



**Vermont State
University**

OFFICE OF WORKFORCE, COMMUNITY,
& ECONOMIC DEVELOPMENT
Center for Schools

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

Instructor: Rebecca C. Day, **bday 8786@gmail.com**, 802 355 2870
Register with Castleton University and Health Solutions Associates, LLC
www.healthsolutionsvt.com
(You may contact the instructor any time!)

Number of Credits: 3

Level : Graduate

Maximum Participants: 40

Minimum Participants: 12

Course Dates:

May 6 - June 15	May 13 - June 22	May 20 - June 29
May 27 - July 6	June 3 - July 13	June 10 - July 20
June 17 - July 27	June 24 - Aug 3	July 1 - Aug 10
July 8 - Aug 17	July 15 - Aug 24	July 22 - Aug 31

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 **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.

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.

Learning Management System: 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: \$1400.00 - 3 credit Graduate course; includes textbook
\$ 550.00 - 30 Professional Development hours (choose on website, includes textbook)

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 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: 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.

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:

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.

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. Accessed August 2019
(News and Perspective Link)

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

Transcript Request:

www.castleton.edu/transcripts

Please direct transcript request questions to registrar@vermontstate.edu.