

COURSE TITLE: NURTURING COMPASSION WITHIN OUR SCHOOLS

WA CLOCK HRS: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Michael Sedler
mike@communicationplus.net

COURSE DESCRIPTION:

This course will focus on helping children move from complacency to compassion in their interactions with other people. Too often, children are self-focused and miss opportunities to support, encourage, and help those around them. There are also those children who seem to lack an emotional connection to the outside world. We often say they are “unattached” or “lack sensitivity.” Through a combined presentation of literature, research, hands on activities, discussion topics, and personal interactions, this course will increase the ability of educators to impact children in the emotional recognition of social responsibility.

We will emphasize acts of kindness, reading social situations, increasing sensitivity to others, and phrases and actions that lead toward support toward others and compassion. This exciting class will change the dynamics within a classroom, a school, and a home. It will be enjoyable, energizing, and filled with strategies and interventions for a school. Regardless of the age group one works with, this class will benefit the educator. It is geared toward a broad audience, encompassing K-12 students.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Identified key components that lead to appropriate social interactions.
2. Emphasized social-emotional areas without lecturing and pushing children away with “controlling words or actions.”
3. Assessed individual students in order to identify what areas of effective interaction he/she is lacking.
4. Taught compassion concepts to others in a way that translates to action, not just words.
5. Explored task analyze social situations, addressed areas of compassion, and taught children specific strategies to support other people.
6. Applied new strategies within a classroom, school, or home.
7. Interacted more effectively with students and modeled aspects of compassion and social responsibility.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participant’s their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION**REQUIRED TEXT**

Selected text from Bibliography.

All handout materials, case study, and samples.

Obtain your text directly from libraries, the publisher, a local bookstore or an online booksellers.

A list of publishers and their phone numbers are located in the back of the Course

None. All reading is online.

MATERIALS FEE

A course manual may be downloaded, from the instructor's website at <http://www.michaelsedler.com/> without charge, once you have registered for this course. Click on classes, from there scroll down the page and click on the orange lettering 'Manual' next to the class "Nurturing". It will download as a PDF. While there is no fee for the manual, you may have to pay in order to order a book from the bibliography. Or, you may borrow one from a friend or check one out at the public library for free.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**A. INFORMATION ACQUISITION****Assignment #1: Read the Manual.**

Read all materials in the manual.

Assignment #2: Read Your Chosen Text.

Read a book from the Bibliography or one of participant's own choice (instructor approved).

If taking this course in a group, each person should read a book. Only one person needs to write a summary.

Assignment #3: Read the Case Study.

Read the case study in manual, answer questions at end.

Send to instructor: mike@communicationplus.net Subject line to read 'Compassion #3.'

Assignment #4: Complete Worksheets in the Manual.

Complete all required pages and worksheets within the manual and

send those specified to instructor: mike@communicationplus.net Subject line to read 'Compassion #4.'

Assignment #5: 2 Week Journal.

Keep a journal for two weeks, three entries per week.

Share examples that you observe of people demonstrating acts of kindness and compassion. Each entry should be at least 1 to 2 paragraphs in length.

Send to instructor; you may copy the journal. mike@communicationplus.net Subject line to read 'Compassion #5.'

Assignment #6: Observe a Classroom.

Observe another classroom (or a setting outside of the school).

Record and share examples of kindness and compassion expressed in those settings.

Assignment #7: Make a Plan.

Write a 2-3 page paper that emphasizes a plan to help children become more sensitive and caring toward other people. Include strategies from the manual, suggested readings, or from your own creative areas.

Send to instructor: mike@communicationplus.net. **Subject line to read 'Compassion #7.'**

Assignment #8: Create an Annotated Bibliography.

Create an Annotated Bibliography of 5 or more books or articles related to the subject of this course. The annotation should include Title, Author, Publisher (or URL), length of the book or article, year of publication and a paragraph review of information contained. Add your opinion of the value of the contents of each book or article, and describe how you feel they would fit well in your teaching situation and benefit students.

Send to instructor: mike@communicationplus.net. **Subject line to read 'Compassion #8.'**

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**B. LEARNING APPLICATION**

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

Assignment #9: Implement Strategies.

Focus on one student (or classroom) to share compassion strategies with and to practice implementation. It will be necessary to help the child become successful via role play, explanation, and practice.

Assignment #10: Evaluation.

After a 2 week period, evaluate the effectiveness of the strategies utilized by the student. Share any ideas for modification, changes, or additional strategies.

Write a 2-page summary report.

Send to instructor: mike@communicationplus.net. **Subject line to read 'Compassion #10.'**

Assignment #11: Develop a Lesson.

Assignment #11: You must choose either "A" or "B" (Required for 400 and 500 Level)

Assignment #A: (SEND commentary to Instructor)

- Develop a lesson to reflect what you've learned in this course.
- Implement your lesson with students in your classroom.
- Write a 2 page commentary on what worked well and what could be improved.
- Include any student feedback on your lesson.

(The following is encouraged but not required):

- Share what you've learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library located at <https://www.hol.edu/lesson-plan-library>

OR

Assignment #B: (SEND lesson and summary to Instructor)

Use this option if you do not have a classroom available.

- Develop a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 2 page summary concerning any noteworthy success you've had as a teacher with one or more students.

(The following is encouraged but not required):

- Please refer to the guidelines on our blog <https://www.hol.edu/blog> prior to writing your article.
- Please email a copy to [Yvonne Hall \(yvonne@hol.edu\)](mailto:yvonne@hol.edu) THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Subject line to read: (Course Name, Blog)
- **Send to instructor:** mike@communicationplus.net, Subject Line to read ?Compassion #11 (A or B.)?

Assignment #12: (500 Level only)

In addition to the 400 level assignments, complete **one (1)** of the following assignment options:

Option A) Conduct additional reading and/or literature research and combine information from this to develop an in-service or training program for your school, district or another personal setting. Focus on enhancing compassion, caring, and kindness within the school system. Write the results in a 2-3 page paper.

Send to instructor: mike@communicationplus.net. 'Subject line to read 'Compassion #12-A.'

OR

Option B) Another assignment of your own design with the instructor's prior approval.

Send to instructor: mike@communicationplus.net. 'Subject line to read 'Compassion #12-B.'

C. INTEGRATION PAPER

Assignment #13: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments.)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when, and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

Send to your instructor at their email address. Subject line to read "(put course name here) Integration Paper"

INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mike Sedler, D.Min., M.S.W. brings over 30 years of educational experience as an administrator, social worker, behavior specialist and teacher to each of his classes.

He provides consultation services and seminars throughout the United States and Canada for schools, agencies and businesses. He has been teaching "adult learning classes" since the mid 1980's and has had the privilege of working for The Heritage Institute for over 25 years.

He has a graduate degree in Social Work, a Doctoral degree in Ministry, a Counseling license, as well as his teaching certification (K-8). His combination of classroom experience, behavior intervention approaches, and involvement in working with hundreds of families allows for an excellent blend in all his classes.

Mike is passionate about children and emphasizes the importance of avoiding power struggles, offering options/choices to children, setting clear boundaries and guidelines as well as finding a place of positive engagement and connection with each individual. His heart for people and emphasis on positive communication are found throughout his seminars and classes.

All of Mike's classes are practical and "field tested" in schools and classrooms. Educators have found ongoing success in implementing Mike's clear and concise approaches.

BIBLIOGRAPHY

NURTURING COMPASSION WITHIN OUR SCHOOLS

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