My Course Concepts and Design Presentation Transcript

0:01   welcome to the self-regulation course
0:04   overview hello
0:06   the landscape of emotions in our current
0:08   social and work environments has become
0:10   a Hot Zone for easily triggered
0:11   emotional responses in combative
0:13   positioning over World Health and
0:14   politics the psychological safety we may
0:17   have once shared in the workplace and
0:19   social media platforms has eroded with
0:21   the social climate
0:23   this online course Series has been
0:25   designed to take adult Learners back to
0:27   the basics most adults have heard about
0:29   emotional intelligence at some point in
0:32   their lives
0:33   in this course you will learn to
0:35   identify personal triggers and
0:37   successfully regulate emotional states
0:38   learn about the role the vagus nerve
0:41   plays in helping with self-regulation
0:42   and practices that will strengthen vagal
0:44   tone learn about other science-based
0:47   practices that enhance self-regulation
0:48   and finally you will develop a personal
0:51   and customized action plan for yourself
0:52   to implement once the coursework is
0:54   complete
0:57   let's look at learner requirements
0:59   who the target audience and what should they
1:01   already know
1:02   Learners who are interested in taking
1:04   this course will be adults of any age
1:05   who have some basic computer skills and
1:08   access to the internet many of whom are
1:10   already employed looking to greatly
1:12   enhance their interpersonal skills and
1:14   Advance their careers
1:17   foreign
1:18   specifically the target audience is
1:21   described as adults with the following
1:23   desires they work in a diverse Workforce

1:26	and want to vastly improve their
1:27	communication skills they want others to
1:30	listen without getting upset they have
1:32	read that emotional intelligence and
1:34	empathy are among the most coveted
1:36	interpersonal skills and positions of
1:37	leadership and want to improve their
1:39	chances of getting promoted they want to
1:41	gain more self-awareness around their
1:43	own emotional responses to improve their
1:45	social interactions place a high
1:47	priority on self-development and will
1:49	schedule time to practice evidence-based
1:51	techniques Learners will need a computer
1:53	tablet or smartphone to interact and
1:56	complete this course they should be able
1:58	to use that computer or mobile device
2:00	and have access to the internet
2:03	they should be able to write answers
2:04	into a discussion board forum for review
2:06	by other Learners in their learning
2:08	group including the ability to read
2:09	others works and respond
2:12	they should be able to download and
2:13	upload assignment templates write or
2:16	type answers into the assignment
2:17	template and upload the document for the
2:20	instructor to review
2:22	Learners will want to take this course
2:23	in a comfortable place where they can
2:26	freely engage in the self-reflection
2:28	practices without feeling like they have
2:30	to suppress emotional reactions that may
2:32	come up let's look at the course
2:34	overview the content and the objectives
2:36	alignment
2:38	in week one the learning modules include
2:40	intro to self-regulation and the vagus
2:43	nerve basic understanding of sympathetic
2:45	and parasympathetic nervous system
2:46	States and a body scan meditation
2:49	practice week two learning modules
2:51	include introduction to emotions
2:53	feelings and moods as separate

2:54	experiences emotional literacy building
2:57	exercises and identifying personal
2:59	triggers
3:01	week 3 learning modules include vagal
3:03	toning exercises science-based
3:06	strategies and they will begin drafting
3:08	their action plan in week four the
3:11	learning modules include no formal
3:13	learning but time to write their action
3:15	plan with access to the bibliography due
3:18	dates for the final action plan and the
3:20	learner reaction survey
3:23	weeks one through three offers an
3:25	optional Zoom coaching call for all
3:27	participants
3:29	the terminal learning objective for this
3:31	course states by the end of this course
3:33	you will be able to describe and
3:34	demonstrate practices for regulating
3:36	your emotional states via an action plan
3:39	the enabling objectives include Define
3:42	self-regulation and describe its
3:44	usefulness
3:45	describe the difference between the
3:46	sympathetic and the parasympathetic
3:48	nervous systems and their response
3:50	characteristics perform a body scan and
3:53	describe your findings describe the
3:55	difference between emotions feelings and
3:57	moods tune into your emotions and
3:59	describe their impact on yourself and
4:01	others
4:03	list two or more vagal toning exercises
4:06	and summarize their importance list two
4:08	or more science-based strategies for
4:10	self-regulation and describe each
4:12	practice develop an action plan for
4:14	self-regulation self-mastery and your
4:17	reasons for prescribing each action
4:21	each objective is in alignment with a
4:23	weekly lesson and some type of
4:25	assessment contained within the content
4:28	as we scroll through each of the
4:30	objective alignment slides take note of

4:33   the lesson alignments and the
4:35   assessments or measurements used to
4:37   ensure that the objective on that slide
4:40   has been met
4:41   this is objective one
4:46   this is objective two and how its
4:49   alignment and measurements occur
4:55   this is objective 3 and how its lesson
4:59   alignments occur
5:03   this is objective four it has numerous
5:06   lesson alignments and measures
5:14   this is objective five it also has
5:17   numerous lesson alignments and
5:19   measurements
5:27   this is lesson six and it's lesson
5:30   alignments
5:33   this is objective 7 and its lesson
5:37   alignments
5:42   this is objective eight all of the
5:44   lessons are in alignment with the
5:46   subjective and so is the final action
5:49   plan