

EMBRACE: Course Syllabus

Encouraging Mindful Behavior to Relay Acceptance, Change, and Empathy

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Description: In this class, we will examine mental health topics and issues in the community. Students will learn the process of participatory action research and use this process to create positive social change around a mental health topic of their choice. Students will direct the focus of the research project. Students will also learn and engage in strategies for managing and reducing stress, anger, and conflict. Classes will include activities that promote self-esteem, build trust, and recognize and work with diversity. Material will be taught by both experiential learning methods and traditional classroom learning.

EMBRACE will work with Crook County Health department to offer mental health trainings and opportunities for certifications (suicide prevention, mental health first aid, etc.)

Objectives:

Students will be able to:

- Demonstrate an understanding of Youth Participatory Action Research (YPAR)
- Create research instruments
- Demonstrate a basic understanding of data analysis
- Identify, analyze, and research mental health topics/issues
- Identify strategies for managing and reducing stress, anger, and conflict
- Demonstrate an understanding of the practice of mindfulness

Class Expectations:

- Treat all individuals with respect.
- Listen attentively when others are speaking.
- Be conscious of sharing air time.
- Be willing to share your ideas and experiences with others, even though you may feel your ideas are different.
- Be accountable to your classmates- if you say you will do something, do it!
- Stories shared in this class belong to the person who shared them. Keep others information confidential.

Materials

Supplemental Handouts

Films, Video/Other Electronic Media

Periodic educational films will be shown along with PowerPoint Presentations and video feeds from the internet.

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Evaluation (Grading)

Grades may be comprised from scores in any of the following

- Daily Bell/Dinger Quizzes
- Daily assignments/homework
- Projects
- Presentations
- Quizzes
- Films
- Exams
- Class Participation
- Citizenship

Grading Scale

The grading scale is weighted with a computer program. 90% of the grade is assessed from tests, quizzes, and other summative assessment . 10% of the grade comes from the other methods mentioned above.

A = 90%

B = 80%

C = 70%

D = 60%

F = 50%

Assessing student grades:

All students will have their grades posted by student ID numbers in the classroom. Grades will also be posted on the school website throughout the year. Access this information on the Internet using the students' ID number and PIN number.

Makeup Policy:

Make-up, late work or any class activity missed due to an absence, must be completed within two weeks of the original assignment date. Students are allowed two additional attempts to pass assessments after study guide packet. NO ASSIGNMENTS OR RETAKES WILL BE ACCEPTED TWO WEEKS AFTER ASSIGNED DATE. Assignments missed due to **unexcused absence** cannot be made up.