

In-Service Education

COURSE SYLLABUS

SOCS 5210.02
COURSE NUMBER AND SECTION

Marlene Poger
INSTRUCTOR

Stress Busters
COURSE TITLE

Spring 2, 2004
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description: (Provide details of student focus, rationale, scope, and prerequisites)

Summer is drawing to a close and you are preparing to return to the classroom and the stress that comes with it. This course is designed to present information and strategies to help teachers respond effectively to stressors in the classroom. This course provides teachers with an opportunity to study, discuss, experience, and develop effective stress management skills for their classrooms. Participants will learn how to recognize stress signals and reactors, and develop effective solutions that will relax, renew, and "reenergize."

2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)

Each participant will:

- analyze how stress affects teacher instruction and student learning
- analyze one's specific classroom stressors and develop effective solutions
- learn the keys to relax, renew, and "reenergize"
- learn stress release strategies
- learn how to create positive attitude triggers in the classroom

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

MEETING 1:

Discussion, handouts, and group activities, problem solving with following topics:

1. Stress=eustress, distress, stress signals, stress reactions
2. Positive stress management, information
3. Analyze specific classroom stressor, compare/contrast each participant's classroom experience
4. Presentation of stress tips in the classroom to become energized
5. Discussion of final project (explanation, requirements)

MEETING 2:

Discussion, handouts, and group activities, with following topics:

1. Strategies for using positive attitude triggers in the classroom
2. Summary of information of stress management
3. Oral presentation and critique
4. Presentation of additional stress strategies for teachers

4. Resources: (list and indicate how they are to be used)

Supplemental Readings: Informational materials provided by instructor

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Class presentation 55%
- b) Project 35%
- e) Participation (Participation is not sufficient to determine a large percentage of the grade) 10%

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

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Discussion, handouts, and group activities, with following topics:

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In-Service Education

COURSE SYLLABUS

SOCS 5210.03
COURSE NUMBER AND SECTION

Marlene Poger
INSTRUCTOR

Stress Busters
COURSE TITLE

Spring 2, 2002
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description: (Provide details of student focus, rationale, scope, and prerequisites)

Summer is drawing to a close and you are preparing to return to the classroom and the stress that comes with it. This course is designed to present information and strategies to help teachers respond effectively to stressors in the classroom. This course provides teachers with an opportunity to study, discuss, experience, and develop effective stress management skills for their classrooms. Participants will learn how to recognize stress signals and reactors, and develop effective solutions that will relax, renew, and "reenergize."

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MEETING 2:

Discussion, handouts, and group activities, with following topics:

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3. Oral presentation and critique
4. Presentation of additional stress strategies for teachers

4. Resources: (list and indicate how they are to be used)

Supplemental Readings: Informational materials provided by instructor

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In-Service Education

COURSE SYLLABUS

SOCS 5210.01
COURSE NUMBER AND SECTION

Marlene Poger
INSTRUCTOR

Stress Busters
COURSE TITLE

Fall 1, 2000
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

Summer is drawing to a close and you are preparing to return to the classroom and the stress that comes with it. This course is designed to present information and strategies to help teachers respond effectively to stressors in the classroom. This course provides teachers with an opportunity to study, discuss, experience, and develop effective stress management skills for their classrooms. Participants will learn how to recognize stress signals and reactors, and develop effective solutions that will relax, renew, and "reenergize."

2. Learning Outcomes:
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MEETING 2:

Discussion, handouts, and group activities, with following topics:

1. Strategies for using positive attitude triggers in the classroom
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4. Resources: (list and indicate how they are to be used)

Supplemental Readings: Informational materials provided by instructor

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

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In-Service Education

COURSE SYLLABUS

SOCS 5210.04
COURSE NUMBER AND SECTION

Marlene Poger
INSTRUCTOR

Stress Busters
COURSE TITLE

Spring 2, 2000
TERM

WEBG
SITE

1
CREDIT HOURS

1. Course Description: (Provide details of student focus, rationale, scope, and prerequisites)

Summer is drawing to a close and you are preparing to return to the classroom and the stress that comes with it. This course is designed to present information and strategies to help teachers respond effectively to stressors in the classroom. This course provides teachers with an opportunity to study, discuss, experience, and develop effective stress management skills for their classrooms. participants will learn how to recognize stress signals and reactors, and develop effective solutions that will relax, renew, and "reinnergize."

2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)

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4. Presentation of stress tips in the classroom to become energized
5. Discussion of final project (explanation, requirements)

MEETING 2:

Discussion, handouts, and group activities, with following topics:

1. Strategies for using positive attitude triggers in the classroom
2. Summary of information of stress management
3. Oral presentation and critique
4. Presentation of additional stress strategies for teachers

4. Resources: (list and indicate how they are to be used)

Supplemental Readings: Informational materials provided by instructor

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

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In-Service Education

COURSE SYLLABUS

<u>SOCS 5210.01</u>	<u>Marlene Poger</u>
COURSE NUMBER AND SECTION	INSTRUCTOR
<u>Stress Busters</u>	<u>Fall 1, 1998</u>
COURSE TITLE	TERM
<u>WEBG</u>	<u>1</u>
SITE	CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

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MEETING 2:

Discussion, handouts, and group activities, with following topics:

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4. Resources: (list and indicate how they are to be used)

Supplemental Readings: Informational materials provided by instructor

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In-Service Education

COURSE SYLLABUS

<u>SOCS 5210.03</u>	<u>Marlene Poger</u>
COURSE NUMBER AND SECTION	INSTRUCTOR
<u>Stress Busters</u>	<u>Fall, 1997</u>
COURSE TITLE	TERM
<u>WEBG</u>	<u>1</u>
SITE	CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

Stress Busters is designed to present information and strategies to help teachers respond effectively to stressors in the classroom. This course provides teachers with an opportunity to study, discuss, experience, and develop effective stress management skills for their classrooms.

2. Learning Outcomes:
(Goals, objectives, course outcomes, etc.)

Each participant will:

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4. Resources: (list and indicate how they are to be used)

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5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

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COURSE SYLLABUS

<u>SOCS 5210.03</u>	<u>Marlene Poger</u>
COURSE NUMBER AND SECTION	INSTRUCTOR
<u>Stress Busters</u>	<u>Fall, 1996</u>
COURSE TITLE	TERM
<u>WEBG</u>	<u>1</u>
SITE	CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

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4. Resources: (list and indicate how they are to be used)

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COURSE SYLLABUS

<u>SOCS 5210.04</u>	<u>Marlene Poger</u>
COURSE NUMBER AND SECTION	INSTRUCTOR
<u>Stress Busters</u>	<u>Spring, 1996</u>
COURSE TITLE	TERM
<u>WEBG</u>	<u>1</u>
SITE	CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

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MEETING 2:

Discussion, handouts, and group activities, with following topics:

1. Strategies for using positive attitude triggers in the classroom
2. Summary of information of stress management
3. Oral presentation and critique
4. Presentation of additional stress strategies for teachers

4. Resources: (list and indicate how they are to be used)

Text(s): - None

Supplemental Readings: Informational materials provided by instructor

Audio-visual:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

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b) Project 35%

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In-Service Education

COURSE SYLLABUS

<u>SOCS 5210.03</u> COURSE NUMBER AND SECTION	<u>Marlene Poger</u> INSTRUCTOR
<u>Stress Busters</u> COURSE TITLE	<u>SPRING, 1995</u> TERM
<u>50</u> SITE	<u>1</u> CREDIT HOURS

1. Course Description:
(Provide details of student focus, rationale, scope, and prerequisites)

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December 18, 2003

TO: Marlene Poger

FROM: Peggy Peel

RE: Syllabus

I have converted your syllabus to the format the we use to distribute to students. There were some areas that need development. Please describe what will be done in each session. I have enclosed another syllabus as an example. Could you also elaborate on the evaluation section? What will the project involve and how evaluated? What percentage is the presentation, the project and participation?

You can fill in responses on the syllabus and I will get it typed in. I would like this information as soon as possible in order to distribute during registration. Feel free to call me if you have any questions.