



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

### **Brandman University: EDCU 9892 – 3 Semester Hours**

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

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. 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 Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

#### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## Self-Care - Syllabus

EDCU 9892

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.

### Course Materials:

- Readings:
    - (Required) “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.
    - (Additional) “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.
  - Video: Learn to Shine Bright-The Importance of Self-Care for Teachers
  - Content Implementation: (You will choose one of the following options.)
    - OPTION 1: Implementation Plan for Self-Care & Implementation Plan Template-Self-Care
    - OPTION 2: Hour Log Template & Hour Log Example
- \*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Assignments:

1. Before reading, in at least 1 page, reflect on and describe what “self-care” means to you as an educator and how you currently take care of yourself to manage your health, happiness and overall well-being. Is this an area you think you already do well or is this an area you would like to improve? Explain.
2. Read the packet entitled “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. Although this book is primarily about how to create a classroom supportive of children who have gone through trauma, the idea behind this chapter is you have to first be able to take care of yourself before being able to take care of your students.
3. Watch the following video: Learn to Shine Bright-The Importance of Self-Care for Teachers
4. In at least 2 pages, reflect on the reading and the video. Do you agree or disagree with the importance of self-care? What do you think of the self-care challenge? Do you agree with the 4 elements listed by the author? Why or why not? Which one of the 4 elements would you say you are currently the best at? Which element would you say you need to improve upon the most? Explain.
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. Technically this course can be done any time during the year. If you would like an alternative option to complete over the summer, please refer to the Implementation Plan for Self-Care for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include in your plan the requirements listed in the assignment.

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Take the self-care challenge by implementing a combination of strategies from the reading and the video. Implement the elements of health, love, competence and gratitude as well as a minimum of 1 other strategy from the video. As suggested, start small if that helps. Incorporate at least one of the 4 elements from the reading into each day whether it is before school, during school, or after school. Try to work up to doing all 4 everyday. Use figure 16.1 from the reading if that helps.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics (This could include the additional reading(s) listed above in the “Course Materials.”)
- Planning with colleagues

For each day, briefly explain what you accomplished, the strategies from the course utilized, and their effectiveness on your teaching and on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: **You only have to complete one of the following options.**  
**OPTION 1:** If you completed the alternative option during the summer and completed the Implementation Plan, follow the guidelines below.
  - a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
    - i. How did you incorporate each element of the challenge? What do you plan to do for each element? What other strategies did you implement?
    - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
    - iii. How is this way of self-care different from how you have done it in the past?
    - iv. What do you plan to do to support the effectiveness of the elements of the challenge and any other strategies used?
    - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)

- vi. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the elements of the self-care challenge as well as a minimum of 1 other strategy from the course in (and out of) your classroom, reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the self-care strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. How did you incorporate each element of the challenge? What did you do for each element? What other strategies did you implement?
  - ii. Was the self-care challenge successful and did you notice a difference with how you felt during and outside of the school day compared to how you felt in the past? Do you think it had a positive impact on your teaching and therefore student learning?
  - iii. What did you do to support the effectiveness of the elements of the challenge and any other strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
  - iv. What was challenging or didn't work as well as you would have hoped?
  - v. How would you modify this challenge to make it more effective for you personally in the future? Is there anything you would add or take out to improve your self-care?

## Self-Care - Assignment Plan, Evaluation & Grading

Personal Reflection (Written Response Rubric)	X/15pts
Reading & Video Reflection (Written Response Rubric)	X/15pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on Self-Care (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Personal Reflection & Reading & Video Reflection):

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 and what it means to take care of oneself as an educator. The examples given are detailed to the point that it is very clear what the outcome will look like in and out of the classroom.
B (12-13)	Student answers all questions. Examples of new strategies are explained. More detail could have been given in one or more of the responses.
C (11)	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.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect self-care.
F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. Strategies are missing or do not reflect self-care.

Final Reflection Rubric:

Grade	Description
A (36-40)	Student has implemented all 4 elements of the self-care challenge as well as 1 or more other strategies from the video 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 all 4 elements of the self-care challenge within and outside of the school day. However, 1 other strategy from the video was not implemented. OR, student has implemented 3 of the elements of the self-care challenge as well as 1 or more other strategies from the video. 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 all of the reflection questions.
C (28-31)	<p>Student has implemented 3 elements of the self-care challenge within and outside of the school day. However, 1 other strategy from the video was not implemented. OR, student has implemented 2 of the elements of the self-care challenge as well as 1 or more other strategies from the video. 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 some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation of the strategies is incomplete and it is unclear how the strategies were implemented. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has implemented 2 elements of the self-care challenge within and outside of the school day. However, 1 other strategy from the video was not implemented. OR, student has implemented 1 of the elements of the self-care challenge as well as 1 or more other strategies from the video. Student has partially explained how each strategy was incorporated into the day, but the explanation is incomplete and does not explain how this has improved their teaching. If anything was modified, an explanation of how and why strategies were modified is included, but it is incomplete. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
F (0-23)	Student has implemented a total of 1 strategy from the reading or video within and/or outside of the school day. There is some explanation about how the strategy was incorporated but very little. 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 very incomplete, or none of the questions have been answered.

## Self-Care - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### 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=505QIqlDxjg](http://www.youtube.com/watch?v=505QIqlDxjg).

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!

