

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

Responding to Stress in Schools

EDUO 9959 3 Semester Credits/Units

Instructor – Dr. Rhiannon Kim

rkim@dominicancaonline.com

Course Syllabus

Course Overview

Gain trauma-informed skills and strategies to understand and unpack the high stress environments that impact teaching and learning. Being trauma-informed includes building an awareness of stress and the ways it shows up in our students and ourselves. Recognize the symptoms of stress and explore ways to prevent burnout in the classroom. Analyze ways to improve student and teacher well-being to promote learning.

Course Learning Objectives: Participants will have opportunity to:

- Build awareness of the presentations and impact of burnout, moral injury, and secondary trauma response in schools.
- Examine current practices that perpetuate stress.
- Develop personal and systemic resiliency-based practices to address burnout, moral injury, and secondary trauma responses that impact educators and students.

Course Relation to CCS or other Professional Standards

- Proposition 1: Teachers are committed to students and their learning.
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Proposition 3: Teachers are responsible for managing and monitoring student learning.
- Proposition 4: Teachers think systematically about their practice and learn from experience.
- Proposition 5: Teachers are members of learning communities.

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 submit your assignments. 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.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Modules

Module Assignments: All course assignments will be uploaded to the course LMS

Welcome to Responding to Stress in Schools!

This course has a total of five modules. Each module will have a summative assignment. For those of you who prefer to create a visual representation of your learning, you are welcome to create collages and other visual forms as long as they contain the essential elements outlined for each of your summative assignments. For those who prefer writing, the number of paragraphs per section will be written in the module assignment.

Module 1: Understanding Ourselves

In this module we will explore who we are and why we wanted to work in education. First, read this article and download the [Feelings Wheel](#) embedded within it.

Additional suggestions for integrating reflective practices and this course:

1. Read/explore the materials and keep a journal nearby. Journal for at least 10 minutes afterwards
2. Read/explore the materials and go for a walk/get on the treadmill/etc. after while thinking about/processing the material.
3. Keep the feelings wheel nearby throughout this course!

Read this article by Beverly Daniel Tatum: [The Complexity of Identity: "Who Am I"](#) followed by reading and completing the [Social Group Membership](#) and the embedded reflection questions.

Explore this [Cycle of Socialization](#) by B. Harro to examine the ways each of us has been influenced by broader systems.

Watch this video of students [describing the impact of educators on them](#) and then read: [Teachers, We Cannot Go Back to the Way Things Were](#) by Dr. Bettina L. Love.

Each of us has a story about *why* we decided to become an educator. Your role might be a classroom teacher, speech language pathologist, special educator, a guidance counselor, art teacher, music teacher, P.E. teacher, 1:1 support person. Regardless of your title, take some time to reflect on your story. The [Tree of Contemplative Practices](#) might be supportive to you as you think about *how* you want to reflect. Perhaps it is journaling or taking a walk or laying down in a hammock or on the couch. Here are the prompts your reflection:

1. Why did you want to become an educator?
2. Who were the people who supported you when you decided to become an educator/work in education?
3. Who are your educator role models? Who do you look up to?
4. In your childhood, who were some influential educators? Who impacted your life?
5. In what ways is working in education fulfilling the hopes you had in becoming an educator?
6. In what ways is working in education not meeting the hopes you had in becoming an educator?

Module 1 Assignment:

Write/create a summative description of your learnings from this module that contains responses to these prompts:

1. Introduce yourself and the social identities you want to include. Share your past and current roles in education (1-2 paragraphs).
2. Share your reflections on reading The Complexity of Identity “Who Am I” and completing the Social Group Membership worksheet. (1-3 paragraphs). Include at least 3 quotes total.
3. Describe what you learned looking at the Cycle of Socialization about yourself and the people you work with (1-2 paragraphs).
4. Share your response to the combination of watching the video of students sharing the impact teachers have and the paired text from Dr. Bettina L. Love (1-2 paragraphs).
5. Summarize your *why* about becoming an educator (1-2 paragraphs).

SUBMIT ASSIGNMENT #1 IN MOODLE/DROPBOX UNDER MODULE #1

Module 2: Power in School Systems

In this module will look at various ways power and power-over exists in society and schools. Alternatives to power-over practices of discipline and conflict resolution will be introduced.

Start by watching [Lego's & The 4 I's of Oppression](#) then read [Power Structures: Focus on Education](#).

Read [The Cunning of the Adult Supremacist](#) by Colby Tootosis which explores the ways in which adultism runs rampant in schools and society.

Read chapter 1 of bell hooks’ Teaching to Transgress on “Engaged Pedagogy” which can be found here [Chapter 1](#) followed by reading [A Restorative Approach for Equitable Education](#).

Then read and examine [Power Mapping 101](#).

Module 2 Assignment:

Write/create a summative description of your learnings from this module that contains responses to these prompts:

1. In what ways do you see the 4 I's of oppression operating in your educational setting? (1-2 paragraphs).
2. How do power structures in your school operate? (1-2 paragraphs).
3. Describe your reactions to reading the Cunning of the Adult Supremacist as it connects to student autonomy and choice in your educational setting (1-2 paragraphs).
4. Summarize your response to reading “Engaged Pedagogy” and how restorative practices may support a more holistic approach in education (1-2 paragraphs).
5. Describe the usefulness of power mapping in generating change in your educational setting (1-2 paragraphs).

SUBMIT ASSIGNMENT #2 IN MOODLE/DROPBOX UNDER MODULE #2

Module 3: Overwhelm, Moral Injury & Burnout

In this module we will explore the impact of overwhelm and trauma which will include moral injury and burnout. This module is intended to support both a micro and macro perspective of how and why moral injury and burnout happen in schools. These topics are inextricably linked to Module 2 “systems of power”.

First, take some time with this visual: [When Experiencing Overwhelm & Trauma](#) from the Trauma Stewardship Institute. *Do you see yourself on this wheel? People you know? People you work with? Students? Families?* This is not a tool to diagnose or pathologize but rather a tool to help us understand *why* we and others are experiencing these presentations of distress.

Read this article by Erin P. Sugrue: [Moral Injury Among Professionals in K–12 Education](#). Follow this with an exploration of the [Toolkit For "Healing From Moral Injury"](#) from Learning for Justice.

Read [How to Recognize Burnout Symptoms What to Do When Your Job Is Stressing You Out](#) followed [Schools, Not Teachers, Must Reduce Stress and Burnout—Here’s How](#) and [The Complexity of Self-Care](#).

Module 3 Assignment:

Write/create a summative description of your learnings from this module that contains responses to these prompts:

1. Describe your new understanding of overwhelm and trauma responses (1-2 paragraphs).
2. Explain how *moral injury* occurs in your educational setting (3-5 paragraphs). Examples are welcome but maintain confidentiality - no names or other identifying information. (1-2 paragraphs)
3. Describe how you might use the Toolkit for “Healing from Moral Injury” in your setting or adapt it (1-2 paragraphs)
4. Summarize the impact of burnout and the effect it has on you, your students, and your school/educational institution.
5. Explain your reactions to and insight gained from reading how schools and systems have to change to address burnout and self-care.

SUBMIT ASSIGNMENT #3 IN MOODLE/DROPBOX UNDER MODULE #3

Module 4: Addressing the Impact of Stress

In this module, we will explore the ways in which we ensure that we are upholding dignity in the work we do with each other, students, and families, learn more about our relationship with boundaries and practicing living into our “why” as well as explore a few practices that can help move us toward actualizing our “why”.

Start with reading: [Defending a Teacher’s Right to Disconnect](#) and then take [Nedra Tawwab's Boundaries Quiz](#).

Then listen to and/or watch this TedX talk: [Declare Dignity: Donna Hicks](#) & read the [Ten Essential Elements of Dignity & Ten Temptations to Violate Dignity](#).

Take time to listen to or read the transcript of [TRICIA HERSEY on Rest as Resistance /185](#) and read and then practice this at least three times: [A five-minute mindfulness exercise that’s ideal for skeptics and grumps](#).

Finally, watch/listen to: [Turning Values into Action](#) and start to develop a plan of action. Sometimes we can find ourselves in a pattern of trying to exert “power over” others by telling them they need to read what we have read/do the work the way we do. Rather than trying to *strongarm* others into our way of being it is critical that we are inviting others to do their reflective/growth work in their own way.

Module 4 Assignment:

Write/create a summative description of your learnings from this module.

It must contain the following:

1. Your current relationship to setting boundaries and “disconnecting” from work.
2. A description of your awareness of the role dignity has in your school setting
 - a. What essential elements are present?
 - b. What violations of dignity are present?
3. A reflection on the importance of rest and your practice of reflection using the high/low/hero moment.
4. A description of how you want to bring “hope over fear, empathy over alienation, and self-worth over self-doubt” into your role and work.

SUBMIT ASSIGNMENT #4 IN MOODLE/DROPBOX UNDER MODULE #4

Module 5: Closing Module: Reflections & Moving Forward

In this module, you will synthesize the key learnings you have taken from this course.

Module 5 Assignment: Summative Reflection Paper

Describe the insights you gained through this course and your plans to integrate what you have learned into your everyday life. Be sure to include personal and professional actionable steps.

SUBMIT ASSIGNMENT #5 IN MOODLE/DROPBOX UNDER MODULE #5

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples and provide a detailed description of how the assignment can be incorporated into a learning environment	Assignment use specific examples or somewhat describes how the assignment can be incorporated into a learning environment	Assignments do not use specific examples or describe classroom incorporation.
All assignments are completed and meet or exceed the page or paragraph requirement. Templates or assignment documents are fully filled out, with thorough elaboration and thoughtful detail put into each component.	The majority of the assignments are completed and meet the page or paragraph requirement. Templates or assignment documents are mostly filled out, indicating some thought put into each component.	Assignments are not completed and do not meet the page or paragraph requirement Templates or assignment documents are not filled out.