



# Castleton University

**Course Title:** The H.E.A.R.T. Method of Self-Care For Teachers

**Instructor:** Rebecca C. Day, [bday8786@gmail.com](mailto:bday8786@gmail.com), 802 355 2870

Register with Castleton and Health Solutions Associates, LLC - [www.healthsolutionsvt.com](http://www.healthsolutionsvt.com)  
(You may contact the instructor any time!)

**Number of Credits:** 3

**Level :** Graduate

**Recertification Option:** 30 hours of completion certificate (no final project)

**Maximum Participants:** 40

**Minimum Participants:** 10

**Course Codes:** Sept. 15th ~ EDU 5515 C32 section a

Oct. 15th ~ EDU 5515 C32 section b

Nov. 15th ~ EDU 5515 C32 section c

**Dates:** Course opens online on Sept 15th, 2020

***You have three enrollment dates to choose from: Sept 15, Oct 15 & November 15th ~ you will choose one of these dates when you register.***

**Format:** This is an online class that is asynchronous; you work at your own pace! You will sign up for the course through a website and you will have a code to access a google classroom. The course will take up to **12 weeks to complete on your own time**; with a high focus on skill development for self-care.

You will be given **The H.E.A.R.T. Method of Self-Care for Educators**, a 250 page workbook to use with the course, free of charge.

***You are required to attend one*** - 1 hour virtual meetings with your cohort of learners. This will be during your **8th week** of the course. You will sign up for this after you register for the course. It will be teacher friendly days and times!

**Learning Management System:** G-Suite - Google Classroom

**Instructor Vitae:** Rebecca C. Day, M.Ed is a former school Principal, Assistant Principal and Health Educator in the state of Vermont. She has 28 years of experience in Vermont school settings and her area of focus has been on school climate and culture. In addition to her teaching credentials, she has completed a national certification from Health Coach Institute, in the areas of health and life coaching. Her interest in helping educators reach the best version of themselves has been the main impetus for the design of this course. She believes the greatest

resource a teacher can bring into the classroom each day is their own sense of well-being and balance. This course will provide teachers with the opportunity to bring their fullest capacity into work each day in order to support student learning. Self-care is an emerging trend in all professional fields and has shown proven results in work performance.

**Course Cost to Student:** \$1095.00 - 3 credit Graduate course; includes textbook  
\$695.00 - 30 recert hours (choose on website, includes textbook)  
[www.healthsolutionsvt.com](http://www.healthsolutionsvt.com)

### **Course Description:**

The stress of teaching has reached an all-time high in the United States. Teachers are asked to fill many roles for a school: be a teacher of content area, provide social emotional support to students, ensure all learners reach high levels of proficiency in their work, as well-being guardians to the community as stellar role models. Teachers are caring and supportive by nature and they give energy *every day* to others. Their own personal stress often goes unnoticed, by *themselves* and others. This course is specifically designed to provide educators with practical self-care strategies that can be implemented immediately.

The participants in this course will develop a thorough plan for personal self care that will focus on balancing their daily work and personal lives. The course is designed so learners can create their own learning outcomes within the realm of self care. They will be coached by the instructor in the areas of nutrition, exercise, and stress management with an emphasis on ***habit change***.

The course will discuss the physiology of stress and its impact on the body; help educators identify their own beliefs that can exacerbate daily stress and most importantly help them to establish ***habits for change*** that will help diminish stress.

Participants through their own self growth will bring a renewed energy to their profession and their personal lives.

**Audience: All teachers and administrators**

### **Course Goals and Objectives:**

- *Understand the correlation between self care and the capacity to improve their practice as educators*
- *Understand the physiology behind stress and the impact it has on the human body*
- *Understand how to design a plan for self care that can be used daily*
- *Understand how habit change can impact their personal and professional growth*
- *Understand contemporary research as it relates to the importance of self care for all professionals and job satisfaction*

**For assignments students will:**

- Complete the activities in: **The H.E.A.R.T Method of Self-Care for Educators workbook**
- Identify areas of focus for change in their personal and professional lives by establishing attainable goals
- Keep a reflective journal to chronicle their personal change as it relates to coaching strategies they have experienced in the class
- Be asked to collaborate with other students in zoom sessions
- Be asked to take part in 2 - group coaching sessions with the instructor via g-suite, with the focus being on **habit change growth**
- Be asked to make a connection between self care strategies and teaching performance - via completing course activities and reflections
- Submit 1 final project incorporating new learning from this course. They will be required to connect reflections of their new learning to **personal or professional habit change** using cited materials from the class

**Evaluation:**

- Online submissions: 25% of grade
- One virtual meeting: 25% of grade
- Final Project: 50% of grade
- This will be different for recertification hours - you will submit proof of online course viewing and submissions of work in google classroom only.

**Required Text for Course:**

Day, Rebecca C. The H.E.A.R.T. Method of Self-Care for Educators. A published workbook, May 2020.

**Suggested Texts:**

Duhigg, Charles. The Power of Habit : Why We Do What We Do in Life and Business. New York: Random House Trade Paperbacks, 2014.

Ornish, Dean M.D., & Ornish, Anne. UnDo It ! : How Simple LifeStyle Changes can Reverse Most Chronic Diseases. New York: Ballantine Books, 2019.

Ratey, John J. M.D., with Hagerman, Eric. Spark: The Revolutionary New Science of Exercise and The Brain. New York, Boston, London: Little, Brown and Company, 2013.

Walker, PHD., Matthew. Why We Sleep: Unlocking the Power of Sleep and Dreams. New York: Scribner, 2017.

### **Suggested Articles:**

Mitrovic I. et al. Rewiring the Stress Response: A New Paradigm for Health Care, Hypothesis 2011, 9(1): e4.

Eve Van Cauter, PhD.; Kristin Knutson, PhD.; Rachel Leproult, PhD.; Karine Spiegel, PhD. "The Impact of Sleep Deprivation on Hormones and Metabolism." <https://www.medscape.org>, Medscape Neurology, [www.medscape.org/viewarticle/502825](http://www.medscape.org/viewarticle/502825). Accessed August 2019 (News and Perspective Link)

### **Grading Policy:**

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the 2019/2020 Castleton University Graduate Catalog, under Academic Policies, accessible online at: <http://catalog.castleton.edu/index.php>

### **Academic Honesty Policy:**

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the 2019/2020 Castleton University Graduate Catalog Academic Policy section:

[http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic\\_Honesty](http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty)

### **Use and Ownership of Copyrighted Materials:**

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

<http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/>

Additional information on this subject is contained in the publication "Questions and Answers on Copyright for the Campus Community." This document can be accessed online on the National Association of College Stores web site at the following address:

<http://www.nacs.org/toolsresources/cmip/copyright/questions.aspx>

### **Accommodations:**

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

### **Course Drop Policy:**

Castleton University offers courses to educators with the expectation participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause disruptions. The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course.

The notice should include the reason for withdrawing and be made as follows:

- 1 credit course (15 hours) – before 3 hours of the course have taken place
- 2 credit course (30 hours) – before 6 hours of the course have taken place
- 3 credit course (45 hours) – before 9 hours of the course have taken place
- 4 credit course (60 hours) – before 12 hours of the course have taken place

After that, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may be liable for associated course costs.

For more Academic Policy information check the link below to access the 2019/2020 Castleton University Graduate Catalog:

<http://catalog.castleton.edu/index.php>

**Transcript Request:**

<http://www.castleton.edu/campus-life/student-resources/student-services-center/transcript-request/>