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EDU 360.51: Promoting Well-Being P-12 Classrooms

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EDU 360: Promoting Well-Being P-12 Classrooms

Section 51 CRN 35115, Jan. 11 – April 30, 2021

Instructor Information

Instructor: Bonnie Spence
Office: ED 307
Phone: 406.243.4280

Spring Semester 2021
Office Hours: Zoom by appointment
E-Mail: bonnie.spence@mso.umt.edu

Purpose:

This course is designed to increase students' awareness of the critical role teachers play in enhancing children's emotional, social, mental, physical, and spiritual health. In addition, students will be encouraged to explore the influence of family, community, and school environment on the health and well-being of children and adolescents.

Instructional Methods:

This course utilizes an online format. Students are expected to complete readings, watch videos and PowerPoint slides in the order presented. Understanding is to be demonstrated through completion of quizzes, reaction papers, and forum posts. All work is submitted via Moodle.

Although deadlines are imposed, students are encouraged to finish current units at a faster pace and submit work as they complete it even if prior to due dates. Be aware that some units require more time than others. For example, Unit 6 has four assignments and Unit 4 has a 1-week long journal assignment.

Instructor feedback will be given through Moodle comments on forums and assignments. Check the gradebook regularly (after each completed unit) for feedback. This is the primary method used by your instructor to communicate that you are meeting the criteria or that you may need to resubmit or improve an assignment. **It is essential that you read comments, and not just view a score.** All course announcements/changes will be sent via university email addresses.

For help navigating Moodle, please enroll and complete [Moodle 101 for Students](#) course. If a quiz or forum is not accessible for some reason, please contact me at bonnie.spence@mso.umt.edu.

Objectives:

Students will be able to:

1. describe multiple perspectives regarding the meanings of the word *health* and develop a personal definition of health
2. explain the broad range of factors (personal, interpersonal, organizational, community and policy) that influence children's and adolescents' health
3. identify current physical, emotional and social health issues affecting children and adolescents
4. describe the teacher's role in preventing or addressing prevalent physical, emotional and social health issues experienced by children and adolescents
5. identify growth and development characteristics of children and adolescents that are important to consider in the educational process

6. describe multiple techniques and strategies that teachers can utilize to promote the physical, emotional and social health of the students in their classrooms
7. describe Montana's substance abuse prevention Risk and Protective Factor Model

Required Text:

Promoting Health and Emotional Well-Being in Your Classroom, 6th Edition (2015) by Randy Page and Tana Page. Jones and Bartlett Publishers: Boston, MA. (available in UM Bookstore or as an electronic text)

Course Requirements:

1. Assignment Due Dates:

NOTE the dates given are last possible dates assignments are accepted. It is recommended you submit work prior to last possible due dates.

By Sunday, January 31

- Introduction and Syllabus Quiz, Read the Introduction section of Moodle, Complete the Syllabus and Guidelines Quiz
- Units 1-2, all readings, quizzes, and forum posts.

By Sunday, February 28

- Units 3-5, all readings, quizzes, forum posts, reaction paper and stress journal.
NOTE: **Unit 4 Journal takes 7 days to complete, you must begin the stress journal by February 21 at the latest.**

By Sunday, March 28

- Units 6-8, all readings, quizzes, and forum posts.

By Sunday, April 25

- Units 9-10, all readings, quizzes, reaction paper, and forum posts.

By FRIDAY, April 30

- Final Philosophy Paper due

Failure to complete units by a given deadline will result in a zero for each assignment in that unit. The due dates are the last possible date for completion, it is highly recommended to be ahead of schedule. Units will not be reopened for later submission (only with the exception of emergencies.)

2. Quizzes are within each related unit of study. Quizzes will be based on information from the assigned weekly readings and will be worth 10 points each. The time limit is 30

minutes. Some units include multiple quizzes.

3. Forum Posts and Reaction Papers are used for more in-depth responses to readings. These are incorporated into units of study and submitted via Moodle.
4. Final Philosophy Paper describing the best way to promote student well-being will be due by April 30. Guidelines for the assignment will be posted on Moodle.

Grading Policy:

Final grades will be based on the following weights.

Reading Quizzes 40%

Reaction Papers and Forum Posts 40%

Philosophy Final Paper 20%

Grading Scale

A+ No option	A = 94.0-100%	A- = 90.0 -93.9%
B+ = 87.0 – 89.9%	B = 84.0-86.9%	B- = 80.0-83.9%
C+ = 77.0-79.9%	C = 74.0-76.9%	C- = 70.0-73.9%
D+ = 67.0-69.9%	D = 64.0-66.9%	D- = 60.0-63.0%
F = less than 60%		

Technical Support

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Technical support for UMOonline and Moodle is available through the UMOonline Support Desk, 8am - 5pm, Monday through Friday at (406) 243-4999 or by email at umonline-help@umontana.edu.

Disability Support

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, please contact me within the first week of the course. Together we will discuss (via email or Zoom) which accommodations you need and make necessary adjustments for you to succeed in this course.