



**Course Title:** The H.E.A.R.T. Method of Self Care for Educators

**Term/Year:** Winter/Spring 2024

**Credits:** 3 Graduate

**Course Code:** EDU 5515 C24

**Instructor Information**

**Faculty Name:** Rebecca Day, M.Ed.

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**Phone Number:** (802)355-2870

**Required Materials and Textbook(s):**

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.

**Optional or Supplemental Materials:**

- Clear, James. Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones. Penguin: Avery, 2018.
- Duhigg, Charles. The Power of Habit: Why We Do What We Do in Life and Business. New York: Random House Trade Paperbacks, 2014.
- Mitrovic I. et al. Rewiring the Stress Response: A New Paradigm for Health Care, Hypothesis 2011, 9(1): e4.
- 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.
- 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](https://www.medscape.org/viewarticle/502825). Accessed August 2019 (News and Perspective Link)

**Expectation:** Students enrolled in this course will complete a series of activities, readings, and reflections before, during and/or after any scheduled face-to-face or synchronous sessions. This will assure that Carnegie expectations for a credited course, both new learning and hours of outside preparation, are sufficiently met.

**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.

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 **6 weeks to complete on your own time**; with a high focus on skill development for self-care.

***In addition to your own self-care work - you will develop self-care strategies that can be used in your classroom as a way to improve student learning.***

### **Course Goals & 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

### **Course Assignments:**

- 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 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

### **Course Evaluation & Grading:**

- Online submissions: 20% of grade
- Final Project: 80% 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.

### **Vermont State University Academic Policies**

#### **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

A grade of **B- or better** must be achieved to count this course toward a graduate degree at VTSU. For questions on transfer pathways, please contact your contact within VTSU's Department of Education. Additional grading information can be found in the VTSU Graduate Catalog under Academic Policies, Credits & Grading: <https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119>

### Academic Honesty Policy

Vermont State University upholds high standards of academic integrity from all community members. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and the courage to act on these fundamental values (International Center for Academic Integrity [ICAI], 2021; The Fundamental Values of Academic Integrity, 3rd ed.). A student who fails to uphold these values may experience academic consequences including a grade of F, indicating no credit, for assignments or courses, or dismissal from the University. Examples of failure to uphold academic integrity may include using unauthorized aids to complete or enhance academic work, copying another person's work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to use someone else's words or ideas without full and proper citation and to present them as one's own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is a violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to investigate and understand their responsibility to act with integrity, and to seek assistance when uncertain. For more information, please see the VTSU Graduate Catalog Academic Integrity Policy: <https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119#academic-integrity>

### Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State Colleges Manual of Policy and Procedures annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act, accessible online at the following address:

<https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf>

### Accommodations

It is the policy of Vermont State University to comply with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and any other applicable federal and state laws that prohibit discrimination on the basis of disability. The university is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of disability, be excluded from participating in or be denied the benefits of services programs or activities at the university. More information is available at <https://vermontstate.edu/academics/student-success/disability-services/>.

### Course Drop Policy:

Vermont State University offers courses to educators with the expectation that 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 withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, 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 receive a failing grade on their transcript and/or be liable for associated course costs.

Please direct any drop requests and questions for this course to the VTSU Center for Schools, [cfs@castleton.edu](mailto:cfs@castleton.edu)

### Transcript Request:

[www.castleton.edu/transcripts](http://www.castleton.edu/transcripts)

Please direct transcript request questions to [registrar@vermontstate.edu](mailto:registrar@vermontstate.edu).