

## Explanation of Assignment Expectations for One Credit Course from The Education Cooperative (TEC) through Worcester State University

<b>Course Title:</b>	Connecting Behavioral Health and Social Emotional Learning to Success in School
<b>University:</b>	Worcester State University
<b>Dates &amp; Site:</b>	Beginning Fall, 2016 for multiple years in a self-directed online course
<b>Graduate Credit:</b>	One
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### Course Expectations and Assignments and Products

The following criteria will be used to determine successful completion of the course:

- Completion of all assigned readings and activities in each session;
- Completion of all interactive self-assessments and associated templates;
- Completion of the **Reflection and Implementation Guide**;
- Completion of each Session Assessment;
- Completion of a final product.

*Final Product:* For the final product, choose one product from among the list below to show your thinking about one of the four areas of social and emotional learning in your classroom, school, district, or community. If you have a similar product that would be helpful to you, you are welcome to use it instead of one of these.

- Case Study: Using a student with whom you are working now or have worked in the recent past, describe the issues of anxiety that you believe she/he has and how you worked with the student. Answer the following in your analysis:
  - What behaviors lead you to believe the student is suffering from stress and anxiety? How has learning been impacted?
  - What situations seem to exacerbate the anxiety?
  - What strategies have you used to support this student, helping him/her to reduce stress and increase self-management?
  - What new insights from the first session's resources will you be trying or could you have tried?
- Lesson plan: Create a lesson plan that addresses issues of bullying in school or outside. You may expand on social curricula used in your school (*Responsive Classroom*, for instance); you may use a story or book; you may develop an expressive language lesson. Whatever works for the integration of instruction to include issues of bullying in aspects of the curriculum will fulfill the assignment.
  - Include learning objectives, standards reference, assessment, procedure.

- Include, also, a discussion of how you will use the lesson to illuminate issues of bullying and ways to help students who are bullied or who watch bullying or who are the bullies.
- Brochure: Create a brochure for the parents in your classroom or school that discusses the issues of bullying. Make it attractive and ready for distribution at your school's Open House. In it, discuss the following:
  - What we mean by bullying
  - Various "faces" of bullying
  - Description of the school's policy for addressing incidences of bullying
  - Ways to support students who have been bullied and ways to empower students who are bystanders and witness bullying
- Faculty Meeting presentation about issues related to students who identify as LGBTQ: Prepare and implement a presentation for a faculty meeting (one hour minimum) that addresses such topics as the following:
  - Defining terms of LGBTQ, sexual orientation, gender identity and gender expression
  - Struggles faced by LGBTQ students: low self-esteem, estrangement from other students, outright bullying and harassment, depression
  - Discussion about how gender identity grows and develops
  - Ways to support GLBTQ students in the classroom so the classroom is a safe place for all students
- One-page Faculty Resource Page as a guide to suicide prevention: Sometimes, a quick guide is the handiest resource, rather than having to rummage through your desk for a multi-page handbook. In this quick guide include the following:
  - A list of the people in your school, along with contact information and their job title, who would be the first people to contact should a teacher have concerns about a student
  - Contact information for outside resources
  - A flow chart or other visual that shows the process/procedure for seeking help for a troubled student
  - A list of "things to do" and "things not to do" when dealing with a potential crisis or troubled student
- Faculty Meeting presentation about issues related to suicide prevention: Prepare and implement a one-hour faculty meeting presentation that includes, but is not limited to, the following topics:
  - Warning signs that a student might be thinking of suicide
  - Common risk factors that may contribute to a student's thinking about suicide
  - Appropriate action steps to use with a student who has attempted suicide or who seems likely to do so
  - Appropriate school response after a suicide