

COURSE TITLE:	BURNOUT: DETECTING & PREVENTING		
NO OF CREDITS:	6 QUARTER CREDITS [semester equivalent = 4.0 credits]	WA CLOCK HRS:	60
		OREGON PDU:	60
		CEUS:	6.0
INSTRUCTOR:	LAWRENCE RZEZNIK, M.S. 845/226-8462		ldrez1@optonline.net

ASSIGNMENT CHECKLIST

This assignment checklist will help you plan your work. Please check off completed items.

CLOCK, CEU, PDU, 400 LEVEL, or 500 LEVEL ASSIGNMENTS

A. Information Acquisition:

- ___ #1: Read the text foreword and write 1-2 pages on aspects of the writing you agree or disagree with.
- ___ #2: Read articles listed and write a short response to each of them (2-3 pages total).
- ___ #3: Complete figure 1-1 in the Singer text and list prescriptions that apply to you.
- ___ #4: Read the "Incredible Body Connection" from the Singer text. Indicate your understanding (2-3 pages).
- ___ #5: Use the Singer text to determine your LCU score and then interpret the results (1-2 pages).
- ___ #6: Utilize chapter three in the Singer text to determine your negative self-talk patterns (1-2 pages).
- ___ #7: Read Chapters 4 & 5 in the Singer text. Determine personality types and techniques (2-4 pages).

***If you are doing this course for Clock Hrs, PDUs or CEUs, then you are done.
For University Quarter Credit, continue on with the additional assignments below.***

400 & 500 LEVEL ASSIGNMENTS

B. Learning Application:

- ___ # 8: Create a two-week journal of daily issues that increase your stress. Write 1-2 pages.
- ___ # 9: Create a working plan to decrease the stress caused by the issues in #8. Write 1-2 pages.
- ___ #10: Write 1-page explaining how you will use the three "C's" to reduce your workplace stress.
- ___ #11: In the next two weeks include more laughter and lighten up in your classroom (2-3 pages).

500 LEVEL ASSIGNMENT

- ___ #12: In addition to the 400 level assignments, complete **one** of the following:
 - Read *Teacher Stress*. Create and implement a survey of the "Common Stressors". Write 2-3 pages.
 - Keep a journal of work related stress. Write a 2-3 page reflection.
 - Create a 3-4 page paper explaining your current understanding of teacher burnout and how to combat it.
 - Another assignment of your own design with the instructor's prior approval.

400 & 500 LEVEL ASSIGNMENT

C. Integration Paper:

- ___ #13: Complete the 3-4 page Integration Paper by responding to the five questions in the syllabus.

NOTES:

- You may work collaboratively with other teachers and submit joint assignments on all but the final Integration Paper, which must be individually authored and submitted.
- Alternatives to written assignments (video or audio tape, photo collage, a collection of products, letters to the editor, brochure and Web pages) may be submitted as substitute assignments with the instructor's prior approval.
- To maintain privacy, please do not refer to students or teachers in your papers by their actual names, but rather use an alias or designation such as "Student A" or "Teacher A."

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COURSE DESCRIPTION:

Burnout is a multi-faceted issue that threatens all teachers and other school professionals at some point during their careers. This syndrome is usually characterized by a decreased ability to perform the typical duties due to an overwhelming sense of tiredness, frustration, exhaustion, and/or hopelessness. These feelings result from a wide range of factors which include, but are not limited to: Communication difficulties, fear of violence, classroom management and behavioral issues, dealing with irate co-workers and parents, addressing ever increasing/changing student needs, learning new technology, limited budgets and technology, illness, accountability demands, and teaching students with various interest levels, as well as balancing conflicting time demands at home and school.

Many times teachers and other school professionals feel alone and lack the strategies to help prevent or reverse these feelings. This course is designed to make all those who work with K-12 students aware of the symptoms and causes of burnout, as well as the strategies to overcome and prevent it..

Participants in this course will also realize that they are not alone as they research a collection of works written by teachers about their own trials and tribulations, how they regained their emotional and spiritual strength, and how they rekindled their passion for teaching.

About \$27 plus shipping will cover the cost of the two required texts, ordered from Amazon.com. Text costs will vary depending upon your choice of bookseller.

There are no additional costs for materials. Everything else is available online for no charge.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Come to recognize the signs/indications of teacher burnout syndrome.
2. Be able to recognize in school and out of school stresses that increase the chances of developing teacher burnout.
3. Explore daily activities/strategies that the individual/group can participate in to alleviate the stresses that come together to increase the chances of burnout.
4. Review personal, positive success stories of fellow teachers and learn how to incorporate their triumphs into their own lives.
5. Study methods of managing time and relationships with other school personnel.
6. Review and research strategies and resources to weather a tough year.

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 participants their choice of 60 Washington State Clock Hours, 60 Oregon PDUs or 6 CEUs (**Continuing Education Units, which translates into 60 hours.) The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs and CEUs by IACET (International Association of Continuing Education and Training), an official national and international certifier of CEUs.)

UNIVERSITY QUARTER CREDIT INFORMATION

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 5 (five) Antioch University Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (Upper Division) and 85% or better to issue credit at the 500 level (Post-Baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor.

Teachers who register for Antioch University Seattle 400 or 500 Level Credit will be required to:

- | | |
|--|-----|
| 1. Complete <i>Section A: Information Acquisition</i> assignments | 30% |
| 2. Complete <i>Section B: Learning Application</i> assignments appropriate for your levels | 40% |
| 3. Complete <i>Section C: Integration Paper</i> assignment | 30% |

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

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXTS:

1. **Intrator, Sam**, *Stories Of the Courage to Teach*, Jossey-Bass, 2002, paperback, 337 pages, ISBN 13 978-0-7879-9684-0. Text cost new/used from Amazon.com from \$5
2. **Singer, Jack**, *The Teacher's Ultimate Stress Mastery Guide: 77 Proven Prescriptions to Build Your Resilience*, Corwin, 2010, paperback, 177 pages, ISBN 978-1-4129-7093-8. Text cost new/used from Amazon.com about \$22.

NOTE: Both required texts are available new and used from Amazon.com or at your local library

MATERIALS FEE:

- About \$27 plus shipping will cover the cost of the two required texts, ordered from Amazon.com. Text costs will vary depending upon your choice of bookseller.
- There are no additional costs for materials. Everything else is available online for no charge.

HEADING REQUIRED FOR ALL ASSIGNMENTS:

A heading is required; please use the following format.

Your Name:

Instructor Name:

Course Number:

Course Name:

Date:

Level: Clock/ PDU/ CEU/ Credit (400 or 500)

Assignment #:

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

From the Intrator text: Read the foreword of the text and describe in 1-2 pages on which aspects of the writing that you strongly agree or disagree with.

Assignment #2:

From the Intrator text: Read the following articles and write a short response to each of them indicating how you feel they relate to you and your teaching profession. (2-3 pages)

1. Speaking From the Heart, Pages 6 - 12
2. Lift Every Voice, Pages 193 - 201
3. So Sweet It Made Me Jingled, Pages 159 - 177
4. Teaching Excellence and the Inner Life of a Faculty, Pages 203 - 217

Assignment #3:

Open to pages 5-7 Figure 1-1 in the Singer text. Record the symptoms under each category that apply to you now or at some prior period in your life. Add additional symptoms that you are experiencing if they are not listed. Use the chart to locate prescriptions for the systems and list 1-2 viable prescription options for each symptom.

Assignment #4:

Using the Singer text, read pages 10 – 14 The Incredible Body Connection. After reading, write a 2-3 page paper indicating your understanding of how your health can be impacted over the short and long term.

Assignment #5:

Using the Singer text, read pages 19 and 20. Fill out your responses to Table 2.1 (There is no need to list personal items). When finished, add up your scores in the right hand column to determine your total LCU score. Read the interpretation of your score and write your understanding of its interpretation in 1-2 pages.

Assignment #6:

Utilize Chapter Three in the Singer text to determine your negative self talk patterns. In a 1-2 page paper, create a list of 4-5 common negative thoughts that you have in a typical day and refer to the 10 most common negative self-talk patterns to determine which patterns you typically participate in. Then use Table 3.4 (page 49) to create a list of questions to challenge your negative thinking. Include a brief 1-2 page conclusion on how analyzing your patterns and challenging them can benefit your frame of mind.

Assignment #7:

Use Chapter 4 in the Singer text to determine eight of your personality traits that promote stress (You may combine traits from each personality type). List your findings and write a 1-2 page paper indicating the steps that you can take to alleviate the stresses that challenge you.

Read Chapter 5 in the Singer text. During your reading focus on the different techniques that can be used to deflect stress. Indicate which of these techniques would be the most beneficial to you and why (1-2 pages).

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs. Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section you will have an opportunity to 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.

Assignment #8: (Required for 400 and 500 Level)

Create a 2-week journal of daily issues at home and at school that increase your stress level and may be contributing to teacher burnout (THIS WILL NOT BE SUBMITTED). After you have created your journal, review it and respond to the following in a 1-2 page paper:

- Whether you believe your major issues are re-occurring or one-time events,
- Whether the events at home and school are tied together or split into two distinctive categories,
- Whether you typically react to your issues pessimistically or optimistically and how this affects you,
- And how successful you feel you have been in responding to these pressures.

Remember not to write about the specific problems as they are your personal issues. Your answer should be a reflection on the origin of stress and how you currently respond to it.

Assignment #9: (Required for 400 and 500 Level)

Create a working plan or solution, using information from the Singer text, that will eliminate or decrease the stress that is caused by each of the issues cited in assignment #8. These methods should include but not be limited to: deflection of stress, ease of goal-setting, utilizing laughter, and the use of self talking techniques. Utilize these techniques and indicate their effectiveness (1-2 pages).

Assignment #10: (Required for 400 and 500 Level)

Using Chapter 6 of the Singer text, write a 1-page paper explaining how you will use the three "C's" of stress hardiness to reduce the stress that you feel at the workplace.

Assignment #11: (Required for 400 and 500 Level)

Chapter 7 includes ideas on how to include laughter in the classroom. Make a conscientious effort in the next 2 weeks to include laughter and lighten up in the classroom. Indicate in a 2-3 page paper what you did and the results of your actions (Both positive and negative).

500 LEVEL ASSIGNMENT

Assignment #12: (500 Level only)

In addition to the 400 level assignments complete **one** of the following:

Read **Teacher Stress** <http://www.cedu.niu.edu/~shumow/itt/Teacher%20Stress.pdf>

Create a survey of the "Common Stressors That Teachers Experience." Once created, survey a large sample of teachers in your district and tally the results. Explain in 2-3 pages what the top stressors are and what can be done to help reduce them.

OR

Utilize Chapter 5 in your text to help with this assignment. During the next week, keep a journal of work related stress, recording all of the negative thoughts that are associated with each. Create a list of distortion patterns

that you have developed. After recording these, write down rebuttals to these thoughts that are logical and that will help you feel better about the situations. Write a 2-3 page reflection on this process.

OR

Create a 3-4 page paper that explains your current understanding of teacher burnout, its stress factors, the effects it can have on your work and health, and how these issues can be combated through active understanding of yourself (internal thinking patterns, personality type, etc) and your knowledge of a variety of techniques that can be used to combat them.

OR

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

400 & 500 LEVEL ASSIGNMENT

C. INTEGRATION PAPER

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

Write a 3-4 page Integration Paper answering these questions:

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?

INSTRUCTOR COMMENTS ON YOUR WORK:

Please indicate by email to the instructor if you would like to receive comments on your assignments.

If you would like to receive your material back, please send an envelope with your address and sufficient return postage stamps to:

Lawrence Rzeznik
17 Moonlight Drive
Stormville, NY 12582

(Please do not send a prepaid postal receipt, as they are not valid after the day of purchase.)

QUALIFICATIONS FOR TEACHING THIS COURSE:

Lawrence Rzeznik M.S., in Biology/Education from S.U.N.Y. Geneseo; B.S. in Biology/Education from S.U.N.Y. Geneseo; He is currently a high school science teacher with over 15 years and is a certified N-12 teacher; Adjunct biology and chemistry instructor for nursing colleges 1 year. Created curriculum for animal behavior, environmental biology, general biology, and forensics science courses. Currently involved in creating various professional development courses, as well, as participating in graduate courses to stay up to date on current topics.

BURNOUT: DETECTING & PREVENTING BIBLIOGRAPHY

Dunham and Varma, *Stress in Teachers: Past, Present and Future*, Athenaeum Press, 2002, paperback, 233 pages, ISBN 1 86156 082 6

“This book examines stress in teaching as a multidisciplinary concept broad enough to include physiological, psychological organizational and legal perspectives. It brings together in one volume contributions from leading specialists in the field with a wide range of research experience and practical expertise, and it serves as an appreciation of Jack Dunham’s own, substantial, contribution to research and practice in this area.” Whurr

Intrator, Sam, *Stories Of the Courage to Teach*, Jossey-Bass, 2002, paperback, 337 pages, ISBN 13 978-0-7879-9684-0

“A book for troubled times in teaching. This powerful and moving collection of essays argues that we must join the values of the heart if teaching is to transcend the punishing pressures of the one-size-fits-all juggernaut of school-reform mania. A must-read for teacher educators, principals, and school board members!” Jay Casbon

Schindelhein, Franklin, *Relieving Classroom Stress: A Teacher’s Survival Guide*, AuthorHouse, 2004, paperback, 90 pages, ISBN-1-4184-2652-0

“The Author presents a systematic approach to behavioral management for the classroom teacher. Recognizing the fact that a major contributing factor of classroom stress is lack of good management skills, this book offers a well-organized system of classroom discipline through the S.T.A.R.T. system of behavioral management.”
Author House

Singer, Jack, *The Teacher’s Ultimate Stress Mastery Guide: 77 Proven Prescriptions to Build Your Resilience*, Corwin, 2010, paperback, 177 pages, ISBN 978-1-4129-7093-8

“This book shows teachers how to build resilience and emotional strength to prevent stress and burnout as well as the negative emotions that may result. Rich with examples, easy-to-understand concepts, and simple behavioral tips, this book explains how stress affects your health, how to proactively boost your psychological immunity, and how to maintain your optimism and teaching effectiveness.” Corwin