

Stress Management for Teachers

An Online Graduate Course

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Course Description

The purpose of this course is for teachers to enhance student performance by minimizing the negative effects of stress in the classroom. Teachers learn an operational definition of stress, study the major research findings on the nature of stress, learn the major theories explaining its impact upon teaching and learning, and conduct a thorough assessment of stress factors operating in their classrooms. This knowledge is then integrated by applying strategies to identify and address specific sources of stress that undermine effective teaching and learning in the classrooms. In addition, teachers identify specific students experiencing debilitating stress and take actions to address these problems and help the student restore personal equilibrium and enhance their performance

Course Objectives

- Develop a definition of stress.
- Distinguish between good stress/bad stress
- Identify the primary source of stress
- Define and use mediators to interpret stressors
- Recognize "killer" mediators
- Complete the "Assessment Format for Teachers."
- Assess the interaction among Life Events, Mediators, and Context
- Describe the mind/body connection
- Assess stress signals
- Connect stress to mediator
- List teacher sources of stress
- Assess student stress using tests
- Apply cognitive reappraisal to reduce stress
- Assess David Burn's Ten Forms of Distorted Thinking
- Develop a "Pre-Assessment" instrument
- Initiate a classroom stress management strategy
- Compare and contrast stress reducers
- Construct a Whole School Stress Management approach
- Compare the approach in Chapter Eight with course content
- Complete a Time Utilization Survey
- Connect teacher anxiety to Teacher Support Teams
- Analyze the flight or fight response
- Establish a functional relationship among major concepts
- Identify blocks to learning due to stress
- Assess the concept of problem ownership
- Recognize the need for student/teacher dialogue to reduce stress
- Review long-term stress reducers
- Apply a five-point approach to stress management
- Identify important stress management tips
- Create a Plan of Action

Curriculum Design

Stress Management is a 13 week 3 credit graduate level or sixty hour professional development course taught online. Modules 1 through 8 will be completed one per week. Modules 9 and 10 will be completed over a five-week period so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements

Computer and Internet access required. Students must have regular access to a computer and be able to use computer skills to successfully complete this course. Many problems instructors and students run into stem from mis-configured browsers, incorrect software versions, pop-up blockers, and other issues. Most of these issues can be prevented by performing the browser tune up before the course or once a problem arises. Often students find it easier to use *Mozilla Firefox*, *Google Chrome*, or *Safari* rather than Internet Explorer; for some applications Internet *Explorer* may work well.

Course Materials

***Building Resilience to Stress* by R. Hayman Kite. The text is digitally imbedded within course the course.**

Module Outline

Module One: The Nature Stress

Content:

1. An Operational Definition Of Stress
2. Four Theories Of Stress - Person: Environmental Fit Model; Demand: Control Model; Effort: Reward Model; Fight: Flight Model
3. Stress, Survival Instincts And Brain Development
4. Psychosomatic Theory Of Stress
5. Eustress And Distress

Module Two: Sources of Stress

Content:

1. Mind-Body Dichotomy
2. Psycho Cybernetics and Stress
3. Areas of Freedom
4. Job Content
5. Work Organization
6. Lack of Feedback
7. Uncertainty
8. Up The Down Staircase
9. Social Isolation
10. Bad Press
11. Fight - Flight Revisited

Module Three: Assessing Stress

Content:

1. Identification Of Stress Indicators
2. Self-Assessment
3. Student Assessment (Classroom And Individual)
4. Prototype Questionnaire
5. Analyzing Results
6. Student Performance In Terms Of Measured Stress Level
7. Student Health In Terms Of Measured Stress Level
8. Teacher Health In Terms Of Measured Stress Level

Module Four: Stress Reduction Strategies for Students

Content:

1. Prevention (Use Cognitive Behavioral Strategies)
2. Timely Reaction (After Assessment)
3. Rehabilitation (Enhancing Well-Being)
4. Changing Perceived Context
5. Changing Expectations (Demand Control Model)
6. Realistic Problem Assessment
7. Matching Strategy with Assessment

Module Five: Stress Reduction Strategies for Teachers

Content:

1. Whole School Stress Management Action-Plan
2. Prevent, Reduce And Change Organizational Stressors
3. School Stress Review
4. Stress Management Training For Educators
5. Improving Job Satisfaction (Implementing Whole School Stress Management Action-Plan)
6. Effective Dialogue

Module Six: Stress and Learning

Content:

1. Typical Blocks to Learning - Fear; Threat; Anxiety
2. The Neurochemical System of Memory
3. The Casual Relationship Between Fear and Anxiety
4. Carl Roger's Explanation of Perception of Learning
5. Presentation: Review of Research Findings on Stress and Learning

Module Seven: Stress and Teaching

Content:

1. The Gordon Method: Who Owns the Problem?
2. Evaluation, Critical Judgment and Stress
3. Acceptance and Stress
4. Action as a Function of Choice
5. Meditation, Relaxation and Stress Reduction
6. Creativity and Stress
7. Teaching in an Age of Terrorism

8. Eustress and Teaching
9. No Stress - No Learning

Module Eight: Effective Dialogue: A Means of Reducing Student

Content:

1. Dialogue Defined (Quotation from Friere)
2. Dialogue as a Human Need
3. Time Management - Fractionalizing Ourselves into Incompetence
4. The Process of Interpersonal Communication
5. Listening Skill and Practice
6. Self-Disclosure Skill and Practice

Module Nine: School as a Source of Stress for Students

Content:

1. The Four Social Groups in Schools:
 - a. Academic Culture
 - b. Elite Culture
 - c. Adapted Youth Culture
 - d. Isolates
2. Social Rejection As A Cause Of Student Stress
3. Teenage Maturation
4. Competition; Sorting; Status; Performance; Testing; Life; Decisions

Module Ten: Synthesis

Content:

1. The Sources of Stress
2. Assessment of Stress
3. Strategies to Reduce Stress
4. Coordinating Whole School Stress Management
5. Back-Home Action-Plan
6. Measuring Improved Student Performance (In Stress Free Context)
7. Long-Term Considerations

Student Requirements

1. Participation: Actively participate by posting and responding to other participants in all Forum activities.
2. Reading Assignments: Complete all readings and reflection assignments.
3. Final Integrations Project

Course Evaluation

Assignment	Points
Talking Points	30
Reflections	30
Final Project	40
Total Points	100

Grading Scale

93 – 100 A

85 – 92 B

77 – 84 C

Student Academic Integrity

Participants guarantee that all academic work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own) is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

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