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Implementing Social and Emotional Wellness Practices for their Pre-service Teachers: Opportunities and Barriers Facing Teacher Education Programs

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Implementing Social and Emotional Wellness Practices for their Pre-service Teachers:

Opportunities and Barriers Facing Teacher Education Programs

by

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ABSTRACT

This study investigates and describes the various opportunities and challenges the University of Central Florida (UCF) teacher education program (TEP) has in its attempt to infuse social and emotional wellness practices (or stress management) for pre-service teachers (PSTs) as a part of the learning curriculum. This study examined the implementation of social and emotional wellness practices within the core teacher education courses. Little information exists on the subject, yet the topic's interest grows for the need for a more holistic approach and for retention for educators in today's 21st century classrooms. The researcher believes that teaching is a very emotionally labored profession that, over time, when unmanaged, can cause burnout and different symptoms of exhaustion. As such, studies have shown that new teachers leave the classroom within their first three to five years of teaching. One of the recurring findings that explain why new teachers leave is because of stress. This study interviewed four teacher educators to probe how courses might facilitate their PSTs to deal with stress by looking at the extent to which social and emotional wellness competencies align across and within the TEP curriculum. Themes from the interviews found were Policy, Time, Cost, and Mentorship. The study provides recommendations aligning with these themes.

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CHAPTER ONE: INTRODUCTION

Teaching is an emotional practice, and teacher candidates should have exposure to a curriculum that emotionally prepares them for the stressors in the 21st-century classroom. According to Yusoff et al. (2013), stress management skills is an acquiring and learning skill by way of one's awareness, experience, and conscious efforts that allow stressful transactions to be more effective and efficient handled in the future" (p. 24). Yusoff's explanation shows that effectively managing stress is not a naturally occurring characteristic but a developed trait learned. Therefore, the teacher education preparation (TEP) core course design should include the distribution of emotional wellness practices that provide teacher candidates with the framework to develop stress management skills.

For this research, emotional wellness will include the definition of social and emotional wellness. There is scant research that focuses solely on the emotional wellness aspect of teachers or PST's. Most of the research that exists combines the terms social and emotional to look at teachers' wellness. However, this research will only be looking at the emotional aspect of social and emotional wellness related to stress management. A variety of definitions of social and emotional wellness exist that group social and emotional wellness to be more student-centered or classroom-based where they teach to meet the classroom's social and emotional needs and not so much of how teachers can use this knowledge to manage their stress.

This research defines social and emotional wellness from a teacher-centered focus. The terms well-being and wellness are not interchangeable in this research. Wellness is a set of habits and behaviors which this study is looking at, while well-being is a state of mind; the two go hand

in hand as wellness contributes to well-being. The definition of social and wellness closely related to this research objective is in Waajid's (2013) study.

According to Waajid (2013), Social and Emotional Well-being Practice (SEWP) "is a combination of knowledge and beliefs that assist with prevention, recognition, and management of emotional and or mental needs that may arise from time to time." (p. 5) In other words, the ability to manage stress is through the exposure of the knowledge to generate emotional and social wellness competencies. Waajid (2013) further builds on this by saying, "social and emotional competence is the individual's ability to understand, express and regulate the social and emotional aspect of life positively" (p. 2). Therefore, having the skills to deal with stress reduces the effect of stress.

The teacher's role has changed, and as it continues to change, the evolution of the classroom bears various complexities that TEP must address. The data shows that the role of a teacher now requires an immeasurable about of emotional labor. Gallup (2014), in its findings, reports that "46% of teachers reported high daily stress during the school year. The high level of daily stress among professions ties with nurses for the highest rate among all occupational groups" (p. 2). A recommendation is that PST has the tools to develop social and emotional learning skills to be ready for today's complex classrooms. The role that TEP plays should adapt to meet the needs that come along with this change. Finley (2003) draws attention to the fact that "educational practice is reshaping as the call for reform is being influenced by the perceived problems of schools not meeting student's needs." Teachers now need to understand new theories of learning as well as new school approaches to SEL learning.

Implementation of SEWP as a skill set would allow for better management of these challenges as PSTs would have learned how to cope during their formative years. Roger

Weissberg, the chief knowledge officer of the Collaborative for Academic, Social, and emotional Learning, or CASEL, said in an interview. "It is important for teachers to learn how to specifically identify social and emotional competencies… and learn how to systematically develop them," as "This does not necessarily come naturally to people." The need and demand for SEWP training for teachers are growing, so are the reasons behind it. However, most teacher education programs (TEP) have not found ways to make SEWP training an essential element of their four-year curriculum or professional development.

Research on the extent to which PST education includes direct information and SEWP training is in an emerging stage. Reichl et al. (2017) complete the first-of-its-kind national scan of all 51 states' TEPs and a social and emotional learning implementation review. Their key findings reveal that SEL's integration of competencies given little to no emphasis on TEP's state level. Not one state had standards that addressed all five Core SEL Competencies of Teacher domains in the data collected. "The vast majority of the states (71%) had standards that addressed between one and three of the five core SEL Competency of Teacher domains, whereas only 20% of states addressed four of the five core SEL Competency of Teacher domains. Furthermore, 10% of states had standards addressing SEL Competency of Teacher domains that were only applicable to PSTs in specific grade levels or subject areas."

This qualitative study explores the University of Central Florida's (UCF) undergraduate Teacher Education Program's (TEP's) comprehensive approach to infusing emotional wellness into their education curriculum.

<u>Rationale</u>

The research intends to investigate the possible opportunities and barriers of UCF's Teacher Education Program (TEP) to infuse emotional wellness into their Teacher Education

courses. This investigation also hopes to raise awareness of the various barriers that exist, thus influencing the policymakers and educational leaders to make the much-needed remediation. This research aims to call upon the TEP's intervention to infuse emotional wellness in their curriculum. Past research fails to examine the extent to which any PST education programs cover subjects relevant to SEWP or include information about the limitations that TEP's may be facing in applying direct training in emotional wellness to their plans. This research used qualitative measures to collect this information.

CHAPTER TWO: LITERATURE REVIEW

Teachers having effective stress management and wellness practices have arisen from the research literature debate regarding the growing concern for new teachers leaving the classroom after only a few years of their career. Thus, professionals see the need for intervention from the education policy decision-makers to implement a different system that induces positive teacher learning and development effects. The growing number of new teachers leaving the classroom contributes to the attrition rate; as defined by Merriam- Webster dictionary, "attrition is the gradual reduction of a workforce by employees' leaving and not being replaced rather than there lay off." After reviewing related literature to understand why new teachers in the first years of their service leave the classroom. Buchanan et al. (2013) provide insights about attrition by using smaller-scale studies whereby they found out that "New teachers by their second year of teaching 29% of the teachers were thinking about leaving teaching and 10% indicated they had already decided to leave. Moreover, the primary factor for these teachers was burnout (p3). This study highlighted a series of issues that contributed to stress, which will be discussed further in the literature to depict how it relates to teachers leaving while compounding teachers' need to learn coping strategies before entering the field.

Thus, the literature review revealed the need for initial TEPs to infuse social and emotional wellness training to effectively deal with the higher stress levels within the 21st-century classroom. This review will address research and definitions related to stressors, classroom management, standardized testing connections, self-efficacy, social and emotional learning, attrition, and TEPs.

Stressors in the classroom

Stress is a functional part of life. Stress is the body's natural response to external conditions that are challenging. The issue at hand is the role continuous unmanaged stress plays, as it can severely interfere with a person's job, health, and personal life. To date, teaching is considered one of the most stressful occupations. According to the Jennings et al 2017 study that surveyed various professions and their stress level, 46% of teachers in the U.S reported high daily stress during the school year. That ties with nurses for the highest rate among all occupational groups. Even though this is the reality for all teachers, new teachers' situation is far worse because of their level of expertise. Further examination of the challenges that new teachers are needed to prepare PST's better.

Classroom management: Reality vs. Expectation

Teacher education programs are task with aligning content as much as possible to the realities of the classroom. However, it would be nearly impossible to give PST an overview of every scenario they may experience because of how revolving change is and prepare them to deal with the uncertainties. One of the main challenges that reappeared in the literature for new teachers is classroom management. Classroom management refers to the different strategies a teacher may use to maintain their classroom environments. These studies identify a high percentage of new teachers who feel unprepared to manage their classrooms. To get a better look at the extent to which they are affected. A public agenda survey found that 85% of teachers believed "new teachers are particularly unprepared for dealing with behavior problems in their

classroom" (p. 3). This finding emphasizes the skills or strategies, but their behavior is beyond their breadth of experiences.

A more in-depth look into classroom management's issue follows Dias-Lacy and Guirguis, (2017), as their study highlighted the role the internship experience plays in forging this level of unpreparedness. To identify new teachers' various perceived challenges, Lacey and Guirguis conducted a grounded theory qualitative research analysis of new teachers' firsthand experiences with discipline issues. Where in their findings, the recurring theme of classroom management presented itself. The results claim that teachers do not have the opportunity to experience firsthand any discipline issues. The study provides in the field evidence of the issues at hand. However, one limitation of this past research is that there was no explanation of why PST did not have the opportunity. Maistre and Pare's (2010) research was able to substantiate this claim. They explain that what happens during the internship is that "they are protected by their supervising teacher who can step in if the situation warrants. One neophyte described this as being in "the student bubble." (p. 3). So, it is "This transition from support and dependence to sole responsibility and independence that makes a large contribution to the real shock they experience in their first year." (p. 6).

Future research could investigate the theory of behaviorism as this could be the key to understanding how internship limits the PST intern's ability to function in the classroom. Behaviorism theory suggests that teachers can directly influence how their students behave. If this is true, then the intern is going into an already accumulated environment where the teacher's presence acts as a stimulus that maintains the appropriate behavior. The students already have outlined rules and expectations and a flow that they achieve before the intern arrival. According to Zhou and Brown (2015), students generally avoid behaviors associated with unpleasantry and

develop habitual behaviors from repeated times. The application of behaviorist theory in the classroom can cause this limitation for interns. New teachers' well-being is affected when they feel unprepared to handle diverse behavioral problems because when the new teacher internalizes these negatives experiences, it compounds their stress. Therefore, PST training should allow stable emotional disposition to learn to navigate these different behavioral problems.

Standardized testing: Reality versus Expectations

The infusion of emotional and social learning into TEPs can reduce the institutional causes of stress to help new teachers cope. The Florida Standard Assessment (FSA) is a suite of reading, writing, and math tests designed to measure annual student performance. The test ties to Florida's Common Core-based Standards, which outline what students should know at the end of each grade. Legislation like the No Child Left Behind Act (NCLB, 2001) has raised the stakes for testing, potentially tying student performance to teachers' salaries and job stability, thus dictating what and how teachers teach. According to the National Education Association (NEA) survey, most teachers reported feeling "considerable pressure to improve test scores. Seventy-two percent replied that they felt "moderate to extreme" pressure from both schools and district administrators. Now more than ever, more time is placed on administrating and preparing students. According to Robelen (2016) "The average teacher now reports spending about 30 percent working time on test-related task. This pressure is only worsening when teachers fear losing their job, as over 40% of surveyed members reported that their school placed "moderate" to "extreme" emphasis on student's test scores to evaluate their performance" (Robelen, 2016, p. 1)

Herman and Golan's (1991) research were significant in reviewing why testing causes teacher stress. They put forward that one of the stressors is accountability pressure. The accountability pressure arises from the emphasis placed on test scores. Herman and Golan (1991) postulate that because test scores contribute to the "promotion of students and teachers as well as dictates which program receives funding" (p. 5). These are "great consequences attached to testing," correlating the likelihood it would harm teachers. Not to mention that the literature observes that "relatively inexperienced teachers felt more significant anxiety and accountability pressure than experienced teachers." The limitations of the past studies are on the focus of standardized testing and its influence on teacher planning and instruction and less on the mental health this may pose to teachers. The study's use of survey methodology to address these concerns was valid regardless of the research date because standardizing testing gained more emphasis in the early 20th century.

In a more recent 2008 qualitative study, Brady determined the relationship between high stakes testing and teachers' emotions. The findings indicate that high stakes testing positively and negatively impacts teachers' emotions, but further study into the teacher's emotions related to their professional life is needed. Bradley shared "teachers experience many emotional events throughout their day and their response to stress may depend on their years of teaching, as well as the severity of the disruption in the classroom" (p. 6). The study outlines "the importance of realizing that displaying emotions even minute emotions requires a certain amount of emotional energy or emotional labor." (p. 6). They put forward that teachers should learn to regulate their emotions by using preventative and responsive strategies that include deep breathing and self-talking activities. In support, "the majority of teachers surveyed acknowledge that emotion regulations were significant in achieving their daily teaching goals" (p. 6). However, the study

was redundant on the physiological dimension of emotions without correlating it to the classroom or teaching preparation program.

<div align="center">Self-efficacy: Reality vs. Expectations</div>

According to the American Psychological Association (n.d) , self-efficacy refers to an "individual's beliefs in his or her capacity to execute behaviors necessary to produce specific performance attainments." (p. 1). Inadvertently it is the confidence to control one's behavior, motivation, and social-environmental. New teachers develop a skewed disposition about what it means to be a teacher. The existing literature places emphasis on student teacher's inability to accept less than perfection from themselves. To illustrate, Maistre and Pare (2010) shared that "beginner teachers find it hard to realize that they cannot please every student in the classroom and are very hard on themselves when something does not pan out" (p. 4). The study put forward that new teachers need to use the strategy of satisficing: "which is the ability to live with less than perfect solutions; in sum, it is the struggle to meet their expectations, which causes distress according to Maistre and Pare (2010).

Moreover, Redmon (2007) shares that beginning teachers are often assigned the least desirable courses and the most challenging students. These contribute to a weak perception of efficacy when these new teachers enter the classroom. Hence, self-efficacy can either allow teachers to be more persistent or pushed to leave the classroom. He recommends TEP design a way to administer teacher in training strong feelings of self-efficacy. It is integral that these are feelings to maintain throughout preparation to set the tone for their first teaching assignment. The study uses qualitative research to determine how TEP influence teacher self-efficacy of PST

candidates. The findings demonstrate how teacher education programs traditionally offer coursework that provides pre-service candidates with the knowledge and skills needed to succeed. Yet failing "to address the critical disposition that defines teacher's performance in a classroom, for teacher self-efficacy is more than a frame of mind" (Redmon, 2007, p. 14). This study is limited because it was a part one of a part two study, which is still pending completion (Redmon, 2007). In further research, Bacon (2020) uses a mixed methods action research study to assess beginning teachers' self-efficacy levels. The research findings establish that "when positive teachers' self-efficacy starts in the early years of teaching, it will remain relatively stable—thus reconfirming the need for infusing of social and emotional learning." (Bacon, 2020, p. 28). The study provides strong evidence that self-efficacy is attainable through professional development, which can greatly increase efficacy by providing "modeling, information-rich task, reflective experiences, and job-embedded practices" (Bacon, 2020, p. 34). Specifically, because beginning teachers lack the experience to reflect on, professional development must provide novice teachers with opportunities to practice new skills and experience gratification in moments of success.

<div align="center">The benefits of social and emotional learning</div>

The literature supports adding a mindfulness approach to teacher training. Almerico's (2018) study contextualize Social Emotional Learning (SEL) as "the process of implementing policies and practices to teach individuals competencies and skills to assist in the development of self-awareness, self-management, social awareness, making reasoned choices and developing and maintaining healthy relationships' (p. 2). The results from the study show that teachers with social and emotional competencies (SEC) are "better able to create nurturing, safe, and healthy classroom environments which lead to higher academic achievement" (p. 3). The benefits of

bringing SEL into teacher training are well established when grounded in theory and empirical evidence. The discoveries explore how well-established benefits of bringing SEL into teacher training are offered when incorporating SEL and the SEC's development into teacher education training. The study discusses several evidence-based contemplative practice strategies that are available for future teachers. It regurgitates that teachers need to possess more than a conceptual map of the classroom procedures and have additional knowledge of their development and the role their health plays in being an efficient teacher.

Similarly, Waajid's (2013) research looks explicitly at infusing social, emotional learning into the teacher education curriculum. The research utilizes a qualitative case study method to examine the experiences of candidates enrolled in the undergraduate teacher education curriculum and instruction course when infused with social-emotional literacy. The course adopts a practitioner-researcher approach. An overall description of the course was shared. This research capitalized on the opportunity provided by a teacher education curriculum and instruction course to facilitate social emotional wellness of teachers.

Social and emotional wellness competencies in teacher education programs

This section presents a review of related literature to explore the extent to which TEPs are incorporating theory, research, and practical application of social and emotional wellness into the teacher's pre-service education. A review of the literature brought about the idea of social, emotional learning. The opinions of social-emotional learning surfaced across two perspectives: preparing teachers to support young children's social and emotional readiness for classroom

learning and developing these skills for teachers to be more prepared to support their own social and emotional readiness for the classroom.

In one related study, Waajid et al., (2013) used a grounded theory method to examine SEL concepts infused in an undergraduate course on curriculum and instruction. Waajid agreed that "the present focus of teacher certification standards in the United States is on developing the cognitive components associated with teaching, with very little attention being given to social, emotional development of teachers" (p. 2). However, his study focused on the emotions of students as he reported that "of the teacher surveyed 66% acknowledged being either moderately or poorly prepared to deal with student's emotions". His study did not link that helping PST's acquire an awareness and understanding of their emotions would impact their teaching and indirectly their students. The infusion of social and emotional learning was along the lines of "developing SEL curriculum that focused on the issues that students face in the classroom". (Waajid, 2013, p. 3).

Similarly, Sugishita and Dresser (2019) in their action research study, examined social-emotional learning (SEL) strategies taught during a yearlong elementary teaching credential field course. They defined social and emotional- learning as "the process of developing social and emotional competencies in children," (Sugishita & Dresser , 2019, p. 2) as they see SEL implementation as "how teachers receive training to integrate SEL – supportive strategies and disciplinary methods into their daily interactions and practices with students" (Sugishita & Dresser , 2019, p. 4). The article focuses solely on the SEL instruction and strategies offered through teacher-led instruction as "suggested that SEL infuses into each component of an instructional lesson, including the content input, procedural strategies, and classroom management" (Sugishita & Dresser , 2019, p. 6). For example, teachers might open the day with

a structured "gathering" or morning routine wherein children would be given opportunities to interact with and get to know their peers while also practicing specific SEL-targeted social, communication, and listening skills during the meeting and throughout the school day." (Sugishita &Dresser , 2019, p. 41).

On the other hand, Katz et al., (2020) refute the previous research concept by sharing that "teachers need social and emotional competencies (SEC's) so they can manage their stress." Katz et al., kept the definition of SEL to be "the acquiring of personal and interpersonal skills needed to establish caring, positive relationships, make responsible decisions, handle challenging situations effectively and ethically". The study was a proposal on creating a multifaceted approach to teacher education by weaving in the knowledge and practices of SEL throughout the preparation courses. The study outlined the different ways in which the components of Collaborative for Academic, Social, and Emotional Learning (CASEL) can incorporatE within the pre-service education as SEL is not a stand-alone program but an approach.

Reichl et al. did the first study of its kind that thoroughly looked at SEL from a teacher's perspective and what the TEPs were doing. The recent scan of Canadian and U.S. TEPs showed that very few PSTs are receiving training in SEL. The study found out that very few states required PST's to learn to identify their feelings, strengths, and weaknesses or control and appropriately express their feelings. The study analyzed 3916 courses needed in TEPs offered by 304 US colleges of education, representing 30% of all U.S. colleges that provide teacher education coursework. They found that out of the 50 U.S. states, only 10 states address some of SEL's core competencies. Moreover, very few states require PSTs to learn these skills. The scan's limitation is that they only looked at the curriculum available on the school's website and failed to connect the missing curriculum further, which may not accurately measure if the college

curriculum was indeed using SEL throughout their program. Research on the extent to which pre-service education includes direct information and or training in SEL is still in the beginning stages.

In an earlier decade, Almerico (2018) reported that teacher training programs failed to provide candidates with the knowledge and skills needed to promote their students' social and emotional skills. Buchanan et al. (2013) Stress that "the preparation of PSTs for the rigors of teaching can be more realistic. Being able to incorporate discussion about the challenges of early years of teaching and how to survive those challenges is an essential component of teacher education" (p. 4). However, research cannot yet adequately explain why today's TEPs fail to appropriately equip future teachers with these skills. This thesis research contributes by assessing the opportunities and limitations within one TEP to pave the way to infuse social and emotional learning within their teacher education curriculum.

CHAPTER THREE: METHODOLOGY

This chapter includes the different methods and procedures used in conducting the study. This chapter describes the research design, data collection procedures, data analysis procedures, and ethical considerations used to gain the needed insights into the barriers to infusing social and emotional wellness practices (SEWP) for PSTs. The researcher explored UCF's Teacher Education Program's (TEP) comprehensive approach to infusing social emotional wellness practices (SEWP) into their university curriculum.

Research Design

According to Islamia (2016), a research design acts as a blueprint as it specifies the methods and procedures for collecting and analyzing the needed information. This study adopts a descriptive quantitative design to determine the different opportunities and barriers the University of Central Florida's TEP faces regarding implementing SEWP within the core curriculum. Descriptive research involves gathering data that describe events and then organizing, depicting, and describing the data collected (Glass & Hopkins,1984). Nassaji (2015) suggests that the descriptive research method aims to describe a phenomenon and its characteristics. This descriptive approach enables the researcher to assess the course shepherds' opinions concerning emotional wellness practices and course implementation.

Sample selection

This is study used the expert sampling method to develop the sample selection. This method, which belongs to the purposive sampling technique, involves identifying and selecting proficient and well-informed individuals with the research subject's knowledge and experience (Etikan et al., 2016). In this current study, the sample chosen members were University of

Central Florida (UCF) teacher education faculty who serve as course leaders or shepherds. The course shepherds' solicitation was primarily due to their participation, input, and ideas regarding module design, content, and issues. They are responsible for making final decisions and recommendations concerning the goals and curriculum of their respective courses.

……… According to Johnson (2003), snowball sampling is a networking referral system to locate participants that information is not readily available and hard to find. The researcher used snowballing to identify the course shepherds in the UCF TEP. Snowball sampling occurs when participants refer to other participants based on the shared characteristic needed for the research. The researcher reached out to a professor at UCF, who provided the contact information of a possible participant that matched the research objective.

Location of the study

In observation of the Centers for Disease Control and Prevention (CDC) guidelines for COVID-19 19, all meetings and interactions occurred virtually via email and zoom. The zoom interviews were in a private space, free from noise and other distractions to maintain privacy. The participants also maintained this by being in a quiet location free from distractions. The researcher operated from Orlando, Florida.

Data collection

The researcher implemented a semi-structured interview model with open-ended questions. According to Allen (2017), "Qualitative studies that utilize open-ended questions allow researchers to take a comprehensive look at issues that are studied. Open-ended responses permit respondents to provide more options and opinions, giving the data more diversity that would not be possible with a closed-question." (Allen, 2017, p. 3). The semi-structured interview

was conducted conversationally with one respondent at a time. The open-ended questions were accompanied by follow up why or how questions. The semi-structured interview lasted between 30 to 60 minutes. The remote interview was through the Zoom platform. The researcher formulated open-ended questions that attempted to uncover the opportunities and barriers to incorporating SEWP in the teacher education curriculum. Evans (2017) supports that qualitative semi-structured interviews are valuable because they allow researchers to explore subjective viewpoints and gather in-depth accounts of people's experiences.

The following open-ended questions guided the interview:

1. What are social and emotional wellness practices?
2. What are your thoughts about pre-service teachers' exposure to the science of SEWP in their coursework and the time to apply this knowledge in schools and classrooms during their pre-service teaching experiences?
3. What elements of social and emotional wellness practices do you think are most effective for pre-service teachers?
4.   how are various aspects of social and emotional wellness implemented in the educational courses?
5.   how do you incorporate the promotion of teacher SEWP into your course content?
6.   How is your course curricula designed to combine course content on SEWP with the practical application of SEWP concepts into classroom teaching?

These questions are created to assess the participant's knowledge about emotional wellness and investigate how they implement it if the research models these questions using descriptive

research questions to describe the situation. The research questions were created and reviewed by experts in the field to ensure that they were in line with the investigations.

<center>Overall description of the course shepherds</center>

The course shepherds who were selected were from courses that would have had the best opportunities for preparing PSTs with social emotional learning competencies. These courses are Introduction to the Teaching Profession, Teaching Strategies and Classroom Management, Internship 1 Exceptional Education, Internship II Exceptional Education, Internship II (Elementary), and Internship I (Elementary).

<center>Sample Size</center>

This study's in-depth interviews are limited to at least four course shepherds. These respondents have control over the course syllabus and will have direct knowledge of whether SEWP is incorporated in some way within their course, informally or formally. After the one-on-one interviews were conducted and videotaped. The transcripts were examined for possible themes as well as challenges and obstacles for incorporating SEL using content analysis methodology. Content analysis is a research tool used to determine the presence of certain words, themes. According to Shannon and Hseih (2005), content analysis allows the researcher to quantify and analyze certain concepts' presences, meanings, and relationships. The data collected in this study observed the rules of the content analysis approach. According to Moore and McCabe (2005), this is the type of research whereby data gathered is categorized in themes and sub-themes so that the data can be comparable. The researcher grouped the data based on re-occurring themes and presents them in categorical order.

Ethical considerations

This study followed observed ethical guidelines, such as observing the rights to anonymity, confidentiality, and informed consent.

To fulfill the federal mandate, the researcher completed the Research with Human Subjects Training Course offered by the Collaborative Institutional Training Initiative (CITI Program). Before the researcher could conduct interviews with the participants, the researcher submitted the HRP – 255 and HRP – 254 to the IRB. According to federal regulations, the HRP 255 was used to determine if the research can be determined to be "human research" exempted from IRB review. Form HRB 254 was an explanation of the research provided electronically to participants' email. Copies of both documents can be found in the Appendices sections. All participants were fully informed regarding the study's objectives and reassured that their responses were treated as confidential and used only for academic purposes and only for this research.

The researcher authenticated all Zoom meetings, and each participant received their unique link with meeting code and password. The interview was audio-recorded after obtaining consent from the participants. Random unifiers labeled the audio recording, for example, participants 1 and 2, to protect the identities. The Zoom sessions were locked after each participant joined the meeting.

None of the participants were paid or offered any incentives. Their participation was solely voluntary. Data was transcribed using Otter. Otter is a technology company that develops speech to text transcription applications using artificial intelligence and machine learning. The data once transcribed was deleted.

Research Limitations

As it is for every study, the research had the following limitation. The size of the sample was relatively small. A larger sample would probably enhance the reliability of the research. In hindsight, the teacher educators' responses were more student-centered than teacher-centered. Their answers were framed on understanding emotional wellness to identify the sign in their classroom and how to design a classroom around emotional well-being.

Reliability and validity

According to Heale and Twycross (2015), reliability relates to the consistency of a measure. To ensure the study's reliability, the researcher checks the reliability of the data analyzed through the inter-rater reliability method. According to Lavrakas (2008), inter-rater reliability refers to the relative consistency of the judgment made of the same stimulus by two or more raters. Both the principal investigator and the researcher needed to have the same result as possible when analyzing the data to prevent researcher bias and ensure validity. Joppe (2000) states that validity determines whether the research truly how truthful the research results are.

 A copy of the participants' audio was sent to the principal investigator through encrypted email.

CHAPTER FOUR: FINDINGS

The purpose of this study was to identify any challenges and opportunities that the TEP may experience in integrating emotional wellness into the core curriculum for PST's. Before I could begin the interview, I posed the question of defining social and emotional learning to each teacher educator to know their familiarity with the concept and which concept they were speaking on. Question 1 asked While researching; I found different ways of defining social and emotional wellness practices; how would you define social and emotional wellness practices (SEWP) for pre-service teachers?

Of the four, two of the four teacher educators mentioned that it was about tending to students' social and emotional learning in the classroom. At the same time, the other two respondents agreed that it was about how individuals manage stress. After each response, I went ahead to define how this study defines social and emotional learning and the objective of this research that everyone understood so that we could move forward.

The two primary research questions that guided this study were:

1. I would like to know about any challenge you experience in infusing SEWP into your course for pre-service teachers?
2. Could you share some of the opportunities you have been provided within introducing and expanding the different elements of SEWP in your course for pre-service teachers?

From these interviews, four distinct themes emerged from the research data for question. The major themes identified from the results of this study included

1. Policy
2. Time
3. Cost
4. Mentorship

Policy

All participants shared that rules and regulations from either the school or the state dictate what could be included within the curriculum. School legislation consists of any federal, state regulation that an administration, teachers, and staff must follow. The teacher educator elaborated that because they are mandated to provide a certain amount of content within a course in a specified amount of time, it limits their freedom in implementing any specific changes.

Participant 1, one of the course shepherds who was interviewed, was able to explain by saying "the issue is these are the standards that we have to meet… this is sad because these are things we need and we try to figure it out , we would all agree that this is a hot topic, an important topic along with diversity, inclusion and all of that needs to be in the coursework, but with all the state mandates and all the different things we had to do within the parameters we were given, we couldn't fit it all in."

Similarly, Participant 2 shared that it is the lack of awareness from policymakers on the importance of SEWP, that legislators are far removed from the subject, and so their decisions reflect this. Participant 2 in the interview shared the following "I remember one time; it was

couple years ago we were talking about self-awareness and social-emotional learning , and I remembered somebody in policy saying "oh all that is fluff, all that social stuff who cares about that and I looked at her and said that is who we are, How can you not care about that? This is about us, about who we are as people".

<u>Time</u>

All participants shared that they are experiencing time constraints and timing regarding infusing social and emotional learning; this is because choosing when it is more effective to introduce is integral to how well the PST's can relate and apply the knowledge

For example, Participant 1 shared that "we know we need to do this, but it's a time thing; I think the other thing is not just time constraints, but timing when they are out there doing their internships. That is the best time to really relate to the stress that they see their students' experiences and how the profession can affect your own social and emotional wellness and you do not know that until your actually out there working day in and day out".

Similarly, Participant 2 shared that "there is always a challenge of time; there is never enough time. we want to put more social and emotional learning, but we do not want to overwhelm folks but, where is that balance between supporting me as a person and all my needs with the pedagogy and content work that is also needed."

Also, Participant 3 points out that the implementation of social and emotional learning can be time-consuming as the discussion can go on longer than plan. In their own words, "It can be time-consuming. Sometimes these discussions can go on too long, and students think that we are going off-topic. But we still have students on occasion who just want to put the time in and get out, and that's not what really what our career entails.

Notably, when the interview questions guided participants toward opportunities for a stand-alone SEWP course, the consensus from all participants was that this solution is too costly to implement stand-alone programs

Participant 1 described having a mental health stand-alone program that staff and students would take and after completing the course. "They would all become mental health first aiders; however, this was removed from the program," Participant 1 explained the reason why in the interview: "I hate to say that it is a money thing also, but they came back and normally it was free. They would provide all the resources it was from a nonprofit, but they started saying we want to start charging out students $ 30. Another $30 as they are graduating and taking all their certification exams is not something we wanted to add to their plate, so we have to think about the finances."

<u>Mentorship</u>

Mentorship is the mentor's guidance, especially an experienced person in an educational institution. A mentor serves as a role model to help the mentee. Unfortunately, the data shows that the mentors are not reflective of this definition as the lack of support displayed is negative comments to dismay their mentees from the profession and improper or ineffective use of stress management skills.

Participant 1 explained that mentorship provides PST with real-life modeling of social and emotional learning during their internship period. However, at times this is not the case, "I think it's hit or miss as to whether they're seeing this modeled appropriately, by supervising teachers, because while I'm sure in clinical supervision coursework, they talk about you know, mentoring the teacher and being a positive role model, I wouldn't think that supervising teachers

would strive to be a negative role model, but at the same time, it's very emotional, and sometimes their emotions get the best of them, so they may not be modeling that."

Likewise, Participant 3 added, "veteran teachers out in the system are alarming PST's. I am hoping you did not have this experience. But many of my students are saying they do. People are telling them to run, do not do it. Get out of the profession. What are you thinking? Um, so I think that is a huge detriment. When you are in the position you are, for example, and you are paying this kind of money, you are working on getting these grades at a top institution. The people you want to emulate and you're going out with great respect and want to learn from to model for you are putting their hand out saying, "Oh my gosh, well, the other direction."

<u>Opportunities to infuse SEL</u>

Regarding question 2, all participants were asked: Could you share some of the opportunities you have been provided within introducing and expanding the different elements of SEWP in your course for pre-service teachers? All responses provided were how they implement SEL in their course work and not so much talking about external factors that allow them to do so. I would have liked to learn more about the different factors that influence course development. I did not get a clear response from the four respondents, and it may be because the question was not straightforward for them to arrive at an answer or that they might not be infusing SEL to give a response.

For example, Participant 1 said, "And during Capstone, we have chat and chew. So we actually have lunch, where it's extremely informal, but that's most often the time when the students really need to decompress and talk about some of the things, and most of them are emotional, right? And there has been tears and everything else. But I think when you when, you

unload, and you unload on someone who understands and has a background, that it really helps, so the chat and choose for them work really well".

Similarly, Participant 2 shared "that one of her doctoral students has created modules for our PST's in counseling and stress management, and trauma-informed care and they actually go out to the schools and meet with our interns and talk about and work through some of the social, emotional learning strategies."

These were all descriptions of different activities that they do that are SEL based, but it was not specific to let me know if there was someone or a policy that outlined that this needs to be done or something needs to be added.

CHAPTER FIVE: RECOMMENDATIONS

This research investigated the barriers and opportunities in implementing social and emotional wellness within a teacher education program. Semi-structured, recorded interviews collected primary data from four respondents. The purpose of this study was to identify the various limitations of infusing social and emotional learning and identify the multiple opportunities in infusing social and emotional learning.

As I reflect on the four themes uncovered from the interviews, I found out that each course had different ways of approaching and implementing what they understood to be SEL components. They did not follow a specific standard to align their approach. All courses should align with the CASEL Five self-management framework to become more SEWP inclusive. All courses following one outline would ensure that not just some, but every PST would have similar experiences regardless of their education major.

According to Casel.org, The CASEL Five addresses five broad and interrelated areas of competence and highlights illustrative examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The competence Self-management relates closely to this research focus, which as defined by CASEL: "The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals." (CASEL, 2020, p. 1).

The data reveals that there can be two definitions of what social and emotional learning is. Both definitions are acceptable. However, the data indicates a contrast in its use, whereby its primary use is to address the SEL needs of children, with the focus being class management and

behavior management. There needs to be a consensus and a distinction where an agreed-upon definition includes a focus on teacher's SEL needs.

Regarding how TEP can begin infusing SEWP into the core curriculum, the researcher suggests moving away from a stand-alone approach to represent SEL's intertwining's can be interlinked with core content when lesson plans designs around SEL—for example, using a unit plan concept to weave key ideas and learning goals together between components of SEL. In addition to this, you cannot teach what you do not know; therefore, all course shepherds and or facilitators that teach core education classes should develop their own SEL practices, so they can understand what it looks like, what it means, and how they can add to reflecting it for their PST

Today, the data that new teachers are leaving at a faster rate than expected will increase if we do not meet our PST SEL needs. PST are new teachers, and the climate of what they are getting into is getting worse. COVID-19 has changed the face of teaching. Teachers are doing two jobs at once where they are teaching virtual and face to face students synchronously while navigating how to be a distant teacher with the hopes of not getting sick. The stressor list went up by the different challenges COVID-19 has brought, and teachers have left since the onset because they cannot cope. Many new teachers did not enter the field because of their fear of catching COVID-19 . Most new teachers did not choose to continue as a virtual teacher because adjusting to the virtual environment is unique.

This study indicates that infusing social and emotional learning within the curriculum is still in its initial stage. More studies are needed to review other university education programs. Future studies could use a larger sample size of more course shepherds to identify the gaps that exist. Further research is needed to determine the various components of SEL that exist within the core curriculum. The data that should have identified the course shepherds' multiple

opportunities to implement SEL was scant. The results from this research would have allowed the researcher to pinpoint what classes had it, to what extent they were infusing SEL to get an understanding of the gaps in implementing it.

Recommendations for the profession of teacher education

Recommendation One: Teachers should become more aware of their triggers, teaching is reflective practice and as such teachers needs to spend time to reflect on how they are feeling after a hard day and why they are feeling this way to better handle their feelings before it goes out of hand.

Recommendation Two: Teachers should allow themselves permission to take a break or step back if they need time to from a stressful event during the day. They do not need to feel that they have to continue on if they are stressed out, ask for an extra 15 mins , takes a 5 mins breather outside of the classroom. Teachers should be allowed to acknowledge that it is okay to have feeling and it is okay to deal with them during the workday if they need to and not after.

Recommendations for my classroom: A pedagogical perspective

During this thesis process, I discovered that there are three different types of SEL and that the primary focus has been on student SEL. I have learnt that I would balances these three in my future classroom as there are interconnected.

Recommendation One: As a new teacher. I will be open about my feelings and share them to my class for them to understand that apart of being human is knowing how you feeling, accepting how you feel and sharing about it.

Recommendation Two: Infusing SEL does not have be a standalone implementation where there is a lesson plan but implementing different SEL procedures during routines and classroom procedures, I can statement as well as when doing a science or reading lesson the focus can be shifted on different SEL components.

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APPENDIX A

UNIVERSITY OF CENTRAL FLORIDA

EXPLANATION OF RESEARCH

Title of Project: An exploration of one teacher preparation program's curricular opportunities and barriers to preservice teachers' social-emotional well-being

Principal Investigator: Dr. Susan Kelly

Co- Investigator: Kris Ann Higgins

You are being invited to take part in a research study. Whether you take part is up to you.

The purpose of this research is to gather full time faculty instructors' perspectives on the opportunities and or barriers in implementing social and emotional wellbeing elements in their courses for teacher candidates.

The participants will take part in a semi structured interview to give their response to several open-ended questions. The interview will be held remotely conducted on zoom platform.

The semi structured interview will take approximately 30 to 60 minutes to complete

The video or audio semi structured interview will be recorded for the entire duration of the interview. You will be audio or video recorded during this study. If you do not want to be recorded, you will have the option to do say so at the beginning of the interview to still be able to be in the study. If you are recorded, the recording will not be saved with any identifier. The recording will be erased or destroyed within 48 to 72 hours after the data has been transcribed.

Your participation in this study is voluntary. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice or penalty. Your decision to participate or not participate in this study will in no way affect your relationship with UCF, including continued enrollment, grades, employment or your relationship with the individuals who may have an interest in this study.

No identifiable private information will be collected, only the researchers will have access to the raw data and its record will be retained for 72 hours.

You must be 18 years of age or older to take part in this research study.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints , you may contact Susan E Kelly, E.d.D, TQP Coordinator, College of Community Innovation and Education, 407-928-0020 or Dr. Sherron Roberts, **Professor**, College of Community Innovation and Education at 407-823-2102 or by email at sherron.roberts@ucf.edu.

IRB contact about your rights in this study or to report a complaint: If you have questions about your rights as a research participant, or have concerns about the conduct of this study, please contact Institutional Review Board (IRB), University of Central Florida, Office of Research, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901, or email irb@ucf.edu.

UCF HRP-254 Form v.5/1/2020

APPENDIX B

Instructions: This form is used to establish whether your research can be determined to be "Human Research" that is exempt from IRB Review according to the federal regulations. To request a determination of exemption, please complete this form to serve as the study protocol and upload the completed form in Section 8 of the Basic Information Page of the online study application in Huron. On the Local Site Documents page of the application, and upload recruitment materials, study instruments, and, if a consent process is required, the HRP-254 Summary Explanation for Exempt Research. The IRB Office will then make the final determination on whether the activity meets an exempt category under Health and Human Services regulations (HHS)45 CFR 46.104 (b). *If the activity ONLY includes secondary research as described in Section 1.B. 4 below, stop and use form HRP-255SR instead.*

Principal Investigator (PI):	Susan Kelly
Study Title:	An exploration of one teacher preparation program's curricular opportunities and barriers to preservice teachers' social-emotional well-being
Co-Investigators(s) (if Applicable):	Kris- Ann Higgins
Faculty Advisor (if Applicable):	Sherron Roberts

Section 1 – Justification of IRB Exemption
In order to be considered exempt, the research study MUST meet the following conditions:

A.	The research protocol involves NO more than minimal risk. Minimal risk is the probability and magnitude of physical or psychological harm that is normally encountered in the daily lives, or in the routine medical, dental, or psychological examination of healthy persons. 45CFR46.303 (d).
☒	Yes, this research involves NO more than minimal risk.
☐	No, this research involves GREATER than minimal risk. STOP, your submission does not qualify for an exemption determination. Discard this form and complete a Protocol using Form HRP-503 for submission to the IRB.
B.	This study fits into at least one of the following 6 Exemption categories. Please indicate which of the following categories you think most clearly represents your research.
☐	1. Research conducted in established or commonly accepted educational settings that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
☐	2. Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
	☐ (i) The information obtained is recorded-even temporarily– by the investigator in such a manner that the identity of the Human Subjects cannot be readily ascertained, directly or indirectly through identifiers linked to the subjects; OR
	☐ (ii) Any disclosure of Human Subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; OR

☐ (iii) The information obtained is recorded-even temporarily- by the investigator in such a manner that the identity of the Human Subjects can be readily ascertained, directly or indirectly through identifiers linked to the subjects, AND there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. **Note: If your research includes surveys or interviews with minors, this study will not qualify for an exemption.**

☐ If the research involves children and is conducted, funded, or subject to regulation by DHHS, Dept. of Defense (DOD), Dept. of Education (ED), Environmental Protection Agency (EPA), or Veterans Administration (VA), the procedures are limited to (1) the observation of public behavior when the investigator(s) do not participate in the activities being observed or (2) the use of educational tests and at least one of the following criteria is met:

  ☐ (i) The information obtained is recorded by the investigator in such a manner that the identity of the Human Subjects cannot readily be ascertained, directly or indirectly through identifiers linked to the subjects; OR

  ☐ (ii) Any disclosure of Human Subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational achievement, or reputation.

☒ 3(i). Research involving benign behavioral interventions' in conjunction with the collection of information from an adult subject through verbal or written responses (including data entry) or audiovisual recording if the subject prospectively agrees to the intervention and information collection and at least one of the following criteria is met:

☐ (A) The information obtained is recorded by the investigator in such a manner that the identity of the Human Subjects cannot readily be ascertained, directly or indirectly, through identifiers linked to the subjects; OR

☒ (B) Any disclosure of the Human Subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; OR

☐ (C) The information obtained is recorded—even temporarily- by the investigator in such a manner that the identity of the Human Subjects can be readily ascertained, directly or indirectly through identifiers linked to the subjects, AND there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data.

☐ 4. Secondary research for which consent is not required: Secondary research uses of identifiable private information or identifiable biospecimens, if at least one of the following criteria is met:

☐ (i) The identifiable private information or identifiable biospecimens are publicly available; OR

☐ (ii) Information, which may include information about biospecimens, is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained directly or through identifiers linked to the subjects, the investigator does not contact the subjects, and the investigator will not re-identify subjects; OR

☐ The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is regulated under 45 CFR parts 160 and 164 (HIPAA), subparts A and E, for the purposes of "health care operations" or "research" as those terms are defined at 45 CFR 164.501 or for "public health activities and purposes" as described under 45 CFR 164.512(b); OR

☐ The research is conducted by, or on behalf of, a Federal department or agency using government-generated or government-collected information obtained for nonresearch activities, if the research generates identifiable private information that is or will be maintained on information technology that is subject to and in compliance with section 208(b) of the E-Government Act of 2002, 44 U.S.C. 3501

☐ 5. Research and demonstration projects which are conducted or supported by a Federal department or agency, or otherwise subject to the approval of department or agency heads (or the approval of heads of bureaus or other subordinate agencies that have been delegated authority to conduct the research and demonstration projects), and that are designed to study, evaluate, improve, or otherwise examine: public benefit or service programs, including procedures for obtaining benefits or services under those programs, possible changes in or alternatives to those

	programs or procedures, or possible changes in methods or levels of payment for benefits or services under those programs"
	☐ (i) Each Federal department or agency conducting or supporting the research and demonstration projects must establish, on a publicly accessible Federal website or in such other manner as the department or agency head may determine, a list of the research and demonstration projects that the Federal department or agency conducts or supports under this provision. The research or demonstration project must be published on this list prior to commencing the research involving human subjects.
☐	6." Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the Dept. of Agriculture.

Section 2 – Study Details
Complete each section

1. Protocol Synopsis/Summary (Briefly describe here the scope and hypothesis/research question(s) of this study, along with a summary of how the research question(s) will be tested).:	The scope of the study will explore the opportunities and barriers facing the University of Central Florida undergraduate teacher preparation program in infusing preservice teachers social and emotional wellbeing in their core curriculum. The research questions will be answered by conducting semi structured interviews which will be audio recorded through zoom sessions.
2. Objective/Background (Provide a short summary of the scientific or scholarly background which forms the basis of the objective of this study, along with how this objective will add to existing knowledge):	Day and Gu in their 2013 study presented that there has been little research which has investigated the ways in which teachers' capacity to be resilient may be nurtured, sustained or eroded over time as they experience different conditions in their work and lives. Bearing this in mind the research is interested in bridging the gap to add to this data on how colleges may prepare preservice teacher on how to manage the stress they will experience as classroom teachers. Martinez 2015 shares that teaching is an emotional practice and teachers need support in strengthening their social and emotional skills to manage the stress that comes with teaching and staying int he profession. and recommended Social and emotional competencies (SEC) are critical to avoid burnout and increase teacher well-being as these are not generally taught in the preparation programs and the skills do not come naturally to everyone This research suggests that infusing social and emotional wellbeing practices in the curriculum will better prepare new teachers to effectively manage and reduce their stress levels. The data generated from this research will be used to inform other researchers on how to supplement the gap in the studies.

FORM: Request for Exempt Determination		
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3. Study Procedure (Explain here how research activities, specifically any interactions/interventions with study participants, will be carried out. If applicable, distinguish between activities taking place solely for research purposes with those taking place for other purposes):	The research will be conducted remotely. The sessions will be held using the zoom platform where the session can be recorded after the participant has agreed to the terms of being audio recorded. The research participant will be contacted be email whereby an invitation letter and description of research will be included as a formal letter of participatory request. Each participant will have a zoom code for the meeting. The researcher will have an authenticated profile which will allow the researcher to restrict meeting participants and webinar attendees to logged-in users only and even further restrict it to Zoom users whose email address uses a certain domain.
4. Study Documents: (List all research materials by file name. Examples of research materials include, but are not limited to: all items that the participant will view or hear, data collection sheets that show or list the variables recorded for secondary data research; and in the case of educational research, a copy of the course syllabus that shows what activities are taking place as part of the normal curriculum This list must match the document names attached in the Local Site Documents in the Huron IRB system.):	Interview protocol- A list of the several questions that guides the interview Invitation to participate - An email sent to potential participants inviting them to participate in the research
5. Maximum number of participants:	15
6. Study Population: (check ☑ all that apply)	☒ UCF Faculty or Staff ☐ Children or Young Adults Under the age of 18 ☐ Adults over 65 ☐ Pregnant Women ☐ Prisoners ☐ Adults to Unable to Consent ☐ Other (specify):

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7. Recruitment Methods: (Unless the content is exactly the same for all versions, upload a copy of each type selected)	☐ Flyer ☒ Email ☐ SONA ☐ Social Media Post ☐ Other (specify): ☐ The document content is the same for all methods Describe the recruitment process: Each potential participant were invited because they are full time professors who teach foundational courses for preservice teachers.
8. Languages Included:	☒ English ☐ Other (specify): *Note, the IRB will request translated versions of the study materials after the English versions are approved.*
9. Research Locations: (check ☒ all that apply)	☐ UCF Owned or Operated Locations(s) (specify all applicable locations): ☒ Online 　　☐ Amazon M-Turk 　　☐ Qualtrics 　　☐ PsychoPy/Pavlovia 　　☐ Other (specify): ☐ International (specify all applicable locations): ☐ Multi-site (specify all No-UCF locations): ☐ Other (specify):
10. Involves Deception: Note: If the research involves deceiving the subjects regarding the nature or purposes of the research, this exemption is not applicable unless the subject authorizes the deception through a prospective agreement to participate in research in circumstances in which the subject is informed that he or she will be unaware of or misled regarding the nature or purposes of the research.	☒ No ☐ Yes 　　☐ HRP-254 – Explanation of Research states use of deception. 　　☐ HRP-509 – Debriefing Statement uploaded in Consent Document Section. If Yes, describe the nature of the deception:

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11. Illegal activity/sensitive information (Drug use, underage alcohol use, rape, suicidal thoughts, etc.):	☒ No ☐ Yes If Yes, describe the nature of the sensitive information and list any mental health resources that will be provided to the participants:
12. Compensation:	☒ No ☐ Yes If Yes, specify the form of compensation (check all that apply): ☐ Course Credit (students) (if offering required course credit, "Alternate Assignment" below must also be selected) ☐ Alternate Assignment (students) Describe the nature of the course credit and type of alternate assignment: ☐ Monetary (cash/check/gift card) Describe the monetary compensation type and process to distribute compensation: ☐ Other (specify): Describe conditions that would prevent a participant from receiving full compensation (or type NA): ☐ Lottery (Note: In general, due to Florida's strict state laws regarding lotteries and the appearance of coercion in research studies, the IRB does not allow lotteries unless the study is investigating the lottery process or psychological effects of lotteries as the purpose of the study.
13. Type of Interaction(s) to Take Place for Research Purposes: (check ☑ all that apply)	☐ Online survey, test, task ☐ In-person/Face-to-Face survey, test, task ☐ Voice Call ☒ Voice/Video Call (i.e. Skype) ☒ Voice Recordings (complete identifiable data retention section) ☐ Video Recordings (complete identifiable data retention section) ☐ Observation (describe the nature of the observation): ☐ Other (specify):
14. Identifiable Data Collection: (check ☑ all that apply and upload the study data collection sheet)	☐ None ☐ Name ☐ Contact Information (email, phone number, address, etc.) ☐ NID ☐ Video Recording – Face or another identifying personal attribute ☒ Voice Recording

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	☐ Protected Health Information (PHI) (includes any of the 18 HIPAA identifiers associated with medical records, biological specimens, biometrics, data sets) ☐ Biospecimens (describe): ☐ Other (specify):
15. Data Retention: (check ☑ all that apply for both the identifiable and de-identified sections, as applicable *Note*: At least one selection for de-identified data must be made)	**A. If You are Collecting Identifiable Data:** ☒ Identifiable data stored for a minimum of 5 years after study closure (per UCF policy) ☐ Identifiable data stored for a certain amount of time or specific timepoint longer than 5 years (specify): **B. De-Identified Data:** ☒ De-identified data stored for a minimum of 5 years after study closure (per UCF policy) ☐ De-identified data stored for a certain amount of time or specific timepoint longer than 5 years (specify):

Section 3 – Ethical Considerations
Complete each section

1. Describe how subject selection is equitable (describe inclusion/exclusion criteria):	No compensation will be provided to participants
2. This study involves the collection of identifiable data:	☐ No ☒ Yes If Yes, describe the provisions in place to protect the confidentiality of the data, including how data will be handled, stored, and who will have access to data: The data will be stored by a random identifier that has a participant listed by number for example participant 1 and so on. The information will be stored in a secured file that only the PI and co-researcher will have access to. The raw data will be deleted after it has been transcribed.

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3. There are interactions with participants (including surveys):	☐ No ☒ Yes If Yes, question number 4 is required.
4. Informed Consent Process (required for all studies involving subject interaction)	Describe the informed consent process. This description should include information about how you are using the HRP-254 – Summary of Research Explanation and any other documents used to facilitate the consent process. An email will be sent to the participant that explains the purpose of study and states that their participation is voluntary, and they can withdraw their consent at any time. The participants will have an initial consent to participate in the study through written response through an email and additionally they will have another opportunity to respond verbally to opt in or opt out for the audio to be recorded. The participant will be fully informed on how the data will be used and the purpose of the research. Note: The Consent Process Must: Disclose that the activities involve research; Disclose the procedures to be performed; Disclose that participation is voluntary; Disclose the name and contact information for the investigator. Disclose what identifiable data will be collected and the confidentiality provisions in place to protect that data. If the study involves deception, the consent process must include information about the debriefing process.
5. Subject Privacy	Describe the provisions to maintain privacy interests (i.e. is this taking place online in a location of the participants choosing? Is this taking place in a private room where only the researchers and participants are present, etc.): The research will be conducted virtually, and the participants will have a choice where they will be but it must be a private location that is free of noise

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	and distraction. The researcher will also be at a private location where only the researcher will be present. The research will use an authenticated Zoom profile as well as share a unique zoom log in I.d. Only the participant and the researcher will have access to the zoom login

Section 4 – Certification and Investigator Sign-Off

Please be aware that the different activities listed under the categories for exemption do not automatically deem these activities as exempt from IRB review. Exempt determination does not designate that research is automatically excused from IRB submission or review, but rather are exempt only from certain federal regulations. The activities presented here only indicate that a significant portion of these types of research activities could be eligible for exemption procedures. In addition, this eligibility also depends on whether or not the specific circumstances surrounding the proposed research activities involves no more than minimal risk to the participants. Decisions regarding eligibility for exemption will be made on a case-by-case basis by the IRB Office. The IRB Office may request additional documentation, including the full protocol (HRP-503 – Protocol Template), in order to make the appropriate determination.

By entering your initials below you certify that the information you have provided is complete and accurate. In addition, you acknowledge that any intended/proposed modifications to this research must first be submitted to the IRB as certain modifications may increase risk to participants or change the review category.

Investigator Initials	Date
SK	10-20/2020

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[i] For the purpose of this provision, benign behavioral interventions are brief in duration, harmless, painless, not physically invasive, not likely to have a significant adverse lasting impact on the subjects, and the investigator has no reason to think the subjects will find the interventions offensive or embarrassing. Provided all such criteria are met, examples of such benign behavioral interventions would include having the subjects play an online game, having them solve puzzles under various noise conditions, or having them decide how to allocate a nominal amount of received cash between themselves and someone else.

[ii] Such projects include, but are not limited to, internal studies by Federal employees, and studies under contracts or consulting arrangements, cooperative agreements, or grants. Exempt projects also include waivers of otherwise mandatory requirements using authorities such as sections 1115 and 1115A of the Social Security Act, as amended.

[iii] Note that for FDA-regulated research exemption (6) is an exemption from IRB review in 21 CFR §56, but unlike DHHS regulations is not an exemption from FDA requirements for consent in 21 CFR §50. If an organization's policy is to grant exemptions to FDA-regulated research in category (6), then additional criteria for such exemptions would be that consent will be obtained in accordance with 21 CFR §50.20 and §50.25, and the consent will be either be documented in writing in accordance with 21 CFR §50.27 or waived in accordance with 21 CFR §56.109(c)(1).

APPENDIX C

Email to participant

You have been selected to speak with me today because you have been identified as someone who has a great deal to share about teaching and learning on this campus. This research project is interested in understanding how faculty in the various academic programs are engaged in preparing PST how to manage their stress in the undergraduate teacher education program. The study does not aim to evaluate your techniques. Rather, I am trying to learn more about faculty practices towards infusing social and emotional wellness practices in the core curricula.

I went ahead and attached the invitation to participate and an explanation of the research to this email alongside the interview protocols for your review. Please let me know a good date or time between Nov 5 - Nov 14 that may be most convenient for you to schedule a zoom session. This session will take no more than 30 minutes.

To facilitate the notetaking, I would like to record our conversations today. For your information, only the researchers on the project will have access to the recordings which will be eventually destroyed after they are transcribed. Your participation is voluntary, and you may stop at any time if you feel uncomfortable. Thank you for your agreeing to participate. We have planned this interview to last no longer than thirty minutes to one hour. During this time, I have several questions that I would like to cover.

Location: Remote Zoom

Researcher conducting session: Kris Ann Higgins

Research Questions

1. While researching I found different ways of defining social and emotional wellness practices, how would you define social and emotional wellness practices (SEWP) for pre-service teachers ?

2. I think learning to cope and knowing how to manage your stress is a valuable part of being a teacher especially for new teachers. How important do you think it is for our pre-service teachers to be taught SEWP in their coursework?

3. A lot of information exist that states that new teachers face several challenges and at times they leave during their first few years of teaching because of those challenges. I am curious on how this relates to our pre-service teachers. Is it possible for you to describe any challenges pre-service teachers may face that are unique to them?

4. Thank you for sharing that with me. How do you think then that SEWP will help pre-service teachers overcome these challenges?

5. UCF provides mental health services for all enrolled students who need the service. I was thinking that a two-folded approach would be more beneficial. I think SEWP should be embedded in their coursework. Could you share with me the various reasons why pre-service teachers should have the time to apply this knowledge in core classes and internship during their pre-service teaching experiences?

****Do you wish for us to take a 5-minute break before moving on to the other questions ******

6. The Collaborative for Academic, Social, and Emotional Learning organized social and emotional wellness into five categories which are self-awareness, self-management, responsible decision making, relationship skills and social awareness. What would you

say are some elements of social and emotional wellness practices that are most effective for pre-service teachers and why?

7. I know your classroom is looking a little different because of covid 19 would it be possible to share with me the various elements of social and emotional wellness practices that are present in your course, this could be prior to COVID-19 19, currently or a combination of both if you can?

8. Could you describe the ways in which you implement these elements for your pre-service teachers to apply these skills?

10. Could you share some of the opportunities you have been provided with in introducing and expanding the different elements of SEWP in your course for pre-service teachers?

11. I would like to know about any challenge you experience in infusing SEWP into your course for pre-service teachers?

12. If possible, what are some suggestion to improve the combination of SEWP for pre-service teachers in their courses?

Thank you so much for taking the time to meet with me today. If there is anything you may want to add that you think would be beneficial please let me know?