

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**This Class Stinks! Olfaction Classroom Supports**  
EDUO 9970

3 Semester Credit/Units

**Instructor: Carolyn Catalano, MS, OTR/L**

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*Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.*

### **Course Overview**

Explore how the addition of olfactory (smells) to your classroom can affect change in all students, especially students with emotional dysregulation. Examine what emotional dysregulation is and how to choose different smells for the whole classroom and for individual student needs. Discover the various ways to incorporate these strategies easily within your classroom.

### **Course Objectives:**

Examine the olfactory systems and how it relates to emotional regulation. Learn how to seamlessly incorporate olfactory sensory support for all students.

- Discover the signs of emotional dysregulation
- Examine how the olfactory system functions and how the use of specific olfactory programs can affect emotional dysregulation.
- Create a classroom plan surrounding the use of smells within the classroom unique to student needs.

### **Course Relation to CCS or other Professional Standards**

This course aligns to the standards for:

\* Standard 2 Creating and Maintaining Effective Environments for Student Learning

\* 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

\* Standard 6 Developing as a Professional Educator

\*6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

\* 6.6 Managing professional responsibilities to maintain motivation and commitment to all students

### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3). Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

## Course Assignments

There are 7 modules which comprise this course. The modules will guide you through your current knowledge on the course matter, to gaining knowledge, to doing your own research, to sharing and gaining tips, analyzing current students, and reflecting on how you will utilize these techniques in the classroom.

### Module One

Overview	Reflection is needed prior to starting a new learning journey. A teacher needs to explore what they know and don't know regarding the subject prior to starting this new learning project.
Goal	By the end of this module, the teacher will have discovered and analyzed their prior knowledge of smells and the relationship to emotions.
Assignments	Write a short bio about yourself and a reflection paper on what you think you already know about smells and the relationship to emotions. Have you used smells yourself in the past for any particular reason? What specific questions might you have about the use of smells in the classroom? Submit this to the Module 1 dropbox.

### Module Two

Overview	In order to understand how to use olfaction in the classroom, a teacher first needs to understand the anatomy of the system and how it works.
Goal	By the end of this module, the teacher will understand the anatomy of how the olfaction system works
Assignments	Watch the following video on how the olfaction system works: (provided upon registration) Please write a short response to this video. Did you find it interesting? Did you know how detailed the olfactory system was prior to watching this video?

### Module Three

Overview	In order to implement a new classroom technique, a teacher should understand what the concern is and what it looks like in the classroom setting.
Goal	By the end of this module, the teacher will have explored what self-regulation skills are and what they look like in the classroom. They will examine what emotional dysregulation is and how this may present in the classroom setting.
Assignments	Read the following articles: (provided upon registration) Write a short essay: Do you know (or have you known) any students who might be emotionally dysregulated? What do you see as their concerns? If you do not think you have known any students who have emotional regulation needs, please provide a profile of what you might see in the classroom of a student with these concerns.  Submit this to the Module 3 dropbox.

### Module Four

Overview	Learn what studies show regarding olfaction and emotions.
Goal	By the end of this module, the teacher will have explored the various studies surrounding emotions and olfaction. They will understand the significant olfaction plays in emotion.
Assignments	Read the following articles: (provided upon registration) Please write a 1 page essay: Were you surprised by these studies? Did you already know this? Any thoughts on the studies?

### Module Five

Overview	Learn what to do to support emotional regulation in the classroom and how to do it.
Goal	By the end of this module, the teacher will have researched the various tools and example activities a teacher can use to incorporate olfactory support in the classroom for students with emotional dysregulation and all students. They will also explore the mistakes a teacher could make in embarking on this classroom change.
Assignments	Read the following articles and watch the follow videos: (provided upon registration) Please submit two plans of action: <ul style="list-style-type: none"> <li>1- Please give a case study of a student you have known who fits the concerns for emotional regulation. What would you use and how would you implement it?</li> <li>2- Please explain why you might use an olfaction program with an entire class? And how?</li> </ul> <p>Submit this to the Module 5 dropbox.</p>

### Module Six

Overview	Teaching others is an excellent way to solidify a new skill learned. Practice solidifying this new skill and knowledge.
Goal	By the end of this module, the teacher will show that they fully understand how to implement a classroom olfaction plan and why?
Assignments	Imagine that you are incorporating a new olfactory program in your classroom.... In walks your principal... he looks at you with wide-eyes.... What do you say? Write a 2-3 page paper on how you would explain the program you are implementing and why you are implementing it? Please include if the student(s) have emotional dysregulation concerns and how that presents in the classroom.  Submit this to the Module 6 dropbox.

## Module Seven

Overview	Self-Reflection is important after learning a new skill.
Goal	By the end of this module, the teacher will reflect on the information they learned in this class. They will understand if they will implement these strategies and why.
Assignments	Please write a short self-reflection. Did you learn new information regarding olfaction, and/or emotional dysregulation? Do you think you can or will implement some of the strategies presented? Do you think it will help? If you started any changes, has student behavior changed?  Submit this to the Module 7 dropbox.

### Course Assessment Rubric

<b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-	<b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B-	<b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by writing an implementation plan to incorporating olfaction into a classroom.	Most responses show evidence of new knowledge evidenced by writing an implementation plan to incorporating olfaction into a classroom.	Responses show little to no evidence of new knowledge evidenced by not writing an implementation plan to incorporating olfaction into a classroom. .
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at [support@dominicanCAonline.com](mailto:support@dominicanCAonline.com) or call (800) 626-5080. To change your address, link to your Dominican Student Account at [https://www.dominicancaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicancaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>