



McMaster Divinity College

MS 3XS3/5XS5/6XS6 Self-Care in Ministry

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Do not use *Avenue to Learn* messaging

Asynchronous online: begins Mon Jan 4, 2021
Course ends Fri April 3, 2021

1. COURSE DESCRIPTION:

The challenges and obligations of leadership, Christian ministry, and the helping professions can be demanding and exacting. Ministering persons experience daunting challenges in the use of emotional resources, setting boundaries for ministry, and establishing livable routines that will sustain and nurture their lives while engaging in the tasks of ministry. This course will explore strategies for self-care, resources to support vital long-term ministry, and a careful examination of threats to personal, professional, and ministry success. Participants will be exposed to literature that will aid them in the development of a personal plan that addresses areas of concern, depletion, and emotional fatigue. Furthermore, the course will explore a theology of self that enables a holistic concern for the well-being of those who invest in full-time counselling, pastoral care, and other pastoral activities that demand soulful engagement.

Course Format: The course objectives will be met through a combination of lectures, research, and personal reflection.

Specializations: Counselling and Spiritual Care (CS), Christian Worldview (CW), and Pastoral Studies (PS).

Doctor of Practical Theology (DPT): DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

2. REQUIRED READING:

Bookstore: Texts may be purchased from the *Hurlburt Family Bookstore* located beside the Chapel entrance, opposite Cullen Hall. Due to Covid19 safety measures students are advised to phone or email the bookstore to order books.

Address: Read On Bookstore, 5 International Blvd., Etobicoke, Ontario. M9A 3C3.

Bookstore Phone: 416 620 2934

Cell to text orders: 416 668 3434

Email for orders books@readon.ca

2.1. **Required Articles and Texts for MTS/MDiv students in the Counselling and Spiritual Care Specialization:**

Buchanan, Marla, et al. "Secondary Traumatic Stress: An Investigation of Canadian Mental Health Workers." *Traumatology*, 12(December 2006), 272–81.

- Davey, Maureen P., et al. "Second Order Change and Evidence-Based Practice." *Journal of Family Therapy*, 34(February 2012), 72–90.
- Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Grand Rapids: Eerdmans, 2006.
- Grafanaki, S., et al. "Sources of Renewal: A Qualitative Study on The Experience and Role of Leisure in the Life of Counsellors and Psychologists." *Counselling Psychology Quarterly*, 18(March 2005), 31–40.
- Hendricks, Bret, et al. "Shelly: A Case Study Focusing on Ethics and Counselor Wellness." *The Family Journal*, 17(October 2009), 355–59.
- Meany-Walen, Kristin K., et al. "Play Therapists' Perceptions of Wellness and Self-Care Practices." *International Journal of Play Therapy*, 27(July 2018), 176–86.
- Miller, J. Jay, et al. "Self-Compassion as a Predictor of Self-Care: A Study of Social Work Clinicians." *Clinical Social Work Journal*, 47(December 2019), 321–31.
- Norcross, et al. "Stages of Change." *Psychotherapy Theory Research & Practice*, 67(December 2011), 143–54.
- Wicks, Robert J. *The Resilient Clinician*. New York: Oxford University Press, 2008.

2.2. Required Texts for MTS/MDiv students in the Pastoral Studies Specialization:

- Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Grand Rapids: Eerdmans, 2006.
- Wimberly, Edward. *Recalling Our Own Stories: Spiritual Renewal for Religious Caregivers*. Minneapolis: Augsburg Fortress, 2019.

2.3. Required Texts for MTS/MDiv students in the Christian Worldview Specialization:

- Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Grand Rapids: Eerdmans, 2006.
- Gray, David Edman. *Practicing Balance: How Congregations Can Support Harmony in Work and Life*. Lanham, MD: Rowman & Littlefield Publishers / Alban Books, 2012.

2.4. Required Texts for DPT/MA/PhD students:

- Burns, Bob, et al. *Resilient Ministry: What Pastors Told Us about Surviving and Thriving*. Downers Grove: IVP Books, 2013.
- Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Grand Rapids: Eerdmans, 2006.
- Frederick, Thomas V., and Scott E. Dunbar. *A Christian Approach to Work and Family Burnout: Calling, Caring, and Connecting*. Lanham, MD: Lexington Books, 2019.
- Gray, David Edman. *Practicing Balance: How Congregations Can Support Harmony in Work and Life*. Lanham, MD: Rowman & Littlefield Publishers / Alban Books, 2012.

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2.5. Recommended Reading

2.5.1. Pastoral Studies

Carter, Erik C. "The Practice and Experience of the Sabbath among Seventh-day Adventist Pastors."

Pastoral Psychology, 62(2013), 13–26

Doehring, Carrie. "New Directions for Clergy Experiencing Stress: Connecting Spirit and Body." *Pastoral Psychology*, 62(2013), 62:623–638

Fuller, Leanna K. "In Defense of Self-Care." *Journal of Pastoral Theology*, 28(2018), 5-21,

2.5.2. Counselling, Psychotherapy, Spiritual Care

Arcuri Sanders, Nicole M., et al. "What Does Self-Care Look like for Online Graduate Mental Health Counseling Students?" *Journal of Creativity in Mental Health*, 15(January 2020), 104–16.-

Barnett, Jeffrey E., et al. "In Pursuit of Wellness: The Self-Care Imperative." *Professional Psychology: Research and Practice*, 38(6, December 2007), 603–12.

Botaitis, Nicole and Stephen Southern. "Telehealth Therapy for Therapists: Barriers and Benefits." *The Family Journal*, 28(July 2020), 204–14.

Bradley, Nicole, et al. "Creative Approaches for Promoting Counselor Self-Care." *Journal of Creativity in Mental Health*, 8(October 2013), 456–69.

Maranzan, K. Amanda, et al. "Self-Care and the Canadian Code of Ethics: Implications for Training in Professional Psychology." *Canadian Psychology/Psychologie Canadienne*, 59(November 2018), 361–68.

Skovholt, Thomas M., et al. "Career Counseling for Longevity: Self-Care and Burnout Prevention Strategies for Counselor Resilience." *Journal of Career Development*, 27(March 2001), 167–76.

Wise, Erica H, et al. "Ethics, Self-Care and Well-Being for Psychologists: Re-envisioning the Stress-Distress Continuum." *Professional Psychology: Research and Practice*, 43(October 2012), 487–94.

3. LEARNING OBJECTIVES:

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the student should fulfill the following course objectives:

Knowing

- To explore a theological understanding of the human person and human capabilities/limitations.
- To gain facility with current research and literature on self care in the helping professions.

Being

- To be self-aware of their strengths and limitations.
- To nurture self-care practices that support all facets of the student's life (i.e., the bio-psychosocial-spiritual-ethical self) with a view to facilitating longevity in the role of psychotherapist, pastor, or another helping profession.

Doing

- To practice the Safe and Effective Use of Self [SEUS].
- To seek appropriate help, care and/or support from others when needed.
- To formulate and implement a personal self-care plan.

NOTE: DPT students should refer to the Advanced Elective Template in preparing their learning objectives for this course.

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4. PROFESSOR:

Biography: Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College, Dr. Mutter is a Registered Psychotherapist (CRPO); an AAMFT Clinical Fellow & Approved Supervisor; and, a Certified Psycho-Spiritual Therapist & Certified Psycho-Spiritual Therapist Supervisor- Educator (CASC/ACSS). Dr. Mutter’s ministry and counselling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

5. COURSE SCHEDULE:

Week of...	Course Topic, Learning Activities, and Assignments
Jan 4–9, 2021	Self-Directed Learning: Review Syllabus; View Introductory Video Synchronous Activity (Wed Jan 6, 2021, 1:00 – 2:50 pm): Introductions, Questions, Discussion
Jan 11–16, 2021	Synchronous Online Learning and Engagement (Wed Jan 13, 2021, 1:00 – 2:50 pm): “Ethical Interviewing”
Jan 18–23, 2021	Self-Directed Learning: Read the assigned readings, complete the self-assessment tool posted on Avenue to Learn, and respond to Discussion Question #1. Assigned Reading: (CS) Wicks ch. 1, Buchanan article; (CW) Gray chs. 1–2; (PS) Wimberly chs. 2–3; (DPT/MA/PhD) Frederick & Dunbar chs. 1–2, Gray chs. 1–2. Reflection Question: “What are the roots of depletion and fatigue in my life?”
Jan 25–30, 2021	Self-Directed Learning: Read the assigned readings and respond to Discussion Question #2. Assigned Reading: (All) Dawn ch.1, (CS) articles by Davey et al. & Norcross et al. Synchronous Online Learning and Engagement (Jan 27, 2021, 1:00 – 2:50 pm): “Why is this so Difficult?”
Feb 1–6, 2021	Self-Directed Learning: Read the assigned readings and respond to Discussion Question #3. Assigned Reading: (All) Dawn ch.2; (CS) Wicks ch. 2; (CW) Gray ch. 3; (PS) Wimberly ch. 1; (DPT/MA/PhD) Frederick & Dunbar chs. 3–4. Reflection Question: “What would happen if “doing” was not my major focus?”
Feb 8–13, 2021	Self-Directed Learning: Read the assigned readings and respond to Discussion Question #4. Assigned Reading: (All) Dawn ch.3; (CS) article by Grafanaki et al Synchronous Online Learning and Engagement (Feb 10, 2021, 1:00 – 2:50 pm): What prevents resting?”
Feb. 15–20, 2021	Self-Directed Learning: Read the assigned readings, reflect on what you are learning about yourself and/or the practice of self-care, and respond to Discussion Question #5. Assigned Reading: (All) Dawn ch.4; (CS) Wicks ch. 3, article by Miller et al; (CW) Gray ch. 4; (PS) Wimberly chs. 4–5; (DPT/MA/PhD) Frederick & Dunbar ch. 5, Gray ch. 3. Reflection Questions: “What thoughts, emotions, etc. challenge my ability to stop and wait?”
Feb 22–27, 2021	No Instructional Activities

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Week of...	Course Topic, Learning Activities, and Assignments
Mar 5, 2021 (pm)	<p>Assigned Reading: (All) Dawn ch.5; (CS) article by Hendricks et al. Individual and Small Group Learning Exercises (TBA): Synchronous Learning includes Large and Small Group Discussion</p>
Mar 6, 2021 (am)	<p>Assigned Reading: (All) Dawn ch.6; (CS) article by Meany-Walen et al.; (CW) Gray ch. 5; (PS) Wimberley ch. 8; (DPT/MA/PhD) Frederick & Dunbar ch. 6 Synchronous Learning includes Large and Small Group Discussion</p>
Mar 6, 2021 (pm)	<p>Assigned Reading: (All) Dawn ch.7; (CW) Gray ch. 6; (PS) Wimberley ch. 8; (DPT/MA/PhD) Frederick & Dunbar chs. 7–8 Synchronous Learning includes Large and Small Group Discussion</p>
Mar 8–13, 2021 No Instructional Activities	
Mar 15–20, 2021	<p>Self-Directed Learning: Read the assigned readings, reflect on what you are learning about yourself and/or the practice of self-care, and respond to Discussion Question #6. Assigned Reading: (All) Dawn ch.8 Assignments: Interview Assignment (due: Mar 20, 2021)</p>
Mar 22–27, 2021	<p>Self-Directed Learning: Read the assigned readings, reflect on what you are learning about yourself and/or the practice of self-care, and respond to Discussion Question #7. Assigned Reading: (All) Dawn ch.9 Synchronous Online Learning and Engagement (Mar 24, 2021, 1:00 – 2:50 pm): Investing in Others as Self-Care:</p>
Mar 29–Apr 3, 2021	<p>Self-Directed Learning: Read the assigned reading and submit final assignment. Assigned Reading: (All) Dawn ch.10 Assignments: Self Care Plan (due: March 31, 2021) Synchronous Online Learning and Engagement (Mar 31, 2021, 1:00 – 2:50 pm): Final Reflections</p>

6. COURSE REQUIREMENTS:

Assignments	Due Date	MTS/MDiv	DPT/MA/PhD
Participation: Discussion Threads	Weekly	15 %	10 %
Participation: Synchronous Online Learning and Engagement	Mar 5 & 6, 2021	25 %	20 %
Interview Assignment	Mar 20, 2021	40 %	50 %
Self-Care Plan (All)	March 31, 2021	20 %	20 %

6.1. Asynchronous Online Instruction

6.1.1. Discussion Forums (All Students) Weekly

Intended pedagogical outcomes: i) Fostering a community of learning, ii) contextualization (knowing + doing), and iii) professional formation (being).

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Students are expected to participate in each scheduled discussion thread during the week it is assigned. The purpose of these discussion threads is to promote a *collaborative* understanding of the topic under discussion.

General Guideline:

Students are encouraged to use these discussion forums to ask questions about the topic and to respond to questions that are asked. These discussions are not intended to demonstrate your mastery of the subject. Rather the intent is to foster a conversation. *It is for this reason you are asked to limit each question you ask and each response to a question that you post to 250 words* (to illustrate, this paragraph is 91 words long). Please note that you will be asked to rewrite any post that is too long.

Students are expected to post at least two posts to each discussion forum. The first post is to be a response to the question that is posted no later than the Wednesday of the week the question is posted. The second post is to be a response to a comment made by another student. This post is to be made no later than the Friday of the week the question is posted.

6.2. Synchronous Online Learning and Engagement and Discussion As Scheduled

The intent of these seminars is to foster interaction within the class and with the professor based on the readings and course foci.

6.2.1. Face-to-Face Lectures & In-Person Participation Mar 5 & 6, 2021

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) professional formation (being).

The in-person segment of this course is an opportunity for students to interact with each other and the course instructor. Students are expected to attend the scheduled lectures and participate in the learning activities that are scheduled during the in-person portion of the course.

The participation grade for the in-person portion will include all aspects of the student's participation.

6.3. Independent Learning Activities

6.3.1. Assigned Readings (All Students) Read as Assigned

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) professional formation (being).

Each student is to read the assigned readings and be prepared to integrate these readings in the relevant discussions as well as their assignments.

6.3.2. Personal Journal (All) Weekly

Intended pedagogical outcomes: i) contextualization (knowing + doing) and ii) professional formation (being).

The intent of this assignment is to encourage each student to reflect on the course readings, activities, and discussions. The value of these journals is that they are personal documents in which the student can record their personal journey.

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NOTE: Students in the Counselling and Spiritual Care specialization are encouraged to use Wicks's text—i.e., Ch. 4 "Daily Debriefing," Appendix G—to guide their reflections.

Grading: These journals will not be submitted to the professor for grading. Students are encouraged to employ any insights they gain from this exercise when they write their final assignment (item 6.3.4).

6.3.3. Interview Assignment (all students)

Due: Mar 22, 2021

This assignment has been reviewed and cleared by the McMaster Research Ethics Board (<http://reo.mcmaster.ca>). If you have questions about conducting ethical research with human subjects, you may consult the resources posted at <http://reo.mcmaster.ca/useful-links>. If you have concerns or questions about the way these assignments are structured, you may contact:

McMaster Research Ethics Board Secretariat
Telephone: (905) 525-9140 ext. 23142
c/o Research Office for Administration, Development & Support (ROADS)
E-mail: ethicsoffice@mcmaster.ca

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), and iii) performance (doing).

Expectations of all students:

Recruitment

- All student work will reflect ethical practice in working with individuals.
- Students will review the lecture on Ethical Interviewing Practices (Jan 4–9, 2021) before working on this assignment.
- If the study takes place prior to the COVID-19 restrictions relating to in-person research being lifted by McMaster University, prospective participants will be recruited using their publicly available contact information (i.e., telephone, email).
- If students are connecting with participants via email, all communication should take place using their secure McMaster student email addresses and not personal email addresses.
- To avoid social risks due to conflicts of interest or dual relationships, students should have an "arm's length or greater relationship" anyone they recruit for this assignment.
- Students will use the recruitment scripts provided by the course instructor to recruit prospective participants. These scripts explain the purpose of this assignment when recruiting a possible participant.
- Students will be transparent as to their reasons for asking an individual for permission to conduct this interview.
- Students will respect the wishes of any individual who decides to not participate in the interview.
- The prospective interviewee is to be provided with a copy of the Letter of Information, the Consent Form, and the questions they will be asked.

Interview Setting

- In-person interviews are not permitted for any interviews completed prior to the COVID-19

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restrictions relating to in-person research having been lifted by McMaster University.

- The interview is to be conducted by telephone or a secure video conferencing platform.
NOTE: McMaster University recommends the use of MS Teams, Zoom and WebEx for research activities which involve remote video communications (cf. <https://research.mcmaster.ca/videoconferencing/>)

Interview Procedures

- Students will obtain consent from each participant before interviewing them. Acceptable forms of consent include signed written consent which the participant scans and emails to the student and verbal consent that is audio recorded by the student prior to the start of the interview.
- The student will, at the beginning of their conversation, inquire as to whether the interviewee is comfortable proceeding with a phone/video interview. The student will also inquire whether the interviewee is in a location where the interview can proceed without interruption.
- Students will obtain either written or verbal consent to audio record the interview. In the event that the participant gives verbal consent, they should indicate this at the beginning of the recording.
- **Students will confine their questions to the list of questions provided by the professor.**
- Students will respect the wishes of any individual decides to terminate the interview or informs them that the interviewee(s) wishes to withdraw from this assignment.

Participant Withdrawal

- Respect for the interviewee's decision to withdraw includes, but is not limited to, making a note on the informed consent form that the interviewee decided not to participate, refraining from any attempt to ask the interviewee to reconsider their decision to withdraw.
- Respect for the interviewee's decision to withdraw also includes the destruction of all recordings and/or field notes relating to this interviewee.

Final Report

- Ethical practice requires that the final project report will not refer to any participant who decided to withdraw from this study.
- Ethical practice requires that the final project report will not employ any information derived from a participant who decided to withdraw from this study.
- Students will safeguard the participant's identity and any information obtained from the interviewee by storing all material collected (whether digital or hard copy) in a secure location (e.g., a password protected computer in a locked office).
- Students will safeguard the participant's identity by using a neutral identifier such as "Participant A" or simply "A" when referring to the participant in their written work.
- Students will permanently erase and destroy all copies of any material collected (whether digital or hard copy) as soon as they submit their paper.

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Degree Program Expectations

MTS/MDiv Students (all Specializations)

Step 1: Using the Interview Guidelines (below), MTS and MDiv students are to interview an individual in their area of ministry specialization (e.g., pastoral care, chaplaincy, pastoral counselling, etc.).

Step 2: The student will reflect on their notes from this conversation and note key themes. Take notes on your conversation.

Step 3: The student will write a 5000-word (20 page) essay that incorporates the course texts, an additional 300 pages of reading drawn from chapters of books or journal articles, and the findings of their interview.

Expectations for the final written assignment:

- This is a formal academic paper (e.g., Introduction with a thesis statement, body or discussion, conclusion, footnotes and bibliography or reference list).
- The discussion section will incorporate the course texts, an additional 300 pages of reading drawn from chapters of books or journal articles, and data drawn from the interview. Use direct quotes from the interviewee as appropriate.
- The conclusion is to include a discussion of what the student has learned about the practice of self-care.

Length: max. 5000 words (20 pages, double spaced). This word count includes footnotes and bibliography.

Grading: Papers will be graded based on the student's understanding of the theory and practice of self-care (knowing) as well as their ability to use data derived from both the interview and the literature (doing/interpretation).

DPT/MA/PhD Students

Step 1: Using the Interview Guidelines (below), DPT/MA/PhD students are expected to interview two or three individuals currently involved in the student's field (e.g., an academic, a pastor, a Christian professional). Take notes on your conversations.

Step 1: Using the Interview Guidelines (below), MTS and MDiv students are to interview an individual in their area of ministry specialization (e.g., pastoral care, chaplaincy, pastoral counselling, etc.).

Step 2: The student will reflect on their notes from these conversations and note key themes.

Step 3: The student will write a 10000-word (40 page) essay that incorporates the findings of their interviews, the course texts, and an additional 1000 pages of reading drawn from monographs and articles in refereed journals.

Expectations for the final written assignment:

- This is a formal academic paper (e.g., Introduction with a thesis statement, body or discussion, conclusion, footnotes and bibliography or reference list).

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- The discussion section will incorporate the course texts, an additional 5000 pages of reading drawn from chapters of books or journal articles, and data drawn from the interview. Use direct quotes from the interviewee as appropriate. It is expected that DPT/MA/PhD students will engage in an analysis of their sources, noting common themes / similarities as well key differences between sources.
- The conclusion is to articulate a theory of self-care based on the student's reading, the interviews, and their reflections.

Length: max. 10000 words (40 pages, double spaced). This word count includes footnotes and bibliography.

Grading: Papers will be graded based on the student's ability to interact with the theory and practice of self-care (knowing) and the data derived from both the interview and the literature (doing/interpretation) at an advanced level.

NOTE: DPT students should refer to the Advanced Elective Template when researching and completing this assignment. Also, DPT students are expected to include sources relevant to the practice of research that is consistent with their work and/or their research interest.

6.3.4. **Self-Care Plan (All)**

Due: March 31, 2021

Intended pedagogical outcomes: i) knowledge / interpretation (discernment), ii) contextualization (knowing + doing), iii) performance (doing), and iv) professional formation (being).

Over the course of the semester each student is to develop their own self-care plan for your current (or expected) ministry situation. While this self-care plan is not a formal essay, students are encouraged to make strategic reference to any texts that have helped shape their thinking on this topic.

Instructions:

- The student will reflect carefully on what it means to be a bio-psycho-social-spiritual being and develop strategies for each aspect or dimension of their life.
- For best results, this assignment will be started early in the semester.
- For best results, students will evaluate the strengths and shortcomings of their self-care activities based on the weekly readings. Students are invited to test new self-care strategies for possible inclusion in their self-care plan. Successful 'experiments' may be included in the student's final self-care plan.
- **Length:** max. 1500 words (6 pages, double spaced).

7. COURSE ADMINISTRATION:

Instructor Availability:

Throughout the course, Dr. Mutter will be available via email and via the discussion forums on Avenue to Learn. Students desiring a personal conversation with Dr. Mutter are asked to contact him at mutterk@mcmaster.ca.

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Interpersonal Interactions:

General: Please respect the opinions of others, even if you do not agree with them. Extend courtesy by not ridiculing others' ideas. Feel free to respond logically, critically, and in an orderly manner.

Online Interaction: Students are encouraged to...

- Invite interaction through posting shorter comments and by asking questions.
- Remember we all have limited time; please respect everyone's time by posting short comments.
- Refrain from sharing personal information, remember this is an open forum. No one from this site will ever ask for personal information such as an email address or password.
- Refrain from typing in all capital letters as this may be perceived as yelling.
- Refrain from flaming, i.e., do not use these discussions forums to verbally express anger, displeasure, or other hostility towards others.

Synchronous Interaction Students are encouraged to...

- Arrive on time for class.
- Stay for the entire class session.
- Not engage in anything during class time that prevents them or other from focusing and participating in class discussions.
- Not to carry on private conversations in class. This applies to spoken and electronic communication. If something is unclear, the whole class will benefit by a question being asked out loud.
- Silence cell phones and related devices during class. If a student must for some reason accept a phone call, he or she ought to discretely leave the class to do so.
- Respect the individual autonomy of fellow students. This includes respecting each other's right to privacy and confidentiality. This includes but is not limited to not communicating personal information that may be shared, not including personal information in any written notes, and not creating either an audio or video record of any online interactions.

Written Work:

Gender Inclusive Language:

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender inclusive language for humans, and you will need to quote from a gender-inclusive version such as the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

College Style for Written Work:

All written work—unless informed otherwise by the professor—is to be submitted in accordance with the *McMaster Divinity College Style Guide for Essays and Theses*, available on the McMaster Divinity College website (<https://mcmasterdivinity.ca/resources-forms/mdc-style-guide/>).

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Length:

Students are expected to adhere to the assignment page / word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

Submission of Written Work:

Except for the **Online Discussion**, all written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document. PDF files are not acceptable as it this format makes it difficult to provide meaningful comments and feedback on the assignment.

Deadlines:

All assignments are due on the day indicated (by email before 5 p.m. of the day due). A late penalty of 2% per day will be applied to all assignments submitted after the deadline unless an extension has been obtained from the instructor prior to the deadline. Assignments cannot be submitted after April 9, 2021 without written permission from the Office of the MDC Registrar.

Statement on Academic Honesty:

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension, or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the McMaster University Academic Integrity Policy - <http://www.mcmasterdivinity.ca/programs/rules-regulations>.

All submitted work is subject to normal verification standards to ensure that academic integrity has been upheld (e.g. online search). In this course we will be using a web-based service (turnitin.com) for plagiarism detection for research assignments submitted by students.

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