



## **Self-Care: Healthy Strategies for Sustaining Excellence**

### **3 Semester, Graduate Level Credits**

Thank you for registering for this course. Included are the following important information:

1. Course Syllabus
2. Assignment Plan – Assignments to turn in & Grading Rubric
3. Course Hourly Breakdown

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline to submit completed assignments. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

**Registering with the University:** Please register with the university prior to starting your coursework. *Students must register for the course through the university prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, please follow the respective instructions on Schoology depending on the university you are registering with.

**Upon Completion of the Course:** Please submit assignments and discussion posts as instructed on Schoology. *Make sure to check the email address you used to create your Schoology account regularly, including the spam folder, as we will be contacting you with this email address moving forward with any updates regarding your coursework.*

If you need assistance or have any questions, feel free to contact our staff by leaving a message on Schoology or emailing at [info@creditsforteachers.com](mailto:info@creditsforteachers.com).

## Self-Care Syllabus

3 credits

**Course Description:** This course provides educators with strategies on how to take care of oneself in order to be their best selves for their students and to avoid teacher burnout. These strategies help educators take care of themselves within multiple aspects of their lives including healthier habits for bringing work home. By forcing teachers to make time for themselves, this course helps teachers stay invigorated about teaching and continue their love for teaching, which then has a positive effect on their own students.

### Learning Objectives:

- Students will learn strategies on how to take better care of themselves including strategies on how to more efficiently work from home to stay energized and excited about teaching.
- Students will be able to take better care of themselves within multiple aspects of their lives including health, love, competence, gratitude and taking work home in order to avoid burnout and to ultimately take better care of their students.
- Students will complete the “Self-Care Challenge” to enforce allocating time for themselves and their overall well-being.
- Students will develop skills to reflect on & improve their own teaching practices.

### Required Texts:

- “Chapter 16: The Self-Care Challenge” from the book *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* by Kristin Souers with Pete Hall.
- “3: Establish healthy habits for bringing work home and decompressing” from the book *Unshakeable: 20 ways to enjoy teaching every day...no matter what* by Angela Watson.

### Course Components:

This course includes selected readings, selected videos, discussion boards, online assignments, and a final paper. All components and all course materials can be found on the Schoology course page. The assignments, including the final paper, will be turned in online via Schoology. Students must receive an 80% or better on each assignment to receive university credit.

### Course Outline:

- Part 1: Reading #1
  - Self-Care Reading PDF #1
  - Reading Assignment: Self-Care Reading Reflection
- Part 2: Reading #2

- Self-Care Reading PDF #2
- Video: Learn to Shine Bright
- Reading Response Discussion
- Part 3: Implementation of Strategies
  - Initial Thoughts Discussion
  - Implementation Plan Assignment
  - Day of Self-Care Plan Assignment
- Part 4: Final Reflection
  - Final Reflection Paper
  - Final Thoughts Discussion

**Reading (and/or Video) Assignment:**

The purpose of the reading assignment is to analyze the reading(s) (and at times the videos) and show an understanding of the content and strategies provided. Students are also responsible for reflecting on and explaining how these new strategies can be applied to their own practice.

Reading Assignment Rubric:

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of self-care strategies. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom and/or in one's daily life.
B (12-13)	Student answers all questions. Examples are explained. More detail could have been given in one or more of the responses.
Not Passing (11 or below)	Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. Self-care strategies are mentioned but full understanding is missing.

**Implementation Plan:**

The purpose of the Implementation Plan is for students to show how they will implement strategies from the course in their lessons and/or school days in the future. Students are responsible for creating a 4 week unit plan for one of the units in their curriculum that includes regular implementation of the strategies from the course within the lessons of the unit.

(\*NOTE: The Implementation Plan for this course is slightly modified and strategies will not be implemented in a typical unit. More details can be found on the actual assignment.)

Implementation Plan Rubric:

Grade	Description
A (18-20)	Student's self-care plan is a minimum of 3 weeks and includes all of the required components. Student also includes all of the required components for each day

	within the plan. Student demonstrates the implementation of learned strategies, and there is clear evidence that two or more strategies from the course are incorporated within each day. Student has also included a log of implementing self-care strategies that is a minimum of 1 week. The log includes all of the required components.
B (16-17)	Student's self-care plan is a minimum of 3 weeks and includes the required components. Student also includes the required components for the majority of the days within the plan, but 1-5 of the days are incomplete. Student demonstrates the implementation of learned strategies, and there is evidence of one or more strategies from the course incorporated within each day. Student has also included a log of implementing self-care strategies that is a minimum of 1 week. The log includes the majority of the required components. More description of what was done for each element could have been given and/or one of the elements is not logged.
Not Passing (15 or below)	Student's self-care plan is 2 weeks or less and includes some of the required components, but one or more are missing. Student includes some of the required components for the days within the plan, but 6 or more of the days are incomplete. Student partially demonstrates the implementation of learned strategies. Some of the days have strategies from the course incorporated while others do not, or none of them do. Student has also included a log of implementing self-care strategies that is less than 1 week long. The log includes some of the required components, but the log is incomplete. OR, the log is missing all together.

**Day of Self-Care Plan:**

The purpose of the day of self-care plan assignment is to see a more detailed account of students utilizing the strategies from the course within a typical day. This provides a specific example of what will happen in the future.

**Lesson Plan Rubric:**

\*Note: For this course, this rubric is being used for the "Day of Self-Care Plan" assignment. It is implied that instead of a lesson plan, students are required to include all necessary components of the "Day of Self-Care Plan."

Grade	Description
A (14-15)	Student's lesson plan includes all of the required components. All activities within the lesson plan are described in detail. There is clear evidence that multiple strategies from the course were used throughout the lesson.
B (12-13)	Student's lesson plan includes the majority of the required components, but 1 or 2 are missing. Some detail is used when describing the activities within the lesson, but some activities are missing detail. There is evidence that multiple strategies from the course were used throughout the lesson.
Not Passing (11 or below)	Student's lesson plan is missing several of the required components. The activities within the lesson are not described in detail. There is little or no evidence that strategies from the course were used throughout the lesson.

**Discussion Board:**

The purpose of the discussion boards is to share ideas and experiences with fellow teachers in order to learn from each other and inevitably improve everyone's practice. For each discussion board, students are responsible for responding to the questions presented in a well-thought out response. Students must also reply to a minimum of 1 other student's response per discussion board.

**Discussion Board Rubric:**

Grade	Description
A (5)	Student's responses are clear, well written, and include a high level of detail. Student answers all parts of the question(s) thoroughly using clear and highly appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course.
B (4)	Student's responses are clear, well written, and include some amount of detail. Student answers the majority of the question(s) thoroughly using appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course. OR Student's response meets the requirements of an A. However, they did not include a reply to another student's post.
Not Passing (3 or below)	Student's responses are unclear and do not include very much detail. Student answers some of the question(s) using some or no evidence from the course. The reply to another student's post is brief and does not incorporate ideas learned from the course, or it is missing all together.

**Final Reflection Paper:**

Within the final paper, students must explain the strategies from the course they plan to implement and reflect on the impact they hope those strategies will have on their practice and on student learning. Students will also explain how they plan to implement the strategies, aspects they valued, and aspects they would modify.

**Final Paper Rubric:**

Grade	Description
A (36-40)	Student has implemented all 4 elements of the self-care challenge as well as 5 or more other strategies from the course within and outside of the school day. Student has explained in detail how each strategy was incorporated into the day and how this has improved their teaching. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered all of the reflection questions.

B (32-35)	Student has implemented 3 elements of the self-care challenge as well as 5 other strategies from the course OR 4 elements of the challenge with only 3-4 other strategies from the course within and outside of the school day. Student has explained how each strategy was incorporated into the day and how this has improved their teaching. If anything was modified, an explanation of how and why strategies were modified is included. Lastly, student has answered the majority of the reflection questions, but one or two are missing.
Not Passing (31 or below)	Student has implemented 6 or less total strategies from the course within and outside of the school day. There is some explanation about how the strategies were incorporated but it is incomplete. If anything was modified, there is no explanation of how or why things were modified. Student has answered some of the reflection questions but responses are incomplete, or none of the questions have been answered.

## Self-Care - Assignment Plan, Grading, & Hourly Breakdown

Self-Care Reading Reflection Assignment	X/15 pts
Implementation Plan Assignment	X/20 pts
Day of Self-Care Plan Assignment	X/15 pts
Reading Response Discussion Board	X/5 pts
Initial Thoughts Discussion Board	X/5 pts
Final Thoughts Discussion Board	X/5 pts
Final Reflection Paper on Self-Care	X/40 pts
Final Grade	X/105 pts

### Final Grade Scale

95-105 pts	A
84-94 pts	B
83 pts & below	Not Passing

### Suggested Hourly Breakdown

Reading/reviewing assigned course materials	5
Planning strategies into a unit plan	8
Practicing strategies/techniques in the classroom (within the unit plan)	20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming and writing all discussion boards & assignments	7
Total Hours	45

### Bibliography

Souers, Kristin, and Peter A. Hall. *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*. Hawker Brownlow Education, 2016.

TEDx Talks, director. *Learn to Shine Bright- The Importance of Self Care for Teachers*. YouTube, YouTube, 16 July 2018, [www.youtube.com/watch?v=5O5QIqlDxjg](http://www.youtube.com/watch?v=5O5QIqlDxjg).

Watson, Angela. *Unshakeable: 20 Ways to Enjoy Teaching Every Day ... No Matter What*. Due Season Press and Educational Services, 2015.

### Credits for Teachers Policies

*Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.*

Thank You!

