

# Beyond Stress --Advanced Strategies For Managing Stress For Educators and Their Students

Instructor on Record: Francoise E Netter, MA  
Phone Number: 303-960-6000  
Email address: [fenetter@yahoo.com](mailto:fenetter@yahoo.com)  
Web site: [www.bodyminddynamics.org](http://www.bodyminddynamics.org)  
Credit Hours: 3 graduate credits (45 hours)  
Course Number: EDUU 9081

## Course Description:

This course will cover a variety of information about stress derived from the latest in scientific and medical research. We will explore the definition, causes, preventions and most advanced and effective management techniques to transform stressors and cortisol levels that Educators and their students face in today's modern world. In a simple and powerfully effective format that includes written handouts, discussion and experiential exercises, educators will discover and implement effective strategies that they can integrate into their lives and translate to their classrooms for effective and transformational classroom management.

Students will be introduced to advanced breathing and relaxation strategies as well as other transformative techniques that help to reduce stress, minimize burnout and create positive choices for increased effectiveness on the job and greater wellness and balance during the school year as well as in daily life. These strategies will also be specifically targeted so that they can be applied successfully in the classroom to decrease anxiety in students, improve test scores and decrease acting-out behavior.

## Student Learning Outcomes:

Upon completion of this course, participants will be able to:

1. Identify and create awareness of the definition and causes of stress from the latest scientific and medical research.
2. Explore preventions and effective management techniques to transform stressors that teachers, students and other Educators face.
3. Use relaxation strategies as well as other advanced techniques that help to reduce stress, minimize burnout and create positive choices for increased effectiveness on the job.
4. Create greater attentiveness, wellness and balance during the school year.
5. Implement proven strategies to apply in the classroom to decrease cortisol levels as well as anxiety in students, improve test scores, academic success and decrease acting-out behavior.

## Course Process:

1. During the on-site meeting, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises and other materials.
2. They will document their studies by keeping a log of completed assignments including: reading assignments (from handout and book reading list), practicing exercises given, working with CD, creating

on-going lesson plans utilizing materials learned in course, implementing lesson plans in the classroom, writing a final paper identifying and implementing theories and practicum learned.

3. Projects completed by student are to be submitted via email or by regular mail (within 90 days of final class).
4. The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.

### **Course Required Readings And Materials:**

Choose at least one other book and the articles available on [www.bodyminddynamics.org](http://www.bodyminddynamics.org) for your research from the following list or you may choose a book of your choice with Instructor approval pertaining to the subject matter of this course:

- Bell, Lorna and Eudora Seyfer. *Gentle Yoga*. Berkeley, Calif.: Celestial Arts, 1987.
- Davis, Martha, Eshelman, E.R. and McKay, M. *The Relaxation and Stress Reduction Workshop*. CA: New Harbinger Publications, 1982.
- Dienstfrey, Harris. *Where The Mind Meets The Body*. NY: Harper Collins, 1992.
- Frankle, Viktor, *Man's Search For Meaning*,
- Gordon, James. *Stress Management*. Pennsylvania. Chelsea House Publishers, 2001.
- Jones, Hillary. *I'm Too Busy To Be Stressed*. Great Britain: Hodder & Soughton, 1997.
- Levey, Joel & Levey, Michelle. *Living In Balance*. CA: Conari Press, 1998.
- Maslachi, Christina. *Burnout-The Cost of Caring*. NJ: Prentice-Hall, Inc., 1982.
- Netter, Françoise. *The Magic Of Movement* CD. Boulder, CO: Body/Mind Dynamics, 2006.
- Netter, Françoise. *Movement For The Mind: Dance That Awakens Healing, Inspiration and Wisdom*. Boulder, CO.: Body/Mind Dynamics, 2013.
- Netter, Françoise. *Redress Your Stress* CD. Boulder, CO: Body/Mind Dynamics, 2006.
- Schiffmann, Eric, *Yoga The Spirit And Practice Of Moving Into Stillness*.: NY Pocket Books, 1996.

### **Course Requirements:**

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance by instructor. Assignments need to be completed by the due date assigned by the instructor.

Contact hours activities:

- Attend each class session and participate in class discussions, projects, and activities.
- Keep a log of non-contact hours and assignments
- Outside activities: Each student will complete the following:
- Assigned readings
- Work with the CD and exercises to be given in class.
- Complete all written work:
- Five lesson plans
- A paper that reflects the questionnaire and any other observations. Length of paper must be a minimum of 5 pages including the written assignment of 5 new lesson plans for a B grade. A longer more extensive paper will qualify for an A grade (8 pages plus).

<b>Requirement</b>	<b>Points</b>	<b>Student Effort (hours)</b>
Assigned Readings		10
Watching Assigned Videos		4
Written Reflection of Readings/Video		5

Group Discussions Board Posts		5	
Lesson plans and Enacting of lesson plans		10	
Research Paper		6	
Written and Experiential Exercises		5	45
<b>Total Hours</b>		45	

#### Grade Distribution and Scale:

In order to receive credit for the course, participants must attend and actively participate in all class sessions unless alternative arrangements are approved in advance. Assignments need to be completed by the due date assigned by the instructor.

#### Grade Distribution:

Attendance	15%
Class Participation and discussion	20%
Written Paper (see above)	40%
5 Personal Lessons (exercises to be included)	25%

#### Grading Scale:

100-90%	<b>A</b>
89-80%	<b>B</b>
79-70%	<b>C</b>
69-60%	<b>D</b>
Less than 60%	<b>F</b>

#### Grading Rubric for U Mass Global

	<b>A (4)</b>	<b>B (3)</b>	<b>C (2)</b>	<b>D/F (1/0)</b>
<b>Focus:</b> Purpose, And Presentation	Purpose and presentation of objectives and application of course are clear.	Shows awareness of purpose and presentation.	Shows limited awareness of purpose and presentation.	No awareness.
<b>Main idea</b>	Clearly presents ideas and objectives of course throughout the paper and assignments.	There are objectives and ideas supported throughout most of the paper and assignments.	Vague sense of a main idea, weakly supported throughout the paper and assignments.	No main idea or objective of course assignments.
<b>Organization:</b> Overall	Well-planned and well-thought out reflecting the objectives of the course.	Good overall organization reflecting the objectives of the course	There is a sense of organization.	No sense of organization
<b>Content</b>	Exceptionally well-presented. Ideas,	Well-presented, Ideas,	Content is sound and solid;	Content is not sound

	observations and reflections are detailed, well-developed, supported with specific evidence, as well as examples, experiences and specific details.	observations and reflections are detailed, developed and supported with evidence, examples, experiences and details, mostly specific.	ideas are present but not particularly developed or supported; some evidence, examples and experiences but usually of a generalized nature.	
<b>Research (when applicable)</b>	Sources are exceptionally well-integrated and they support claims articulated in the paper and assignments very effectively.	Sources are well integrated and support the paper's claims and assignments.	Sources support some claims made in the paper and assignments, but might not be integrated well within the paper's argument.	The paper does not use adequate research or if it does, the sources are not integrated well.
<b>Lesson Plans</b>	Lesson plans are clearly articulated to reflect the integrated knowledge of the course and the specific application to Educator's academic environment.	Lesson plans are articulated to reflect some of the integrated knowledge of the course and application to Educator's academic environment.	Lesson plans reflect a limited amount of the integrated knowledge of the course and application to Educator's academic environment.	Lesson plans are not clearly articulated to support the Educator's knowledge and application.

### **Attendance/Participation:**

#### CLASS SCHEDULE:

#### DAY ONE:

1. Introduction to the scientific data and research on stress including a brief study of brain chemistry and the mind/ body connection and the significance of the effect of stress on the academic environment, students and Educators.
2. Introduction to the creation and exploration of techniques that can be readily used and integrated in the classroom and be used by Educators themselves to reduce stress, anxiety, acting out behaviors and improve academic performance and test scores as well as in-class conduct and attentiveness.
3. Introduction to breathing exercises and action plans that can be immediately utilized in a variety of classroom subjects and grade levels.
4. Assign the following Stress Assessment Questionnaire to be completed as course assignment and how this questionnaire can be modified and utilized in the academic environment:

#### Stress Self-Assessment Questionnaire

1. Make a list of all the Stress factors in your life within the past 3 years (minimum 6 months). Describe briefly the situation and how you experienced it as stressful.
2. List your typical daily diet or weekly diet if your diet changes daily.

3. List your daily or weekly physical activities.
4. List what you do for recreation or relaxation, daily or weekly.
5. Describe yourself mentally, physically, emotionally and spiritually---how you see yourself and how you think others see you.
6. Explore the questions and write about: how can I be aware when I am "leaking" stress and what can I do about it to transform the stressful reaction into a more positive, regenerative habit? (ie. Attitude, action or simply pausing and breathing).
7. Describe what your life would realistically look like if you were doing what it is you really want to do and living life at its optimum capacity mentally, physically, emotionally and spiritually. Rate your present lifestyle on a scale from 1-10 (10 being the highest) as to how closely it resembles your optimum lifestyle.
8. Read over your answers from 1-7 and list or describe the areas in your life that you feel could be improved upon to reduce stress and bring your lifestyle closer to your optimum experience (i.e. Improved diet, mental attitude, physical activity, relationships, etc.).
9. Create a plan of action. If you have done a similar questionnaire in the past, look at where you are now and how you can go deeper into reducing cortisol levels and integrating that awareness and action into your life both personally and professionally.
10. Keep a journal for at least 30 days.

#### DAY TWO:

1. Review of principles discussed on Day One and discussion of readings and homework assignment.
  2. Share the homework assignment and specific application for various special need populations and grade levels.
  3. Introduce new experiential exercises and techniques for stress management that can be used in the academic environment.
  4. Assign readings, exercises on *Redress Your Stress CD* and assign presentation lesson plans incorporating learned strategies.
  5. Discuss assignments requiring the presentation of a lesson plan to group as a basis for professionally integrating principles of course.
  6. Presentation and sharing of content of the class information, activities completed, and any other aspect of the class that were of importance personally and of value to their own classrooms.
  7. Wrap up of class evaluation procedures, non-contact hours continuation including logged in hours, journal, readings, exercises and all written assignments and future in-service programs.
- NON-CONTACT HOURS
  - Educators will read from assigned and recommended reading list. (10 hours)
  - Educators will research and write paper final paper answering the Questionnaire and sharing their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Papers should reflect how integrating stress management can positively impact education today and in the future. (6 hours)
  - Educators will do exercises specified in classes that are on the CD including breathing exercises, relaxation exercises and guided visualization exercises. Educators can incorporate the breathing exercise as well as parts of the questionnaire as lesson plans. (4 hours)
  - Educators will write 5 lesson plans designed for personal classroom use on the application of principles researched and learned in class—see above. (5 hours)
  - Educators will implement lesson plans in classroom and academic environment and document results. (5 hours)

## COURSE PROCESS:

- During the on-site meetings, the instructor will introduce the structure of the course through lecture, handouts, experiential exercises and other materials.  
Students will document their studies by keeping a log of completed assignments including: reading assignments, practicing exercises given, working with CD, creating lesson plans utilizing materials learned in course, implementing and integrating lesson plans in the classroom, and will research and write paper final paper answering the Questionnaire and sharing their own experiences in the classroom that support this evidence as well as techniques that can specifically be utilized for individual and group success. Papers should reflect how managing Stress personally and integrating these principles in the classroom can positively impact education today and in the future.
- Educators will do exercises specified in classes. Projects completed by students are to be submitted via email.
- The instructor will evaluate the completed work and give a grade upon receiving and reviewing log and completed materials.