

EDUC-946: Be Your Own Therapist: Cognitive Behavioral Tools for Teachers (The Great Courses Series)

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K - 14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

This is an empowering course designed to help educators manage anxiety, depression, procrastination, grief, addiction, worry, panic attacks, perfectionism, rejection, insomnia, and chronic pain using practical, evidence-based techniques from Cognitive Behavioral Therapy (CBT). Created specifically for teachers, this self-paced course provides the tools to identify and reframe negative thought patterns, build emotional resilience, and develop healthier habits—both personally and professionally. By learning how to apply CBT strategies in your own life, you'll not only gain greater control over your mental and emotional well-being but also become better equipped to support students who are struggling with similar issues. With real-world examples, guided exercises, and practical insights, this course helps you become your own therapist and a more compassionate, confident, and mentally strong educator.

Note: Course guidebook is included with the cost of the course.

Required Texts and Course Materials

Course Guidebook: Satterfield, J. M. (2020). Cognitive Behavioral Therapy for Daily Life. The Teaching Company.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course the student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Develop a research-based approach to CBT that is effective for the age-level you teach in helping you and your students stimulate change in the way they process thoughts, emotions and behaviors.	NBPTS 1, 3, 5	CE 3, 5
C-SLO 2	Construct your own “CBT toolbox” with exercises to address problems like worry, perfectionism, addiction, insomnia that impede your effectiveness as a teacher.	NBPTS 3, 4, 5	CE 3
C-SLO 3	Establish a set of habits and practical skills that can be taught to your students to help them deal with procrastination, rejection of peers, and feelings of imperfection.	NBPTS 1, 4	CE 1, 4, 6
C-SLO 4	Identify ways to increase emotional regulation and functional improvement in yourself and with your students.	NBPTS 1, 4	CE 3, 5
C-SLO 5	Develop strategies to help your students train their brains to improve motivation, manage their emotions, and change their behavior.	NBPTS 1, 3, 4	CE 1, 2, 4
C-SLO 6	Develop lessons and materials to help yourself and your students begin the daily practice the self-therapy to improve their thinking and behavior.	NBPTS 3	CE 2, 4, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	- Welcome Video - Course Syllabus - Policies and Procedures - Introduce Yourself Forum	
Module 1: The Basics of Cognitive Behavioral Therapy	- Watch Videos 1, 2, 3 - Read Guidebook Lectures 1, 2, 3 1.1 Knowledge Check: Cognitive Behavior Basics 1.2 Reflective Forum: Initial Thoughts about CBT 1.3 Choice Application Assignment	10 10 10
Module 2: Habits of Mind and Thinking	- Watch Videos 4, 5, 6 - Read Guidebook Lectures 4, 5, 6 2.1 Knowledge Check: Cognition and Thought Records 2.2 Reflective Forum: Practice a Technique 2.3 Application: Choice Application Assignment	10 10 10

Module Title	Module Assignments and Activities	Points Possible
Module 3: Worry, Core Beliefs, Stress	• Watch Videos 7, 8, 9 • Read Guidebook Lectures 7, 8, 9 • 3.1 Knowledge Check: Worry, Core Beliefs, Stress • 3.2 Reflective Forum: Dealing with Worry and Stress • 3.3 Choice Application Assignment	10 10 10
Module 4: Managing Negative Emotions	• Watch Videos 10, 11, 12 • Read Guidebook Lectures 10, 11, 12 • 4.1 Knowledge Check: Managing Negative Emotions • 4.2 Reflective Forum: Understanding / Managing Emotions • 4.3 Choice Application Assignment	10 10 10
Module 5: Anxiety, Addiction, and Perfectionism	• Watch Videos 13, 14, 15 • Read Guidebook Lectures 13, 14, 15 • 5.1 Knowledge Check: Anxiety, Addiction, Perfectionism • 5.2 Reflective Forum: Dealing with Perfectionism • 5.3 Choice Application Assignment	10 10 10
Module 6: Procrastination, Rejection, Childhood Trauma	• Watch Videos 16, 17, 18 • Read Guidebook Lectures 16, 17, 18 • 6.1 Knowledge Check: Procrastination, Rejection, Childhood Trauma • 6.2 Reflective Forum: Future versus Present Self • 6.3 Choice Application Assignment	10 10 10
Module 7: Chronic Stress, Chronic Pain, Insomnia	• Watch Videos 19, 20, 21 • Read Guidebook Lectures 19, 20, 21 • 7.1 Knowledge Check: Chronic Stress and Pain, Insomnia • 7.2 Reflective Forum: Dealing with Insomnia • 7.3 Choice Application Assignment	10 10 10
Module 8: CBT Technology, End of Life CBT	• Watch Videos 22, 23, 24 • Read Guidebook Lectures 22, 23, 24 • 8.1 Knowledge Check: Future Issues of CBT • 8.2 Reflective Forum: Preparing for End of Life • 8.3 Choice Application Assignment	10 10 10
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
TOTAL POINTS		240 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).

- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor

contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.