

**Spring 2025**

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

**Number of Credits:** 3

**Level:** Graduate

**Course Code:** EDX 5710 S29

**Dates:** Jan 05, 2025 - May 17, 2025

**Times:** ​ This is a fully asynchronous course. There are no scheduled meeting times. You can access the instructor by text or call and/or set up zoom meetings as needed.

**Format:** Remote Asynchronous (fully online without scheduled meeting times)

**Remote Learning Technologies:** Google Classroom

**Location:** N/A - Asynchronous

 **Instructor:** Rebecca Day

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**Sponsor:** Health Solutions Associates, LLC

**Course Cost to Student:** Cost is set by Health Solutions Associates, LLC

**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:** Educators and Administrators with an earned Bachelor's Degree

**Course Goals:**

* 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 Objectives:**

* Students will be able to design personalized wellness plans for immediate implementation
* Students will be able to have strategies for wellness they can use through out the year; impacting classroom climate and culture
* Students will understand how their personal wellness impacts student learning, and be able to able to adjust their wellness habits accordingly

**Course Schedule:**

Week 1 - Chapters 1 & 2 The H.E.A.R.T. Method of Self Care Workbook

 Hand In Chart My Progress

 Read Chapters 1 - 3 in Atomic Habits

 Hand In Prompt from reading- 1- 2 Paragraphs

Week 2 -- Chapters 3 & 4 The H.E.A.R.T. Method of Self Care Workbook

 Hand In Chart My Progress

 Read Chapters 4 - 6 in Atomic Habits

 Hand In Prompt from reading- 1- 2 Paragraphs

Week 3 - - Chapters 5 & 6 The H.E.A.R.T. Method of Self Care Workbook

 Hand In Chart My Progress

 Read Chapters 7 - 9 in Atomic Habits

 Hand In Prompt from reading- 1- 2 Paragraphs

Week 4 - Chapters 7 & 8 The H.E.A.R.T. Method of Self Care Workbook

 Hand In Chart My Progress

 Read Chapters 10 - 12 in Atomic Habits

 Hand In Prompt from reading- 1- 2 Paragraphs

Week 5 - Chapters 9 & 10 The H.E.A.R.T. Method of Self Care Workbook

 Hand In Chart My Progress

 Read Chapters 13 - 15 in Atomic Habits

 Hand In Prompt from reading- 1- 2 Paragraphs

Week 6 - - Chapters 11 & 12 The H.E.A.R.T. Method of Self Care Workbook

 Hand In Chart My Progress

 Read Chapters 16 - 20 in Atomic Habits

 Hand In Prompt from reading- 1- 2 Paragraphs

Week 7 - Final Project will be released - you can have up to two weeks to complete - it is a summary of the activities in your workbook; to include prompts and artifacts/evidence of your wellness practices

**Required Readings/Texts: (required texts not included in cost of course)**

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

(free, sent by instructor)

Clear, James. Atomic Habits: An Easy and Proven Way to Build Good Habits and Break Bad Ones. Penguin: Avery, 2018.

www.amazon.com

**Other Suggested Readings/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](http://www.medscape.org/viewarticle/502825).”

https://www.medscape.org, Medscape Neurology,

www.medscape.org/viewarticle/502825. Accessed August 2019

(News and Perspective Link)

**Assignments:**

Week 1 - 6

You will complete 2 Chapters per week in The H.E.A.R.T. Method of Self Care for Educators - there are a variety of hands on activities to complete. As you complete the activities you will record your data and reflections. All activities are clearly outlined in the workbook. This is the foundation for the entire course; as well as the final project (3 - 4 hours)

In addition each week you will read 3 chapters from the book Atomic Habits. (2 hours). Once you have read the chapters - you will write a 1-2 paragraph response that pertains specifically to those chapters.

(30 min)

You will watch 3 or 4 short videos each week (10 - 20 min) that will support the learning and help with your written work.

Final Project - to summarize your workbook activities and answer prompts related to each Chapter - (5 -7 hours)

If you are organized and thorough - you can have a large portion of this project completed as you design and implement your wellness strategies in the course

**Projects/Exams:**

Please see the assignment section above.

**Evaluation:**

Evaluation is based on

* Handing in weekly Chart My Progress Charts
* Prompts written from Atomic Habits book
* Completion and artifacts of completion from the workbook: The H.E A.R.T. Method of Self Care for Educators
* Evidence of growth and development/use of a wellness plan that can be used daily
* Strong reflection of personal growth in the area of wellness; connection to your efficacy as an educator

**Grading:**

Weekly Assignments - 35%

Final Project 65%

**Vermont State University (VTSU) Policies**

**Grading Policy:**

Grades are indicated by letter 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

**NOTE:** Anything less than a C+ at the graduate level is considered **un**satisfactory and an F will be entered. Additional grading information can be found in the [University Graduate Catalog, under Academic Policies,](https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119)

**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.

These course requirements can be met through a combination of Academic Engagement and Academic Preparation.

**Academic Engagement** is instructor-led instruction and may include but is not limited to: participating in synchronous class activities, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, participating in an interactive tutorial, conducting instructor-led laboratory experiments, contributing to an academic discussion (online, virtual, or in-person), submitting an academic assignment, initiating contact with an instructor to ask a question about the academic subject studied in the course, or similar academic activity.

**Academic Preparation** is independently conducted by the student and may include but is not limited to: research, reading, rehearsing, study time, and completing assignments and projects.

**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](https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf) annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act.

**Accommodations**

VTSU 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 VTSU. If you have questions about these services, please contact VTSU Disability Services or request appointments on the [Disability Services web page](https://vermontstate.edu/academics/student-success/disability-services/).

**Course Duration Timelines:**

The VTSU Center for Schools consistently monitors courses to assure that students complete the required hours for the number of credits assigned. Course durations have been set to assure that 15 hours of academic engagement per credit PLUS additional aligned and connected learning hours of academic preparation can take place. Please follow the duration guidelines below.

Until Summer 2025:

1-credit- minimum **1 week**in duration with **15** hours of academic engagement clearly documented.

2-credits-minimum **3 weeks** in duration with **30** hours of academic engagement clearly documented.

3-credits-minimum **4 weeks**in duration with **45** hours of academic engagement clearly documented.

4-credits-minimum **6 weeks** in duration with **60** hours of academic engagement clearly documented.

Beginning in Summer 2025:

1-credit- minimum **2 weeks**in duration with **15** hours of academic engagement clearly documented.

2-credits-minimum **4weeks** in duration with **30** hours of academic engagement clearly documented.

3-credits-minimum **6 weeks**in duration with **45** hours of academic engagement clearly documented.

4-credits-minimum **8 weeks** in duration with **60** hours of academic engagement clearly documented

**Grading Timelines:**

Considering the duration timelines above, grades for all courses offered through the Center cannot be submitted prior to the end of the course as that would suggest the total required hours for the course (academic engagement AND academic preparation) were not completed.

**Course Drop Policy**

For a course that is **8 weeks or *less*** in duration, a student can ***drop*** the course **within the first 7 days** for any reason. For a course that is ***more* than** **8 weeks**in duration, a student can drop the course **within the first 14 days** for any reason. The course **will NOT** **appear on a transcript** and the student (or school/district) can expect a full refund for any tuition paid.

The student must email a drop notification to the instructor *and* submit the [Center for Schools drop request form](https://www.castleton.edu/academics/professional-development-continuing-education/the-castleton-center-for-schools/continuing-education-workshops-contract-courses/center-for-schools-drop-or-withdrawal-request/).

Once the applicable drop period detailed above has passed, drop requests will no longer be honored.

**Withdrawal Policy**

After the initial drop period has passed, but ***before 60%*** of the course has taken place, a student can ***withdraw*** from a course. The course **will appear on the student transcript with a “W”** and NO refund can be issued. The student must email a ***withdrawal*** request to the instructor and complete the [Center for Schools drop request form](https://www.castleton.edu/academics/professional-development-continuing-education/the-castleton-center-for-schools/continuing-education-workshops-contract-courses/center-for-schools-drop-or-withdrawal-request/).

Again, this form must be submitted before 60% of the course has passed.

After 60% of the course is complete, withdrawals are NO longer permitted. At this point, a student has 3 options:

1. Complete the course as originally planned.
2. Request a formal extension from the instructor and the university, which if granted, would allow up to an additional 7 weeks to complete the coursework.
3. Accept a final grade based on the work completed to date, even if it means a failing grade.

Those who withdraw without adhering to the policies described above may receive a failing grade on their transcript and/or be liable for associated course costs. Please direct any questions to your instructor and to the Center for Schools Team.

**Transcript Request:**

Students can access a free, unofficial transcript by logging in to [VTSU’s Self-Service Portal](https://selfservice.vsc.edu/Student/Student/Transcripts). The unofficial transcript shows all grades for courses taken through Vermont State University since 2002 and DOES have the University heading. Most districts accept this for tuition reimbursement.

Students can also order an official transcript from [VTSU’s Parchment page](https://www.parchment.com/u/registration/32962/institution). Please direct transcript request questions to the VTSU Registrar.