

Resilience and Wellness for Educators Syllabus — In-Person Course

Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

Course Description

Teaching young children is one of the most rewarding professions, but it can also be one of the most stressful. Many early childhood providers lose sight of their love for the profession and engage in less effective practices because they struggle to manage stress and do not intentionally take care of themselves. Conversely, research has shown that individuals who develop and use resilience skills (such as optimistic thinking, relaxation strategies, choosing one's attention, practicing gratitude, and so on) and other positive strategies and routines (for example, good sleep, scheduling in fun, doing what matters most, and so on) are more likely to be effective in their job roles, have strong relationships with others, be physically and mentally healthy, and be satisfied with their lives overall.

The purpose of this course is to teach you how to be a resilient educator. Resilience is the ability to survive and thrive. It is not only about your ability to positively adapt in the face of adverse or challenging circumstances (that is, survive), but it is also about learning the positive skills, strategies, and routines that enable you to live a happy, fulfilling, and successful life (in other words, thrive). This course will help give you the permission to take care of yourself in order to optimize your effectiveness as an early childhood educator. This captures the notion of teaching from the inside out—a phrase that highlights the importance of promoting core resilience skills, strategies, and routines among early childhood educators. In turn, resilient educators are more capable of creating and maintaining nurturing, supportive, and effective learning environments while optimizing their own well-being and love of the profession.

By the end of this course, you will have the knowledge and skills that you can apply in your life now and in the future to be a resilient educator.

Objectives

Participants will be able to:

1. Describe why "teaching from the inside out" is critical to becoming a resilient, effective educator;
2. Explain the benefits of resilience and how the specific skills translate into optimizing social-emotional well-being and function as a more effective educator;

3. Practice a variety of resilience skills in different aspects of your life, including mindfulness, managing intense emotions, clarifying and committing to your personal values, and identifying and altering unhelpful thoughts;
4. Describe why practicing resilience skills is critical to develop the fluency necessary to use them when they are needed the most; and
5. Develop a resilience plan that serves as a roadmap for your future work in teaching young children.

Grading

Participation/Professionalism	10%
Journaling	20%
Weekly Assignments	40%
Midterm Assignment	15%
Final Assignment	15%

Expectations

Participation/Professionalism (10%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.

Journaling (20%: Grading complete/incomplete)

In this course, you will keep a weekly journal. Each week you will apply what you learned in each session to your daily life with an emphasis on your work with young children. You can include reflective writing, photos, videos, or any other format. Journaling will culminate and your experiences will be used for the mid-term assignment and final assignment. Your method of journaling is not graded; your instructor will review and reply for support.

Weekly Assignments (40% total: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and eLearning activities. Assignments vary and may include reflection, action logs, and practice using skills in your daily life.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice. Each session includes assignments designed to help course participants to enhance their knowledge about oral and written language development and communication in young children who are DLLs. In addition, these assignments, if completed in earnest, will help participants to effectively apply their knowledge to help each and every child, in partnership with the child's family members, to develop oral and written language abilities and become effective communicator.

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- Video and Communities of Reflection and Practice (CORP) Assignments: In this course, you will video record yourself minimally. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.

Midterm and Final Assignment (15% each: Grading per assignment rubric)

Midterm: Becoming a resilient educator is a never-ending journey. Resilience is never ‘accomplished’ but rather is continually strengthened by practicing skills and strategies regularly. The mid-term assignment gives you an opportunity to think about your journey so far in this course. You will get an opportunity to demonstrate competencies from topics in the first half of this course.

Final: As with the mid-term assignment, the final assignment gives you an opportunity to think about your journey in the entire course. You will reflect on how far along you are and where you would like to go. You will get an opportunity to demonstrate competencies from topics in the course and developing a resiliency plan for the future.

Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the _____ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with _____ to discuss and address them. If you have already established accommodations with _____, please communicate your approved



accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Course Schedule

Session	Topic	Readings and Assignments
1	<p>Course Introduction</p> <p>Introductions, Objectives, and Course Overview</p> <p>What is Resilience?</p> <p>Stressors of Being an Early Childhood Educator</p>	<p>Readings</p> <p>Jennings, P.A. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. <i>Review of Educational Research</i>, 79(1), 491-525. http://rer.sagepub.com/content/79/1/491.full.pdf+html</p> <p>Gilbert, D. (2004, February). The surprising science of happiness. TED Talks. http://www.ted.com/talks/dan_gilbert_asks_why_are_we_happy?language=en</p> <p>Sapolsky, R. (2012, March). The psychology of stress. <i>Greater Good: The Science of a Meaningful Life</i>. http://greatergood.berkeley.edu/gg_live/science_meaningful_life_videos/speaker/robert_m_sapolsky/robert_m_sapolsky_the_psychology_of_stress/</p> <p>McGonigal, K. (2013, June). How to make stress your friend. TED Talks. http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend</p> <p>Standlea, N. (2012, October 10). What is positive psychology? https://www.youtube.com/watch?v=1qJvS8v0TTI</p> <p>Assignments</p> <p><i>RWE S1 Assignment Self-Introductions Video</i></p> <p><i>RWE S1 Assignment Journaling Stress</i></p> <p><i>RWE S1 Assignment Journaling Your Own Resilience</i></p> <p><i>RWE S1 Assignment Managing Stress</i></p>

Session	Topic	Readings and Assignments
2	Values Clarification and Commitment Values Values-Based Path Intent and Importance of Values Value Statements	Readings Oliver, J. (2013, February 12). <i>Passengers on a Bus – an Acceptance & Commitment Therapy (ACT) metaphor</i> . https://www.youtube.com/watch?v=Z29ptSuoWRc Rhinewine, J. (2013, January 18). <i>Explaining acceptance and commitment therapy pt 5 living from fear or values</i> . https://www.youtube.com/watch?v=cXXM_fBkbd4 Assignments <i>RWE S2 Assignment Journaling Values Mapping</i> <i>RWE S2 Assignment Transform Your Interpretation</i> <i>RWE S2 Assignment Bull's Eye Activity</i>

Session	Topic	Readings and Assignments
3	Mindfulness-Based Practices MindLESSness Mindfulness Mindfulness Molecule Mindful Practice Activities	Readings Kabat-Zinn, J. (2010, March). What is mindfulness? <i>Greater Good: The Science of a Meaningful Life</i> . http://greatergood.berkeley.edu/topic/mindfulness/definition Jennings, P. (2015, March). Seven ways mindfulness can help teachers. <i>Greater Good: the science of a meaningful Life</i> . http://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers Tugend, A. (2013, March 22). In mindfulness, a method to sharpen focus and open minds. <i>The New York Times</i> . http://www.nytimes.com/2013/03/23/your-money/mindfulness-requires-practice-and-purpose.html?pagewanted=all&r=2& (2013, February 12). <i>Becoming conscious: The science of mindfulness</i> . https://www.youtube.com/watch?v=5TeWvf-nfpA Mindfulness quiz. <i>Greater Good: The Science of a Meaningful Life</i> . http://greatergood.berkeley.edu/quizzes/take_quiz/4 Assignments <i>RWE S3 Assignment Journaling Your Own Mindfulness</i> <i>RWE S3 Assignment Mindful Practices</i>

Session	Topic	Readings and Assignments
4	<p>Choosing Your Attention and Practicing Gratitude</p> <p>Awareness and Attention</p> <p>Attention: A Choice</p> <p>Gratitude</p>	<p>Readings</p> <p>Baumeister, R.F., Bratslavsky, E. Finkenauer, C. & Vohs, K.D. (2001). Bad is stronger than good. <i>Review of General Psychology</i>, 5(4), 323-370.</p> <p>Note: This article is available online only at institutions with a license for the APA database.</p> <p>http://www.wisebrain.org/papers/BadStrongerThanGood.pdf</p> <p>Hanson, R. (2011, September). How to take in the good. <i>Greater Good the Science of a Meaningful Life</i>.</p> <p>http://greatergood.berkeley.edu/gg_live/science_meaningful_life_videos/speaker/rick_hanson/how_to_take_in_the_good</p> <p>Test your awareness: Do the test. (2008, March 10). http://nudges.org/watch-out-for-cyclists/</p> <p>Emmons, R. (2010, November). What good is gratitude? <i>Greater Good the Science of a Meaningful Life</i>.</p> <p>http://greatergood.berkeley.edu/gg_live/science_meaningful_life_videos/speaker/robert_emmons/what_good_is_gratitude</p> <p>Steindl-Rast, D. (2013, June). <i>Want to be happy? Be grateful</i>. TED Talks.</p> <p>http://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful#t-453312</p> <p>Assignments</p> <p><i>RWE S4 Assignment Journaling Choosing Your Attention</i></p> <p><i>RWE S4 Assignment Journaling Gratitude</i></p> <p><i>RWE S4 Assignment Gratitude Letter and Visit</i></p>

Session	Topic	Readings and Assignments
5	<p>Identifying Unhelpful Thoughts</p> <p>Metacognition, Cognitive Fusion, and Defusion</p> <p>Making Meaning</p> <p>Cognitive Behavioral Theory</p> <p>Detective Thinking</p> <p>Thought Log and Core Beliefs</p>	<p>Readings</p> <p>William, C. & Garland, A. (2002). Identifying and challenging unhelpful thinking. <i>Advances in Psychiatric Treatment</i>, 8, 377-386. http://www.stateofmind.it/wp-content/uploads/2012/05/APT-2002-Williams-172-9.pdf</p> <p>Boyes, A. (2013). Cognitive restructuring: Six ways to do cognitive restructuring. https://www.psychologytoday.com/blog/in-practice/201301/cognitive-restructuring</p> <p>Beck, A. (2012, September 21). An introduction to cognitive behavioural therapy – Aaron Beck. https://www.youtube.com/watch?v=KyluZW23m0U</p> <p>Walsh, Mark. (2012, October 11). Cognitive behavioural therapy (CBT) techniques. https://www.youtube.com/watch?v=HoFNs-3r0Go</p> <p>Assignments</p> <p><i>RWE S5 Assignment Journaling Thought Log</i></p> <p><i>RWE S5 Assignment Detective Thinking</i></p> <p><i>RWE S5 Assignment Core Beliefs Worksheet</i></p> <p><i>RWE S5 Midterm Assignment Practicing Resilience</i></p>

Session	Topic	Readings and Assignments
6	<p>Managing Negative Emotions and Cultivating Positive Emotions</p> <p>Emotions</p> <p>Negative Emotions and Triggers</p> <p>Managing Negative Emotions</p> <p>Cultivating Positive Emotions</p>	<p>Readings</p> <p>Wachet, A. (2013, March 10). Emotions 101: How to reveal and heal what you feel. http://www.huffingtonpost.com/andrea-wachter/managing-emotions_b_2717206.html</p> <p>Goleman, D. (2013). The Art of Managing Emotions. <i>WOB</i>. http://www.wobi.com/wbftv/daniel-goleman-art-managing-emotions</p> <p>Frederickson, B. (2011, June). Positive emotions open our mind. <i>Greater Good: The Science of a Meaningful Life</i>. https://www.youtube.com/watch?v=Z7dFDHzV36g</p> <p>Fredrickson, B. (2011, March). The Role of Positive Emotions in Positive Psychology. <i>American Psychology</i>, 56(3), 218-226. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271/</p> <p>Henley, K. (2009, June). <i>What are the top 10 positive emotions?</i> http://www.huffingtonpost.com/kari-henley/what-are-the-top-10-posit_b_203797.html</p> <p>Krueger, J. (2015, February). Flow and happiness. https://www.psychologytoday.com/blog/one-among-many/201502/flow-and-happiness</p> <p>Csikszentmihalyi, M. (2004, February). Flow, the secret to happiness. <i>TED Talks</i>. http://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow</p> <p>Assignments</p> <p><i>RWE S6 Assignment Journaling Positive Emotions</i></p> <p><i>RWE S6 Assignment Managing Intense Negative Emotions</i></p> <p><i>RWE S6 Assignment Ratio of Positive to Negative Emotions</i></p>

Session	Topic	Readings and Assignments
7	<p>Social Support, Mentorship, Good Deeds, and Role Models</p> <p>Connecting with Others</p> <p>Mentoring as a Key Relationship to Adult Development</p> <p>Doing Good Deeds for Others</p> <p>Role Models as Real Life Heroes</p>	<p>Readings</p> <p>Barlin, D. (2010). Better mentoring, better teachers: Three facts that help ensure successful programs. Education Week. http://www.edweek.org/archive/ew/articles/2010/03/23/27barlin.html</p> <p>Mayo Clinic. Social Support: Tap this tool to beat stress. http://www.mayoclinic.org/healthy-living/stress-management/in-depth/social-support/art-20044445</p> <p>Gray, K. (2011, January). Becoming Superman: Doing good makes you strong. TEDx Talks.</p> <p>Walsh, R. (2011, April). Relationships: The most powerful factor affecting wellbeing. TEDx Talks. https://www.youtube.com/watch?v=UldmugodonQ</p> <p>Assignments</p> <p><i>RWE S7 Assignment Journaling Social Support</i> <i>RWE S7 Assignment Random Acts of Kindness</i> <i>RWE S7 Assignment Role Models</i></p>

Session	Topic	Readings and Assignments
8	<p>The Mind-Body Connection</p> <p>Self-Care: The Three E's</p> <p>Exercise</p> <p>Sleep</p> <p>Eating Well</p> <p>Planning for the Three E's</p>	<p>Readings</p> <p>Weir, K. (2011, December). The exercise effect. http://www.apa.org/monitor/2011/12/exercise.aspx</p> <p>Sleep and mood. (2008). http://healthysleep.med.harvard.edu/need-sleep/whats-in-it-for-you/mood</p> <p>Butler, A. (n.d.). Psychological benefits of eating healthy. http://livewell.jillianmichaels.com/psychological-benefits-eating-healthy-5062.html</p> <p>Big Think Mentor. (2013, June 14). Lifestyle and Emotional Well-Being, with Dr. Andrew Weil Big Think Mentor. https://www.youtube.com/watch?v=Wz8rzIFnp1Y</p> <p>Foster, R. (2013, July). <i>Why do we sleep? TED Talks</i>. http://www.ted.com/talks/russell_foster_why_do_we_sleep#t-87801</p> <p>Ornish, D. (2008, March). Your genes are not your fate. <i>TED Talks</i>. http://www.ted.com/talks/dean_ornish_says_your_genes_are_not_your_fate</p> <p>Assignments</p> <p><i>RWE S8 Assignment Journaling Self-Monitoring Log</i></p> <p><i>RWE S8 Assignment Plan for Healthy Habits</i></p>

Session	Topic	Readings and Assignments
9	Therapeutic Lifestyle Choices (TLCs) Overview: TLCs Nature Spirituality and Religion Leisure, Recreation, and Relaxation How We Manage TLCs	Readings Walsh, R. (2011). Lifestyle and mental health. <i>American Psychologist</i> , 66(7), 579-592. https://apa.org/pubs/journals/releases/amp-66-7-579.pdf Stephens, S. (2011, August 27). <i>9 Easy ways to find health and happiness</i> . https://www.youtube.com/watch?v=AZEQr0hnruo Frederickson, B. (2011, June). Positive emotions open our mind. <i>Greater Good: The Science of a Meaningful Life</i> . http://greatergood.berkeley.edu/gg_live/science_meaningful_life_videos/speaker/barbara_fredrickson/positive_emotions_open_our_mind Assignments <i>RWE S9 Assignment Journaling TLCs</i> <i>RWE S9 Assignment TLCs - Self-Evaluation and Monitoring</i>

Session	Topic	Readings and Assignments
10	<p>Develop a Resilience Plan for the Future</p> <p>Review of course and complete assignment “Develop a Resilience Plan”</p>	<p>Readings</p> <p>Schwartz, T. & McCarthy, M. (2007). <i>Manage your energy, not your time</i>. https://hbr.org/2007/10/manage-your-energy-not-your-time</p> <p>Shadyac, T. (Executive Producer) & Belic, R (Director). <i>Happy</i> [Motion picture]. (2011). United States: Wadi Rum Productions.</p> <p>Note: You may need to rent this movie. If you have your own subscription to a video-on-demand service, you may already have access to the movie (Amazon Prime, Netflix, etc.). You may wish to skim the Happy Community (Facebook, Twitter).http://www.thehappymovie.com/</p> <p>Assignments</p> <p><i>RWE S10 Assignment Journaling What Would You Do Differently</i> <i>RWE S10 Assignment Develop a Resilience Plan</i> <i>RWE S10 Assignment Make Your Own Happy Movie Video</i> <i>RWE S10 Assignment Make Your Own Happy Movie CORP</i> <i>RWE S10 Final Assignment Revisit the Bull's Eye Activity</i></p>