

HJ International Graduate School for Peace and Public Leadership

PST: 5152 Formation and Self-Care for Peace Professionals

Term: Spring 2026

Credit: 3

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Office hour: Tuesday, Wednesday, Thursday 10am -4pm

I. DESCRIPTION

The course begins with a self-reflection on vocation or calling in life. The course will also explore the lives of various persons who have responded to a call to be a peace professional in modern history and how they successfully prevented violence and wars. This course provides an opportunity to explore one own strengths and limitations in dealing with conflict situations in a professional environment. Exploring one inner and personal peace is one of the strongest foundations for peace careers and volunteer activities associated with peacemaking, peacekeeping, and peacebuilding. The course will emphasize the practice of self-care to prevent burn-out and poor performance in peace work. The techniques of journaling will be utilized to help students' express appreciation and gratitude in the group dynamic setting.

II. COURSE OUTCOMES:

1. Assess and evaluate one's personal gifts and calling as a peacemaker.
2. Examine how limited perception, assumptions, and expectations of others can negatively impact the peace process.
3. Explore the lives of peace professionals in modern times and discuss their strategies to prevent violence and wars.
4. Experience peace within oneself by effectively managing emotions and frustrations in a conflict situation.
5. Explore how the different dimensions of self-care (intrapersonal, interpersonal, and systemic) lead to effective peace work

Student Learning Outcomes Rubric

Outcomes	Progressing	Fair	Good	Excellent	
1. Assess and evaluate one's personal gifts and calling as a peacemaker.	The student poorly assesses and evaluates his personal gift and calling as a peacemaker	The student clearly assesses but poorly evaluates his personal gift and calling as a peacemaker	Student clearly assess and evaluate his personal gift and calling as a peacemaker.	The student effectively assesses and evaluates his personal gift and calling as a peacemaker	
2. Examine how limited perception,	The student poorly examines	The student examines with	The student clearly	The student examine with	

assumptions, and expectations of others can negatively impact the peace process.	how limited assumptions, and expectations of others can negatively impact the peace process	some uncertainty how limited perception, assumptions and expectations of others can negatively impact the peace process.	examines how limited perception, assumptions, and expectations of others can negatively impact the peace process.	effectiveness how limited perception, assumptions, and expectations of others can negatively impact the peace process.	
3. Explore the lives of peace professionals in modern times and discuss their strategies to prevent violence and wars.	The student poorly explores the lives of peace professionals in modern times and poorly discuss their strategies to prevent violence and wars.	The student explores the lives of peace professionals in modern times but poorly discuss their strategies to prevent violence and wars.	The student clearly explores the lives of peace professionals in modern times and discuss their strategies to prevent violence and wars.	The student explores with effectiveness and clarity the live of peace professionals in modern times and clearly discuss their strategies to prevent violence and wars	
4. Experience peace within oneself by effectively managing emotions and frustrations in a conflict situation.	The student is unable to experience peace within oneself by poorly managing emotions and frustration in every conflict situation.	The student is able to experience some peace within oneself by somewhat managing emotions and frustrations in some conflict situation.	The student experiences peace within oneself by clearly managing emotions and frustration in most conflicts' situation.	The student effectively experiences peace with oneself by managing emotions and frustrations in every conflict situation.	
5. Explore how the different dimensions of self-care (intrapersonal, interpersonal, and systemic) lead to effective peace work	The student poorly explores how the different dimensions of self-care (intrapersonal, and systemic) lead to effective peace work.	The student explores with some uncertainty how the different dimensions of self-care lead to effective peace work.	The student explores with clarity how the different dimensions of self-care lead to effective peace work.	The student explores with clarity and effectiveness how the different dimensions of self-care lead to effective peace work.	

III. REQUIREMENTS

Online students are expected to log in regularly on Canvas each week. Even Though assignment can be completed according to each student's schedule, it is important to be present throughout the course week. It is not acceptable to do everything in one session and ignore the course for the rest of the week (missing the chance to interact with others and potentially missing important communications). Students must have access to the Internet, a (real) computer, and Microsoft Word iPads and similar devices allow you to perform many, but not all, of the required activities. Students must have the proper hardware/software (video camera, microphone, etc.) to participate in synchronous learning sessions and to record presentations. Be advised that assignments submitted after the deadline will incur a reduction in points.

PLAGIARISM AND ACADEMIC INTEGRITY POLICY:

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI. Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results, and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism. Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

NETIQUETTE: When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied. Do not download and share course materials without permission of the instructor, as this may violate copyright. HJI reserves the right to delete postings on HJI maintained sites that are considered insensitive, harassing, or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane,

libelous, threatening, harassing abusive, hateful, or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

Assignment Descriptions:

Grade Distribution:

1. Weekly Discussion (20%)
 2. Weekly Essay (20%)
 3. Book review 20%
 4. Final Paper (40%)
- Total = 100%

Weekly Assignment Discussion and Participation:

Each week students will be asked to do two main assignments. The first consist of a discussion topic for the week. Every student is expected to post a primary response and discuss with peers, thus generating a (potentially endless) thread. Posts are expected to contain observations, additional information, commentary and/or open-ended, critical thinking questions on the topic assigned by the instructor. Primary posts need to offer real substance for discussion by applying one or more of the above criteria. Participants have ample freedom in deciding what exactly they want to offer if it has constructive value for the discussion (though it may of course be critical of any statement or element of the course). Students must respond to two students at least for each discussion topic.

In the second part of the week, each student will be asked to write a short weekly reflective essay from the textbook **Zehr, Jerry. *The Peacemaker's Path: Multifaith Reflections to Deepen your spirituality*.**

As a midterm assignment, each student must review the book **Alson, Sheila and Gayle B. Burnett. *Peace in Everyday Relationships: Resolving Conflicts in your Personal and Work Life*. Hunter House, 2003. ISBN 10 0897933524. \$12.87.** The book review must be minimum pages maximum and further detailed information will be provided during class session.

Final Research Paper/Project: Peace begins with me. The more peaceful I am inside, the more peace I have to share with others... Louise Hay. Write a paper 10 to12 pages minimum on this assertion. support your arguments with personal experience, scriptures, and models of peacemakers in history. Further details will be given during class session. The due dates for all assignments are mentioned in the course outline. Points will be subtracted for late assignment.

Due Dates:

- Assignment 1: Discussion questions must be posted by Thursday midnight.
- Assignment 2: Reflective Essay Must be posted by Sunday midnight.
- Once each person has participated within the time as described above, discussions remain open for the rest of the course and are welcome to continue if there is interest on the part of one or more participants.
- Student must submit their book review on Week 8.

IV. GRADING*

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or serious personal reasons.

*See college catalog for a detailed grading policy.

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

Grades for each assignment are recorded by letter, and are understood as follows:

Excellent (A)

Good (B)

Acceptable (C, D)

Failure (F)

Failure to hand in an assignment will result in an F for that assignment.

V. TEXTS

Required Text:

Zehr, Jerry. *The Peacemaker's Path: Multifaith Reflections to Deepen your spirituality*. Broadleaf Books (August 24, 2021) ISBN-10 1506469124, \$14.

Beller, Ken. & Chase, Heather. *Great Peacemakers: True Stories from Around the World*. LTS Press; 51007th edition (February 12, 2008). ISBN-10 0980138205, \$21.95.

Dear, John. *The Beatitudes of Peace: Meditations on the Beatitudes, Peacemaking & the Spiritual Life*. Twenty-Third Publications (June 20, 2016). ISBN-10 1627851070, \$16.11.

Gentry, Eric J. & Jeffrey Jim Dietz, Jeffrey D. *Professional Resilience: Prevention and Resolution of Burnout, Toxic Stress and Compassion Fatigue*. Outskirts Press (January 27, 2020). ISBN-10 1977223885 \$25.99

Recommended Book

Alson, Sheila and Gayle B. Burnett. *Peace in Everyday Relationships: Resolving Conflicts in your Personal and Work Life*. Hunter House, 2003. ISBN-10 0897933524, \$12.87 .

VI. PLAN OF LECTURES

The Plan may change according to the progress of student learnings. Follow detailed instructions on canvas.

Time/date is Eastern Standard Time, USA.

Session	Date	Topics	Readings/Videos
1.	Monday Jan. 26 to Thurs. Jan. 29, 2026.	Assignment: Introduce Yourself to the Class This is your first discussion board post. Please introduce yourself to the class. You might want to include your educational goals. What you do for a living, where you are located, or something else you would like the class to know about you?	Lect. 1: Instructor self-introduction and general guidelines about the course.
	Thurs, Jan. 29 to Sunday, Feb. 1st, 2026.	Please introduce yourself to the class. You might want to include your educational goals. What you do for a living, where you are located, or something else you would like the class to know about you?	Lect.: Instructor self-introduction and general guidelines about the course.
2.	Monday Feb. 2 nd to Thurs. Feb. 5, 2026.	Lecture 2: Define terms. Formation, Self-Care, Peace Professionals. Discussion: When was the first time during your childhood your peace was profoundly disturbed and broken? What happened? How did you react? What lessons have you learned? How the experience shaped you and the way you view life today? For confidentiality purpose 1. Do not use real names. 2. Do not use your peer's information outside of the classroom context.	Additional Reading: John, Dear Chapter 1: P1. to P 9.
	Thurs. Feb. 5, Sunday, Feb. 8, 2026	Essay: Theme 1: Walking the Enlightened Path: Read Day 1: Awakening, Day 2 Universal mind, Day 3: Respecting other's beliefs: Write a reflective Essay	Reading: Jerry, Zehr, P1. to P.13.
3.	Monday Feb. 9, to Thurs. Feb.12, 2026.	Lecture 3: Interpersonal Peace Discussion: Have you ever experienced a peace relationship with a close friend or co-worker has completely disturbed and	Additional Reading: John, Dear Chapter 2: P10. to P 15. Ken, Beller Part p.1 to p.18

		<p>broken? What happened? What lessons have you learned?</p> <p>For confidentiality purpose</p> <ol style="list-style-type: none"> 1. Do not use real names. 2. Do not use your peers' information outside of the classroom context. 	
	Thurs. Feb.12. to Sund. Feb.15, 2026.	<p>Essay: Theme 1 Walking the Enlightened Path:</p> <p>Read Day 3: Connecting to creation, Day 4 Faith/Trust, Day 6: Wonder</p> <p>Write a reflective Essay!</p>	<p>Reading: Reading: Jerry, Zehr, P17. to P.29</p>
4.	Monday Feb. 16. To Thursday. Feb. 19, 2026.	<p>Lecture 4: Peace in the Family</p> <p>Discussion:</p> <p>What are the factors that contributed to the brokenness in the family?</p> <p>How could you contributed to restore peace in the family?</p>	<p>Additional Reading: John, Dear Chapter 3: P31. to P.42</p> <p>Ken, Beller Part p.19 to 34</p>
	Thursday Feb. 19 to Sunday Feb. 22 nd , 2026.	<p>Essay: Theme 2: The Power of Prayer</p> <p>Read Day 8: The purpose of Prayer. Day 9: Centering, Day 10: Mindfulness</p> <p>Write a reflective Essay!</p>	<p>Reading: Reading: Jerry, Zehr, P33. to P.45</p>
5.	Monday Feb. 23 rd to Thurs. Feb. 26, 2026.	<p>Lecture 5: Peace in the Community</p> <p>Discussion:</p> <p>What title can you give to this case?</p> <p>What moved you the most in the story?</p> <p>Have ever had a similar experienced?</p> <p>How has it impacted you personally?</p> <p>How could you contributed to restore peace in your community?</p>	<p>Additional Reading: John, Dear Chapter 4: P43. to P.52</p> <p>Ken, Beller Part p.35-44</p>
	Thurs. Feb. 26, to Sund. March 1st, 2026.	<p>Essay: Theme 2: The Power of Prayer</p> <p>Read Day 11: Gratitude, Day 12: Connecting with others Day 13: Patience</p> <p>Write a reflective Essay!</p>	<p>Reading: Jerry, Zehr, P50. to P.62</p>
6.	Monday March 3 rd to Thursday March 6, 2025.	<p>Lecture 6: Peace in the Nation</p> <p>Discussion:</p> <p>What factors contributed to the war in the nation?</p> <p>What lessons have you learned from the case?</p>	<p>Additional Reading: John, Dear Chapter 5: P53. to P.60</p> <p>Ken, Beller Part one p.45-52</p>

		How could you contributed to restore peace in the nation?	
	Thursday March 5. To Thursday March 8, 2026.	Essay: Theme 3: Loving yourself Read Day 14: Creating in the image of God. Day 15: Other's expectations or true to yourself Day 17: Acceptance of perfectionism Write a reflective Essay!	Reading: Jerry, Zehr, P65. to P.75
7.	Monday March 9, to Thursday March 12, 2026.	Video 7: International Peace Discussion: What factors contributed to the violence of 9/11? What have you learned from the event? How can the USA prevent such atrocities to occur again? As a peace professional, what will do to bridge the divide between the Islamic world and the USA?	Additional Reading: John, Dear Chapter 6: P61. to P.70 Ken, Beller Part two: p.53-61
	Thursday March 12, to Sunday March 15, 2026.	Essay: Theme 3: Love yourself Read Day 18: Forgiveness or punishment. Day 19: Trust or Worry, Day 20: Courage or resistance. Write a reflective Essay!	Reading: Jerry, Zehr, P80. to P.92
8.	Mon. March 16, to Sunday March. 22, 2026	Assignment Book Review is due Week 8	See details instruction in course session.
9.	Monday March 23 to Thursday March 26, 2026.	Lecture 8: Peace in World Religions Discussion: What have you learned about peace in world religions? What does peace mean in your faith tradition? What makes it difficult to achieve peace in your own faith tradition?	Additional Reading: John, Dear Chapter 7: P71. to P.78 Ken, Beller Part 3 p.69-78
	Thursday March 26, to Sunday 29, 2026.	Essay: Theme 4: Loving others Read Day 22: Listening Day 23: Empathy Day 24: Compassion Write a reflective Essay!	Reading: Jerry, Zehr, P95. to P.106

10.	Monday March 30 th to Thursday April 2 nd , 2026.	Lecture 9: The path of Peacemakers Discussion: Who among the peace makers inspire you the most? Explain why? Can you see yourself following the path their have modeled for you?	Additional Reading: John, Dear Chapter 8 and 9: P79. to P.89 Ken, Beller Part 3 p. 79-86
	Thursday April 2 nd to Sunday 5 th , 2026.	Essay: Theme 4: Loving others Read Day 25: Generosity Day 26: encouragement Day 27: forgiveness Write a reflective Essay!	Reading: Jerry, Zehr, P112. to P.123
11.	Monday April 6 to Thursday April 9, 2026.	Video 10: Compassion Fatigue and Burnout Discussion: Have you or a closed person to you ever experience Compassion fatigue and burnout? What were the symptom? What have you done to recover from it?	Additional Reading: John, Dear Chapter 10 and 11: P101. to P.122 Ken, Beller Part 4 p. 103-120
	Thursday April 9, to Sunday, April 12, 2026.	Essay: Theme 5: Action and impact Read Day 29: Desire Day 30: Intentionality Day 31: Interdependence Write a reflective Essay!	Reading: Jerry, Zehr, P125. to P.135
12.	Monday April 13, to Thursday April 16. 2026.	Video11: Self-care and Revitalizations Discussion: What have you learned about the concept of Self-care? Is there any time in your life you have not cared enough for yourself? What did you experience? What lessons have you learned from the experience?	Additional Reading: John, Dear Chapter 12& 13: P.123. to P.146 Ken, Beller Part 4: p.121-129
	Thursday 16, to Sunday April 19, 2026.	Essay: Theme 5: Action and impact Read Day 32: Character Day 33: Perseverance Day 34: The harvest	Reading: Jerry, Zehr, P139. to P.152

13.	Monday April 20, to Thursday April 23, 2026.	Lecture 12: Professional Resilience plan Discussion: Write your professional resilience plan (3 weeks) and share with your peers. Include: Work, Family, Time for yourself(renewal), Leisure...	Additional Reading: John, Dear Chapter 14: P147. to P.151 Ken, Beller Part 5 p. 155-163
	Thursday April 23 to Sunday April 26, 2026.	Essay: Theme 6: Quest for peace Read Day 36: Peace Within Day 37: Be an advocate Day 38: Act Justly Day 39: Offer Mercy Day 40: Initiate Reconciliation.	Reading: Jerry, Zehr, P155. to P.178
14.	Monday April 27 to Sunday May 3 rd , 2026.	Zoom call: Final Paper instructions.	
15	May 11, 2026.	Final Paper due:	

VII. BIBLIOGRAPHY

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Spring 2025: PST: 5152 Formation and Self-Care for Peace Professionals

Course Assignments	Course outcome 1 Assess and evaluate one's personal gifts and calling as a peacemaker.	Course outcome 2 Examine how limited perception, assumptions, and expectations of others can negatively impact the peace process.	Course outcome 3 Explore the lives of peace professionals in modern times and discuss their strategies to prevent violence and wars.	Course outcome 4 4. Experience peace within oneself by effectively managing emotions and frustrations in a conflict situation.	Course outcome 5 5. Explore how the different dimensions of self-care (intrapersonal, interpersonal, and systemic) lead to effective peace work
Assignment 1 Weekly discussion (20%)	X	x	x	x	X
Assignment 2 Weekly Essay (20%)	X	x		x	
Assignment 3 Book review 20%	X	x	x	x	
Assignment 4	X	x	x	x	X

Final Paper (10-12 pages) (40%)					
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