barriers to implementing your plan, and how you will address these issues.
- Include ideas you have gained from course reading and lectures as well as things you have discovered in other aspects of your life.

#### OUTLINE

Use the following outline in your paper to categorize material in your plan.

- My current sources of stress personally, professionally, and relationally
- My current coping strategies personally, professionally, and relationally
- The current impact of stress on my life personally, professionally and relationally
- My new stress management plan that includes personal, professional, and relational components.
- The potential impact of my new plan on my life personally, professionally, and relationally
- Potential barriers to implementing my plan
- My plan to address these barriers
- One specific strategy that I will begin to work on in my personal, professional, and relational life.

In the project, you must develop specific plans for each area with sensitivity to the inter-relatedness of these areas. Each area must be addressed through specific assessment, goal setting, and development strategies.

Assessment must be specific and provide a basis for determining current levels of life stress management and needed improvement or change. Assessment should indicate the means or basis for evaluation (personal reflection, testing, feedback, standards, and norms, etc).

Goals for improvement must be specifically identified. The more concrete and specific the better. Goals should indicate how intended change or improvement will be identified or evaluated.

Change strategies will detail specific means or practices to be engaged or fostered within each area of stress management. These strategies should indicate stages or phases of change as well as points in time for evaluation and reassessment.

Be sure to include relevant comments, quotes, and notes from reading and lectures in your papers and threaded

	<p>discussions.</p> <p><b>FORMAT</b></p> <p>Your paper should conform to the written guidelines in the syllabus and use proper APA formatting, including title page, running head, pagination, in-text citation, and reference list (abstract not required).</p> <p>Be sure to include relevant comments, quotes, and notes from reading and lectures in your papers and threaded discussions.</p> <p>View the rubric <a href="#">here</a>.</p> <p><b>NOTE:</b> Assignments for this course are primarily reflective in nature, rather than research pieces. Students are expected to think through the issues raised in the reading and lectures, and to apply those insights in their reflections on pastoral care. Such work requires insight, discernment, clarity, precision, and critical analysis. Critical analysis is particularly important in all assignments. Work submitted to the professor should be the result of careful thought and not simply hasty, last-minute preparation.</p>			
<b>Course Evaluation</b>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey.</li> <li>• <b>NOTE:</b> The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses.</li> <li>• After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement.</li> </ul>	<b>23:59 PT on Sunday, at the end of Week 7</b>		
		<b>TOTAL HOURS FOR THE WEEK:</b>	<b>13.5 hours</b>	