



## **Social and Emotional Learning: Promoting Positive Mental Health Across the Curriculum Site-based Participant Syllabus**

### **Course Description**

With the soaring concerns of mental health issues, students need to be supported more than ever with their social and emotional development. Social and Emotional Learning (SEL) involves teaching and modeling five lifelong skills: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. In this course, participants will learn how to weave SEL into the curriculum, which has been shown to increase academic outcomes and promote overall positive mental health among students. Participants will also explore strategies to support and enhance their own mental health and well-being.

### **Course Prerequisites**

Participants must hold a baccalaureate degree.

### **System Requirements**

- Internet connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

### **Textbooks/Supplemental Reading**

No textbook is required for this course. Critical reading of assigned articles and supplementary materials are embedded throughout the course. Assigned and recommended readings are listed in each milestone.

### **Global Goals of the Course**

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of the course:

1. Comprehend the five competencies of Social and Emotional Learning (SEL).
2. Investigate the rationale for SEL and the benefits of SEL.
3. Design teaching strategies and activities to support the social and emotional learning needs of students.
4. Implement strategies and activities to promote positive mental health and wellness within schools and communities.
5. Examine school and community resources available to support the SEL initiative.

## Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Explore the impact of Social and Emotional Learning (SEL) on students
  - 1.1 Define and describe what SEL involves, including the five competencies
  - 1.2 Describe the rationale for SEL, including the increase of mental health concerns among youth
  - 1.3 Explain the benefits of SEL
  - 1.4 Discuss the research supporting SEL
2. Explore research-based instructional strategies to promote self-awareness skills among students
  - 2.1 Explore methods to teach students how to effectively identify emotions
  - 2.2 Understand how behavior is influenced by emotions, thoughts, and values
  - 2.3 Describe how students can work to develop self-perception, self-confidence, and self-efficacy
3. Investigate research-based instructional strategies to promote self-management skills among students
  - 3.1 Identify methods to teach students how to effectively regulate emotions, thoughts, and behaviors
  - 3.2 Discuss methods to support students with stress management
  - 3.3 Demonstrate strategies to promote self-discipline, self-motivation, goal-setting and organizational skills
4. Examine research-based instructional strategies to promote social awareness and relationship skills among students
  - 4.1 Discuss methods to develop perspective-taking, empathy, and respect for others
  - 4.2 Describe ways to foster an appreciation for diversity among students
  - 4.3 Address strategies to enhance relationship-building and social skills for students
  - 4.4 Provide opportunities which encourage effective communication and teamwork among students
5. Explore research-based strategies to promote responsible decision-making
  - 5.1 Demonstrate the ability to teach students how to effectively identify problems, analyze situations, and solve problems
  - 5.2 Examine strategies used to support students with evaluating and

- reflecting upon the consequences of their actions
- 5.3 Discuss methods to teach students about ethical responsibilities
- 6. Review schoolwide and district-wide SEL strategies and program implementation
  - 6.1 Analyze how schools and districts have successfully implemented SEL
  - 6.2 Examine SEL program guides and rubrics
  - 6.3 Identify benefits and challenges associated with the implementation of SEL
  - 6.4 Reflect on current SEL strategies and determine steps that will be taken to enhance SEL within schools
- 7. Understand the role families and communities play with SEL
  - 7.1 Review a variety of online websites, literature, and organizations related to SEL to deepen understanding of the course content
  - 7.2 Develop a professional network of resources associated with SEL which will further enhance educational practices
  - 7.3 Discuss the benefits and challenges of establishing partnerships with families and community organizations
- 8. Develop a focus on the mental health and wellness of education professionals
  - 8.1 Reflect on current state of mental health and well-being
  - 8.2 Discuss strategies to build resilience and to manage stress
  - 8.3 Develop a plan with steps to take toward enhanced health and well-being

### **Teaching Methodology and Delivery Model**

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
2. The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.

3. Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
4. Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

### Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

### Topics Agenda

#### **Milestone One: An Overview of SEL**

Participants will gain a deeper understanding of what SEL involves, including the five competencies. The rationale for SEL will be discussed, including the increase of mental health concerns among youth. The benefits of and the research supporting SEL will also be highlighted.

#### **Milestone Two: Self-Awareness Skills**

Participants will explore methods to teach students how to effectively identify emotions and to understand how behavior is influenced by emotions, thoughts, and values. The development of self-perception, self-confidence, and self-efficacy among students will also be addressed.

#### **Milestone Three: Self-Management Skills**

Participants will investigate research-based instructional strategies to teach students how to effectively regulate emotions, thoughts, and behaviors. Participants will learn how to encourage stress management, self-discipline, self-motivation, goal-setting, and organization skills among students.

#### **Milestone Four: Social-Awareness and Relationship Skills**

Participants will examine research-based instructional strategies to promote social

awareness and relationship skills among students. Topics to enhance relationship-building and social skills such as: perspective-taking, empathy, respect, effective communication, and teamwork will be highlighted. Participants will also discuss ways to foster an appreciation for diversity among students.

### **Milestone Five: Responsible Decision-Making Skills**

Participants will explore research-based strategies to promote decision-making by effectively identifying problems, analyzing situations, solving problems, and reflecting upon consequences. Ethical responsibility will also be addressed.

### **Milestone Six: Schoolwide and District-Wide SEL**

Participants will analyze how schools and districts have successfully implemented SEL and examine examples of program guides and rubrics. The benefits and challenges associated with the implementation of SEL will be discussed. Participants will reflect upon current SEL strategies and determine steps that will be taken to enhance SEL within their schools.

### **Milestone Seven: Family and Community SEL Partnerships**

Participants will gain a deeper understanding of the roles families and communities play with SEL by reviewing a variety of online websites, literature, and organizations and by developing a professional network of resources. The benefits and challenges associated with establishing partnerships with families and community organizations will also be discussed.

### **Milestone Eight: Mental Health and Wellness of Educators**

Participants will develop a focus on their own mental health and wellness by discussing strategies to build resilience and to manage stress. A plan with steps to take toward the enhancement of one's health and well-being will be addressed.

## **Final Projects**

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently,

forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

### Assessment and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

### **Academic Honesty and Integrity**

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

### **Americans with Disabilities Act Compliance**

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### **Attendance**

Participants are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

### **Late Work and Make-Up Policy**

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

### **University Compliance**

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.