

**COURSE TITLE: STAYING HEALTHY in STRESSFUL TIMES:
Wellness Retreat on Samish Island**

**NO. OF CREDITS: 2 QUARTER CREDITS
[semester equivalent = 1.33 credits]**

**WA CLOCK HRS: 18
OR PDUs: 18
CEU HRS: 18**

**INSTRUCTOR: LIZ BART, M.ED.
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COURSE DESCRIPTION:

Now, more than ever, in this era of rapid change, demanding schedules, and changing values, it is essential that stressed-out teachers engage in supportive strategies to stay well. In this course, you will learn how to care for your most precious commodity - you. In so doing you will best serve your students, families, and friends by serving as a role model for a happy, healthy, and harmonious lifestyle.

This course will provide K - 12 educators with useful strategies and techniques to promote well-being both in themselves and in their students by recognizing the intimate connection between body, mind, and spirit. In this active, fun, and experiential 2 day class there will time to move, laugh, connect, introspect and relax as we explore stress reduction through skillful thought patterns, breathing exercises, stress awareness, fitness, nutrition, stillness, experiencing joy, and staying on task with what has heart and meaning in your life. The work of many experts in the field, including Martin Seligman (positive psychology) Jon Kabatt-Zin Ph.D. (mindful based stress reduction), and Steve Covey (effective self management) will be reviewed in the course.

Please be aware that physical movement is involved in this class. However, the level of movement can be tailored to meet the specific abilities of each participant and should not eliminate anyone from taking this course. Yoga will be practiced and the relaxing warm water therapy of Watsu will be incorporated through learning a few, simple movements that will be practiced with a partner. Allowing space for the "sacred pause" is a key component of this class.

\$20 for handouts and the course text, *Go for the Joy, Your Gateway to Creating and Maintaining Optimal Health*, written by the instructor is due at class.

LEARNING OUTCOMES:

As a result of taking this course, participants will learn:

1. The role of our thoughts and feelings in creating our reality and how to apply this to our lives.
2. Specific skills for developing a stress-resilient personality, including: cultivating optimism, and communicating effectively.
3. Specific skills that will promote lifestyle changes in fitness and nutrition.
4. Specific skills in effective self management that will help us remain or return to being centered during the inevitable challenging times in our lives. These skills include: breathing, imaging, stillness, and meditation.
5. The importance of self-renewal on a regular basis and the recognition of the interdependence of all lives. Participants will learn that self-care not only benefits ourselves, but everyone around us.
6. To implement components of well-being in a teaching curriculum that includes all subjects and grades K – 12.

REQUIREMENTS FOR CREDIT:

Following are the general course requirements weighted for determining the granting of university quarter credit. To issue credit Antioch University Seattle requires 75% or better at the 400 level and 85% or better at the 500 level.

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| 1. Attendance and active participation in all class sessions | 40% |
| 2. Reading of articles, handouts, books or texts | 30% |
| 3. Satisfactory completion of all outside assignments | 30% |

400 LEVEL OUTSIDE ASSIGNMENT

Please indicate grade level and subject on your cover page for all assignments.

Depending on your preferences and professional situation, complete **one (1)** of the following:

1. Conduct additional research and create a comprehensive teaching unit of 3 lesson plans choosing one or more of the topics discussed in class. Each lesson plan should be a minimum of one page. Accompany your lesson plans with a 2-3 page summary that addresses:
 - A description of your teaching situation (include grade) and anything you have done in the past to encourage well-being in your students and class environment.
 - A statement of student learning outcomes from what you will be teaching.
 - A description of how you will assess student learning.

OR

2. Design a Personal Wellness Plan (3-page minimum) based upon the components, inner and outer fitness, and include a rationale for your plan. Describe in detail (3-page minimum) the effect that this plan will have on your classroom management and student intervention. Include at least two examples of past situations that you would handle differently based upon this plan.

OR

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

500 LEVEL OUTSIDE ASSIGNMENT: In addition to the 400 level assignment, do **one (1)** of the following:

4. Conduct additional research by either reading 1 or more of the suggested literature in the bibliography or other resources of your choice. Then, in a 2-3 page paper detail a plan for sharing this information (in-service, handouts, etc.) with either your faculty or the parents of your students. Next, prior to submitting this to the instructor, review the plan with your administrator and/or one or more staff persons from your school, and provide a one-page summary of their comments.

OR

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

ASSIGNMENT FORMAT & DUE DATE:

- Please list your name, subject, and grade level on the cover page or first page.
- Papers should be typed or word-processed, double-spaced, single sided and sent to the instructor's home or e-mail address listed in this syllabus.
- All assignments are due to the instructor within two weeks (graduate level may be issued an extension, if requested).

REQUIRED READING:

Required reading consists of a 118-page book, *Go For the Joy, Your Gateway to Creating and Maintaining Optimal Health*, written by the instructor, and supplementary handouts.

MATERIALS FEE:

There is a \$20 fee for the text and handouts, payable to the instructor, Liz Bart, in class.

WHAT TO BRING:

Be sure to bring paper, pens/pencils, a yoga pad and blanket, bathing suit and towel, and healthy potluck dish with recipe to share for lunch on Day #1. Wear loose, comfortable clothing that allows for movement.

INSTRUCTOR EVALUATION OF WORK:

Whether submitting your assignments by postal mail or email, please indicate if you would like to receive written feedback from the instructor. If you submit hard copies of your work and would like feedback from the instructor, please include a self-addressed, stamped envelope.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Elisabeth Bart, M.Ed., brings 12 years of Special Education teaching experience (elementary and secondary) to this course. On a personal level, Liz has experienced both the adverse and positive effects of state of mind and lifestyle on health and feels passionate about this topic. Liz has been offering wellness classes at the Heritage Institute since 1995 and through the Skagit Valley College Adult Education program for the past several years. In addition to this, she teaches yoga to adults and has taught an after-school Kids Yoga program. Soothing Waters, is a business she owns and operates at her home on Samish Island. Warm water Watsu sessions (aquatic therapy for body, mind, and spirit) combined with some of the techniques taught in this course have been especially helpful to children and adults with fear and/or water trauma who have been unable to be at ease in the water. She also provides aquatic therapy for numerous special needs students. Liz majored in Special Education at Appalachian State University and completed her Masters of Education degree at the University of Arizona.

ADDITIONAL COURSE INFORMATION:

This class is a result of past evaluations from Heritage participants who attended previous Staying Healthy classes and continually reinforced that experiential activities were what brought them the greatest benefit.

The result is this course now offered as a non-residential retreat on beautiful, drive-to Samish Island, WA (approximate 30 minutes from Mt. Vernon, La Conner & Bellingham and 1.5 hours from downtown Seattle). A list of local accommodations will be provided upon registration.

STAYING HEALTHY IN STRESSFUL TIMES BIBLIOGRAPHY

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- Boorstein, Sylvia. *Pay Attention for Goodness' Sake*. New York: Ballantine Books, 2002.
- Chanchani, Swati and Rajiv. *Yoga for Children*. New Delhi:UBSPD, 1998
- Chapman Westin, Denise. *Playwise:365 Fun-Filled Activities for Building Character, Conscience, and EQ in Children*. Putman Publishers, 1996
- Childre, Doc. *Teaching Children to Love*. Boulder Creek, CA: Planetary Publications,1997.
- Childre, Doc and Howard Martin. *The Heartmath Solution*. HarperSanFrancisco,1999.
- Chopra, Deepak M.D., *Ageless Body, Timeless Mind: The Quantum Alternative To Growing Old*. New York: Harmony Books, 1993.
- Covey, Stephen R. *The 8th Habit: From Effectiveness to Greatness*, New York: Free Press. 2004
- Covey, Stephen R. *The Seven Habits of Highly Effective People*. New York: Simon and Schuster, 1989.
- Davis, Martha Ph.D. *The Relaxation and Stress Reduction Workbook*. New Harbinger Publications, 2000.
- De Graff, John. *Take Back Your Time: Fighting Overwork and Time Poverty in America*. Berett-Koehler, 2003.
- Hahn, Thich Nhat. *Touching Peace*. Berkeley: Parallax Press, 1992.
- Kabat-Zinn, Jon Ph.D. *Coming to Our Senses*. U.K. territories, Hyperion, 2005
- Kessler, R. *The Soul of Education*. Alexandria, Virginia: Association for Curriculum Development, 2000.
- Kornfield, Jack. *A Path With Heart*. New York: Bantam Books, 1993.
- Maslach, Christina Ph.D. *Banishing Burnout: Six Strategies for Improving Your Relationship with Work*. Jossey-Bass, 2005.
- Pransky, George, Ph.D. *The Relationship Handbook*. WA: Pransky and Associates, P.S. 2001.
- Schlosser, Eric. *Fast Food Nation: The Dark Side of the All American Meal*. New York: HoughtonMifflin Co., 2002.
- Seymour, Mike. *Educating for Humanity: Rethinking the Purposes of Education*, 2005.
- Monthly Publication: Nutrition Action Health Letter. Center For Science in the Public Interest. Washington, D.C. (www.cspinet.org)

STAYING HEALTHY IN STRESSFUL TIMES COURSE SCHEDULE

The Course Schedule is subject to change based upon the interest and needs of the group

DAY ONE - Inner Fitness

8 a.m. - 6 p.m.

- * Opening, agenda review, assignment review, instructor/participant intro
- * Optimal Health - discussion
- * Mind/Body/Spirit lecture/discussion, Wellness Wheel, partner sharing
- * Movement Break
- * Thought Awareness, lecture, discussion
- * Lightheartedness, lecture, activity
- * Experiential – Breathing, Yoga, Relaxation, Stillness

Potluck Lunch with a simple, healthy dish prepared by each participant

- * Heartmath Model, Covey information, communication, lecture/discussion
- * Small group article review
- * Going for the Joy, lecture/discussion
- * Experiential: The Sacred Pause: Warm Water Therapy (Watsu)

DAY TWO - Outer Fitness

8 a.m. - 6 p.m

- * Welcome, MEPS activity
- * Fitness - Experiential
- * Fitness - lecture/discussion
- * Beach Walk
- * Nutrition - lecture/discussion
- * Experiential - Eating with Awareness
- * Experiential - Yoga

Lunch on your own

- * Review sample lesson plans and outline review
- * Creation of a "Staying Healthy" song/small group
- * Article selection and presentation/small group
- * Putting All the Pieces Together/summary, lecture/sharing
- * Experiential: The Sacred Pause: Warm Water Therapy (Watsu)
- * Group circle activity
- * Closing