



## **Teacher Self-Care: Managing Work & Life**

**EDUO 9053 2 Semester Credits/Units**

Instructor – Christina Costa

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

### **Course Overview**

Is work-life balance a myth? This is a question that many are asking as we continue to work more and more hours. Learn about the current state of work-life balance and strategies for seeking balance in your teacher life. Critically examine your current schedule and use strategies to improve the way your time is used to truly align with your core values both at work and at home.

### **Course Objectives:**

In this course, participants will have opportunity:

- Explore what work-life balance means and the debate surrounding this topic
- Analyze how their current schedules and routine are contributing to their own goals and values
- Implement strategies to navigate work and life and practice

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### **Course Assignments**

There are 5 modules that make up this course. In Modules 1 and 2, participants will research the background of the science behind social connection: why social connection is so important and how it supports our wellness. In Module 3, they will reflect on their own systems of support. In Module 4 and 5, participants will focus on engaging in supportive communities to increase their own well-being. Participants are expected to read the assigned material for each module, and complete the required assignments according to criteria.

### **Module 1**

#### **Overview:**

Work-life balance has become an interest of many, and some question whether this balance is even attainable. For the purpose of this course, we will use the term ‘managing work and life.’ In the module, participants will discover different definitions of what work-life balance means and what it has evolved to mean. Participants will also watch a talk on the fallacy of work-life balance. By the end of this module, a guided reflection will be submitted on what work-life balance means to them.

## **Module 2**

### **Overview:**

Using the information about work-life balance in Module 1, participants will look at a case study of work-life balance. In this module, participants will get the chance to reflect on their own work-life balance by tracking their schedule over a week. By the end of this module, they will submit a reflection of their week.

## **Module 3**

### **Overview:**

Values are the things that we care about most. To move beyond the term ‘work life balance,’ you can also think about how the things we are choosing to spend our time on reflect on our values. In this module, participants will explore what values are and take a questionnaire that will help them identify their main values. Additionally, this module will guide participants through a reflection on their values and where they are occurring in their daily schedules.

## **Module 4**

### **Overview:**

This module will focus on incorporating strategies for balance. In this module, participants will learn about respective boundaries and prioritizing tasks. By the end of the module, they will have incorporated some of these ideas into a calendar that they will track and submit.

## **Module 5**

**Overview:** There are many ways that we can now use technology to help us manage our work lives and home lives. In this final module, participants will engage in a resource hunt of current technology resources that help people prioritize their time and incorporate balance. By the end of this module, participants will report on their use of two resources and how they affected their work and home life.

## Course Assessment Rubric

<p style="text-align: center;"><b>EXCELLENT</b> Meets or Exceeds Course Objectives: A to A-</p>	<p style="text-align: center;"><b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; B+ to B-</p>	<p style="text-align: center;"><b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
All work is very organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrate 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.	Assignment do not use specific examples or describe classroom incorporation.
<p>All assignments are completed and meet or exceed the page or paragraph requirement.</p> <p>Templates or assignment documents are fully filled out, with thorough elaboration and thoughtful detail put into each component.</p>	<p>The majority of the assignments are completed and meet the page or paragraph requirement.</p> <p>Templates or assignment documents are mostly filled out, indicating some thought put into each component.</p>	<p>Assignments are not completed and do not meet the page or paragraph requirement</p> <p>Templates or assignment documents are not filled out.</p>
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 Store account at [https://www.dominicanaonlinestore.com/store/index.php?main\\_page=login](https://www.dominicanaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>

## EDUO 9503 Public Syllabus