DEGREE CURRICULUM

HEALTH AND DISCOMFORT IN TEACHING

Coordination: DO PATROCINIO CAVALCANTE, SILVIA
LARISSE

Academic year 2021-22

Subject's general information

Subject name	HEALTH AND DISCOMFORT IN TEACHING
Code	100837
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION / 1st Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Pre-school Education and Degree in Primary Training	5	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6
Type of activity, credits, and groups	Only examination
Coordination	DO PATROCINIO CAVALCANTE, SILVIA LARISSE
Department	PSICOLOGIA
Important information on data processing	Consult this link for more information.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DO PATROCINIO CAVALCANTE, SILVIA LARISSE	silvia.cavalcante@udl.cat	0	

Subject's extra information

This course is aimed at the **detection, prevention and intervention** in regard to **teacher's burnout.**

The main objective of the course is provide **future teachers resources** to tackle this issue.

Learning objectives

1. Analyse the role of teachers and their activity as relevant aspects in the quality of learning and teaching processes.

2. Identify the different variables that may influence the unwellness/wellness of teachers from the educational reality of the educational centres.

3. Understand the most relevant aspects influencing unwelness/wellness characteristics.

4. Identify and value how the variables or aspects of influence depend on the situational and individual characteristics of confronting reality and professional practice.

5. Prepare future teachers to face the phenomenon of teacher's unwellness from a preventive and self-awareness perspective.

6. Develop reflective and self-awareness attitudes towards teacher's professional life.

Competences

CG1 Correctness in oral and written communication.

CG3 Mastery of Information and Communication Technologies.

CG7 Manage the appropriate information for the development of the functions of the profession. Know and understand the changing social reality in which they develop their educational work. Recognize changes in society and know how to evolve with them. Knowing how to change.

CE11 Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it in students.

SC12 To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality

improvement with application to educational centers, promoting continuity between the educational cycles and stages of the school environment and other socio-educational, family and community contexts, and paying special attention to the characteristics of the rural environment.

Subject contents

The course will be developed from 4 thematic blocks. Each block will consist of a specific subject that will aim to answer some central questions.

Block 1. Teacher burnout

Central questions of the block:

1) What is teacher burnout? 2) What can cause teacher burnout?

Contents:

- Burnout syndrome in the educational world
- The main characteristics and symptoms of burnout
- Burnout detection instruments

Block 2. Psychological approach to teacher bunout

Central question on the block:

1) *What are the psychological aspects involved in the burnout?*

Contents:

- Representations (appraisal) and narrative structures
- The emotional experiences
- Self-efficacy
- Attributional patterns

Block 3. Teacher Resilience

Central questions of the block:

1) *What is teacher resilience?* 2) *What enables teacher resilience?*

Contents:

- Conceptualization of teacher resilience
- The factors that promote teacher resilience:
  - individual characteristics;
  - the organizational and social context;
  - ways of coping with adverse situations

Block 4. Intervention at teacher burnout

Central question on the block:

1) *How can we help teachers to maintain or regain their well-being despite difficult working conditions*?

Contents:

- Organizational changes
- Individual changes:
  - somatic experiences

  - cognitive restructuring

Methodology

The classes will include both a **theoretical** and a **practical** content.

Different methodologies will be used: lectures, seminars, case studies, lecture videos, debates, visit of professionals, among others.

We will work in an **experiential way** so that the students make a process of **self-knowledge** about their own characteristics as teachers.

Individual sessions will be used as a tool to support the learning process.

Sakai will be considered as a tool to **share resources** that may be interesting for the learning process.

The classes will promote the **participation** and the **self-management** of the student's learning process.

Development plan

At the end of each block there will be individual activities according to the content worked on in each block.

The approximate deadlines for the activities are described below:

DEADLINES	SUBMITS
March, 7th	Evidence Block 1 (work and test)
April, 21th	Evidence Block 2- Partial Submission 1 (work)
April, 4th	Evidence Block 2 - Partial Submission 2 (work and test)
25th May	Evidence Block 3 (work and test)
16st May	Evidence Block 4 (work)

Evaluation

CONTINUOUS ASSESSMENT

Assessment is continuous, therefore, regular class attendance and the preparation and submission of work within established deadlines as evidence of evaluation of the subject are mandatory for completion.

The evaluation evidences are:

(1) Preparation of a teaching portfolio and final oral presentation (weight 50%) *. A teaching portfolio will be prepared throughout the four-month period to serve as a process of self-knowledge and reflection on the subjects worked on. It will gather different evaluation evidences. The specific guidelines of each evidence will be accessible at the end of the theoretical classes of each block:

- *Evidence Block 1.*
- *Evidence block 2.*
- *Evidence block 3.*

- *Evidence block 4.*
- *Final oral presentation.* At the end of the course, each student must make a brief oral presentation of 15 minutes maximum. In this individual presentation the main aspects of their portfolio should be presented.

* To pass the course, this first block of evidence must be completed with a minimum of 50%.

(2) Test type evaluation (weight 50%) **. Three tests will be carried out during the four-month period. Each test will consist of **10 questions** and will cover the subjects of blocks 1, 2 and 3, respectively. Each test will be taken at the end of each block.

- Test block 1.
- Test block 2.
- Test block 3.

** To pass the course the student must complete this second block of test-type evidence with a minimum of 50%.

(3) Active and committed participation in the learning process in the practical classroom sessions. It will involve active participation in the learning process itself.

Attendance is 80% compulsory.

SINGLE ASSESSMENT

- FOR STUDENTS WITH ACCREDITED WORK ONLY

Only those students who have the approval of the relevant committee and permission to make the single assessment can be accepted.

THE student must carry out the following activities:

(1) Preparation of a teaching portfolio (weight 50%) *. A teaching portfolio will be drawn up throughout the whole term to serve as a process of self-knowledge and reflection on the subjects worked on. It will gather different evaluation evidences. The specific guidelines of each evidence will be accessible at the end of the theoretical classes of each block:

- Evidence subject 1.
- Evidence topic 2.
- Evidence topic 3.
- Evidence topic 4.

* To pass the course the student must complete this first block of evidence with a minimum of 50%.

(2) Test type final evaluation (weight 50%) **

** To pass the course you must pass this second block of evidence with a minimum of 50%.

Bibliography

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Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. Journal of Management, *38*, 9-44.

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Clarà, M., Mauri, T., Colomina, R., & Onrubia, J. (2019). Supporting collaborative reflection in teacher education: a case study. *European Journal of Teacher Education*, *42*, 175-191.

Darling-Hammong, L. & Bransford, J. (2007). *Preparing teachers for a changing world. What teachers should learn and be able to do*. New York: John Wiley & Sons Inc

Hué, C. (2008). *Bienestar docente y pensamiento emocional*. Madrid: Wolters Kluwer

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Maslach, C. (2017). Finding solutions to the problem of burnout. *Consulting Psychology Journal: Practice and Research*, *69*, 143.

Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current directions in psychological science*, *12*, 189-192.

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Marchesi, A. (2007). *Sobre el bienestar de los docentes*. Madrid: Alianza editorial

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Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological review*, *92*, 548.

Information resources:

https://www.youtube.com/watch?time_continue=4&v=9EkEE9aRtl0&feature=emb_logo