EDS EDUCATIONAL DEVELOPMENT AND SERVICES

in partnership with

DOMINICAN UNIVERSITY
of CALIFORNIA

School of Liberal Arts and Education

Teacher Self-Care: Building Social Connections and Support Systems
EDUO 9051 2 Semester Credits/Units
Instructor – Christina Costa
ccosta@dominicancaonline.com

Note: This is a Public syllabus of the course. <u>For a fully detailed syllabus, please email the instructor.</u>

Course Overview

Social connection is one of the most important factors of well-being, and social support is an essential for positive work functioning. Learn the psychology behind social connection and social support at work. In the course, you will discover ways to foster better work relationships in school and online.

Course Objectives:
In this course, participants will have opportunity:
- Explore the psychological science of social support and connection
- Evaluate the difference between emotional, instrumental, informational, and appraisal support
- Engage with and create communities at school and online

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, participants 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:
Social connections are significantly important to human functioning. We are wired to connect, and relationships certainly serve an important purpose in our lives. In this module, participants will read about the psychological science behind human connection and its impact on our well-being. At the end of this module, participants will submit a reflection based on guided questions and their notes.

Module 2
Overview:
Now that we have learned some preliminary findings in the science of social connection, we will hear what the experts in the field have to say. In this module, participants will watch three talks on social connection findings, and then pick one to reflect on. By the end of this module, participants will have reflected on how social connection plays a role in their life and work.

Module 3
Overview:
There are many different types of social support that come from different areas of our lives. In this module, participants will learn about various types of support. Then, participants will reflect on their own systems of support and identify strengths and weakness. By the end of this module, participants will have reflected on their systems of support and reflected on the areas in which they need more support.

Module 4
Overview:
Engaging and creating communities within your school is an important factor to teacher job satisfaction and your health and well-being. In this module, participants will identify different ways to create community within your school and make a plan! By the end of this module, participants will have a plan to form new social connections.

Module 5
Overview: While it is important to have support groups at your school, the online teacher world is an up and coming place to receive support and professional development from other teachers around the world. By the end of the modules, teachers will have engaged with an online community in some way and log different things they have learned.

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 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.
All assignments are completed and meet or exceed the page or paragraph requirement.\n\nTemplates 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.\n\nTemplates 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\n\nTemplates or assignment documents are not filled out.
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 or call (800) 626-5080. To change your address, link to your Dominican Store account at 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

EDUO 9051 Public Syllabus