**Strategies for Well-Being and Self-Care for Educators**

**Instructor:**

Bengü Ergüner - Tekinalp, Ph.D

Professor of Counseling, Drake University

217 Collier-Scripps Hall

**515 2712170**

[Bengu.tekinalp@drake.edu](mailto:Bengu.tekinalp@drake.edu)

**Description of Course:**

Self-care is a set of intentional activities and practices that promote overall well-being, including psychological, physical, spiritual, and emotional health. Self-care practices lead to increased well-being and satisfaction with life. Self-care starts with being aware of one’s own needs and actively prioritizing meeting those needs. It is important to note that self-care without community care is incomplete. Social connections and support networks are crucial in promoting more holistic well-being, as self-care cannot happen in isolation. Community care focuses on the individual within their social context with collective and mutual responsibility in promoting well-being. This four-module, self-paced course will offer research-based practical self-care strategies for increased well-being. This course will focus on understanding well-being, happiness, and resilience and will help identify, practice, and acquire tools to enhance self and community well-being.

**Required Materials**

The How of Happiness: A New Approach to Getting the Life You Want by Sonja Lyubomirsky 2008

Website: create an account (it is free). You will take some of the questionnaires on this website.

<https://www.authentichappiness.sas.upenn.edu>

**Outcomes and Objectives:**

By the end of the course, participants will…

1. Be able to describe key concepts of well-being, happiness, and resilience theories and how to apply them.
2. Develop an insight into understanding their needs and be able to list three of them.
3. Develop practical strategies to increase well-being for themself within their community.
4. Develop a toolkit to manage stress, overcome challenges, and use their strengths to improve well-being.

**Course Topics:**

**Start Here**

**Download course syllabus and schedule**

**Check the list of materials needed**

**Book**

**Highly recommended- journal**

**Colorful pens, markers**

**Computer**

**Internet connection**

**Word processing program; word or google docs**

**Overview the modules**

**Make a practice journal entry introducing yourself to the instructor**

**If you choose to do so, you can read the entire book before starting the course. Each module provides the recommended chapter but chapters can also be read in any order.**

**Module 1 Re-Considering Well-Being**

Learn about key concepts and frameworks for measuring well-being, revisiting assumptions and myths about well-being, happiness, and self-care.

**Activities:**

***Review & Read:***

1. Review the module activities and assignments
2. Read How of Happiness chapters 1,2 & 3 (approx. 80 minutes)

***View:***

1. Introduction to well-being video (5 minutes)
2. Modules review (10 minutes)
3. Well-being powerpoint PowerPoint (appr. 25 minutes)
4. Set point powerpoint (appr. 25 minutes)
5. Watch and be ready to answer questions in your reflections
6. Let’s hear from the author of our book. What determines happiness. (4 minutes)

<https://greatergood.berkeley.edu/video/item/what_determines_happiness>

1. As you are engaged in the ideas and activities of this course and as you work on your final assignment, let’s have an overview on how to choose and practice intentional activities. (2 minutes)

<https://greatergood.berkeley.edu/video/item/finding_the_right_fit>

**Optional:**

Four Constituents of Well-being (13 minutes)

<https://greatergood.berkeley.edu/video/item/four_constituents_of_well-being>

***Practice:***

***Assignments:***

1. Take the following from authentic happiness website

Authentic Happiness Inventory

General Happiness Scale

1. **Journal:** In your journal entry please write a general reflection about your learning from the book, lectures and taking the questionnaires. (10 Pts)
2. Choose at least two activities outlined in the course module and practice
3. **Practice Journal:** Reflect on the practice and submit a journal entry as outlined in the course module. Details are provided in course blackboard. (10 Pts)

**Module 2 Emotions**

Learn about types of happiness, the importance of positive emotions, meaning, values.

***Review & Read:***

1. Review the module activities and assignments
2. Read How of Happiness chapters 4 & 6 (approx. 60 minutes)
3. Read extra readings provided in course module

***View:***

1. View Instructor’s video on Module 2 introduction meaning (8minutes)
2. View module PowerPoint Lectures
   1. Meaning (20 minutes)
   2. Positive Emotions (22 minutes)
3. View videos provided in course module

Positive Emotions Open our Minds by Dr. Barbara Fredrickson (8 minutes)

<https://greatergood.berkeley.edu/video/item/positive_emotions_open_our_mind>

The Positivity Ratio by Dr. Barbara Fredrickson (8 minutes)

<https://greatergood.berkeley.edu/video/item/the_positivity_ratio>

What Good is Gratitude? By Dr. Robert Emmons (4 minutes)

<https://greatergood.berkeley.edu/video/item/what_good_is_gratitude>

**Optional Videos if you wish to learn more**

Be Positive, Not Productive by Dr. Barbara Fredrickson (8 minutes)

<https://greatergood.berkeley.edu/video/item/be_positive_not_productive>

The Benefits of Gratitude by Dr. Robert Emmons (10 minutes)

<https://greatergood.berkeley.edu/video/item/the_benefits_of_gratitude>

Cultivating Gratitude by Dr. Robert Emmons (5 minutes)

<https://greatergood.berkeley.edu/video/item/cultivating_gratitude>

Challenges to Gratitude by Dr. Robert Emmons (8 minutes)

<https://greatergood.berkeley.edu/video/item/challenges_to_gratitude>

***Practice:***

1. Take the following from authentic happiness website

PANAS Questionnaire

Optimism Test

PERMA

Meaning In Life Questionnaire

**Journal:** In your journal entry please write a general reflection about your learning from the book, lectures and taking the following questionnaires. What were your scores on these inventories? What did you learn about yourself? What did you learn from Dr. Barbara Fredrickson and Dr. Dr. Robert Emmons’ talks? What stood out for you and what can you integrate in your life? (10 Pts)

1. Choose at least 2 activities outlined in the course module and practice.
2. **Practice Journal:** reflect on the practice and submit a journal entry as outlined in the course module. Details are provided in course blackboard. (10 Pts)

**Module 3 Relationships and Community**

Learn about the importance of meaningful relationships and community for well-being and develop insight and strategies to overcome the sense of isolation. Learning about strengths and using them for self and community.

***Review & Read:***

1. Review the module activities and assignments
2. Read How of Happiness chapter 5 (approx. 20 minutes)
3. Read extra the reading provided in course module (approx.10 minutes )

<https://www.chicagobooth.edu/media-relations-and-communications/press-releases/mom-was-wrong-you-should-talk-to-strangers>

***View:***

1. View Instructor’s video on social connections (9 minutes)
2. View module PowerPoint Lecture (28 minutes)
3. View external videos provided in course module

How to Build Your Well-Being to Thrive by Dr. Cabrera (15 minutes)

<https://youtu.be/04yBH7q1Zc8?feature=shared>

Helping others makes us happier -- but it matters how we do it (15 minutes)

<https://www.ted.com/talks/elizabeth_dunn_helping_others_makes_us_happier_but_it_matters_how_we_do_it?language=en>

***Practice:***

1. Schedule and meeting with the instructor: ask questions, get feedback, share, and discuss.
2. Take the following from authentic happiness website

Compassionate Love Scale

Close Relationships Questionnaires

* 1. **Journal:** What were your scores on these inventories? What did you learn about yourself? What are your overall reflections on this module lectures? What key findings did Dr. Cabrera and/or Elizabeth Dunn provide in their speech? What did you learn and what you can use in your life. Reflect on how we need a community to support our well-being and how we are also responsible in our community’s well-being. As you are reflecting on your well-being think of your community and social relations, how they might be contributing? Are there areas or relationships that need to be strengthened? What support you would need from people around you for your well-being? How can you contribute to a community (you define what it is, family, work, religion etc.) for the well-being of that community (10 Pts).

1. Choose at least 2 activities outlined in the course module and practice
2. **Practice Journal**: reflect on the practice and submit a journal entry as outlined in the course module. Details are provided in course blackboard. (10 Pts)

**Module 4 Flow and Mindfulness**

Learn about flow state, overcoming distractions, focusing, and mindfulness.

***Review & Read:***

1. Review the module activities and assignments
2. Read How of Happiness chapters 7 & 8 (approx. 50 minutes)
3. Read Chapters 9 & 10 (approx. 50 minutes)

***View:***

1. View Instructor’s video on mindfulness (10 minutes)
2. View module PowerPoint Lecture (30 minutes)
3. View external videos provided in course module

Debunking the 5 Most Common Meditation Myths by Light Watkins (17 minutes)

<https://www.youtube.com/watch?v=Xco3UjLLvGo>

**Optional**

The IAA Model of Mindfulness by Dr. Shauna Shapiro (11 minutes)

<https://greatergood.berkeley.edu/video/item/the_iaa_model_of_mindfulness>

Flow, The Secret to Happiness by Dr. Mihaly Csikszentmihalyi (18 minutes)

<https://www.ted.com/talks/mihaly_csikszentmihalyi_flow_the_secret_to_happiness?language=en>

***Practice:***

1. Take the Mindful Awareness Scale provided in course module
2. **Journal:** What were your scores on the questionnaire? What did you learn about yourself? What did you learn from the videos and what can ideas or insights can you integrate in your life? (10 Pts)
3. Choose at least 2 activities outlined in the course module and practice
4. **Practice Journal:** reflect on the practice and submit a journal entry as outlined in the course module. Details are provided in course blackboard. (10 Pts)
5. **Create a Self-Care Plan** that you can practice and submit your plan in BB. Details are provided in course blackboard. (20 Pts)

**Course Assignments:**

1. Journals (10 points each): Each module will include reflection journaling questions
2. Practice Journal: Each module has a set of activities to choose from, practice and reflect on.
3. Instructor Meeting (20 points)
4. Self-Care Plan (20 points): Participants will develop a tool box of strategies and a “self-care plan” as a culminating project.

**Instructor Methods and Course Design:**

Asynchronous, self-paced online course with one or two check-in sessions with the instructor.

**Grades**

Journals 10 each x 4 40

Practice Journals 10 each x 4 40

Instructor Meeting 20

Self-Care Plan 20

Total 120

A/Pass Grade \*Met all course requirements \*Averaged 90% or better on coursework

B/Pass Grade \*Met all course requirements \*Averaged 80%-89% on coursework

C/Fail Grade \*Met all course requirements \*Averaged 70%-79% on coursework

D/Fail Grade \*Met all course requirements \*Averaged 60%-69% on coursework

F/Fail Grade \*Failed to meet 1 or more course requirement and/or \*Averaged less than 60% on coursework.

**Technology Required:**

Students must have access to and be able to use a personal computer with Microsoft Word, have access to the Web.

**Special Needs Considerations:**

Students who require accommodations for special needs should contact the instructor before classes start.

Michelle Laughlin

Director of Student Disability Services

515-271-1835

[michelle.laughlin@drake.edu](mailto:michelle.laughlin@drake.edu)

**Academic Dishonesty:**

Academic Dishonesty encompasses any activity that seeks to gain credit for work one has not done, aid others seeking to gain such credit, or deliberately damage or destroy the work of others. Academic dishonesty includes, but is not limited to, (1) Plagiarism – misrepresenting another’s ideas, phrases, discourse, or works as one’s own; (2) Cheating – the act, or attempted act, of giving or obtaining aid and or information by illicit means in meeting any academic requirements, including examinations.

The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Possible penalties may include any of the following: reprimand, dismissal from the course with a failing grade, probation, suspension, and/or dismissal from the University.

**Drake University Nondiscrimination Statement**:

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, pregnancy, gender identity or expression, sexual orientation, genetic information, veteran status or any characteristic protected by law in its educational programs and activities, admissions, or employment.