

Comprehensive School Health Course: Abbreviated Syllabus

Course Description

A healthy school community supports the wellness of all its members and healthy students make better learners. Within the broader evidence-based Comprehensive School Health framework, this course provides the theoretical foundations, research base, community resources, and experiential learning to create the capacity for future teachers to be health champions.

This will be accomplished by:

- Engaging in self-reflection about our own health & wellness;
- Reading evidence-based reports, engaging in seminars, dialogues, experiential and practical activities;
- Implementing and applying evidence-based health and wellness knowledge into teaching practice.

Learner Outcomes

Throughout this course, students will:

1. Develop a foundational understanding of the three priorities of Comprehensive School Health (CSH) (Healthy Eating, Physical Activity, and Positive Mental Well-Being) and its components;
2. Understand the social determinants of health and the seven dimensions of wellness and apply their connections across the Alberta Education Program of Studies and Framework for K-12 Wellness Education;
3. Develop practical strategies to address health-related issues in schools;
4. Design and create CSH approaches and propose implementation of evidence-based health promotion practices in schools;
5. Critically analyze current health literature (from both popular and academic sources) to choose evidence-based content for healthy school communities.

Course Design and Delivery

This course will be delivered face-to-face on campus with engagement in a D2L environment. This is a 2-part course. Part 1 is three days during block week. Part 2 is once a week for 5-weeks including a plenary lecture (75 minutes) and an experiential learning lab (2 hours 50 minutes).

Part I – Block Week Lectures and Activities		
DAY	DATE	TOPIC
1	BLOCK WEEK	FOUNDATIONS OF COMPREHENSIVE SCHOOL HEALTH What is comprehensive school health? What are the social determinants of health and the seven dimensions of wellness and how do they relate to CSH? How does the Alberta Education Framework for Wellness Education relate to CSH approaches? What about teacher self-care and wellness for teachers?

		OBJECTIVES: <ol style="list-style-type: none"> 1. Describe the Comprehensive School Health (CSH) Approach including the 3 CSH priorities (healthy eating, physical activity, positive mental well-being) 2. Recognize the social determinants of health and the seven dimensions of wellness 3. Discuss the Alberta Education Framework for K-12 Wellness Education
2	BLOCK WEEK	THE ROLE OF TEACHERS IN FOSTERING A CSH APPROACH What are the core competencies for a teacher in school wellness? What competencies do you need to address to help you become a health champion? A number of topic areas for your individualized learning needs will be available and include: trauma-informed practice, early identification of mental health issues, yoga/mindfulness for the school setting, energizers, teaching sexual health, outdoor pursuits, fueling for performance, how to have difficult conversations, kindness in the classroom etc.
3	BLOCK WEEK	BECOMING A HEALTH CHAMPION: IMPLICATIONS FOR TEACHING PRACTICE What is a health champion? What does a healthy school community look like? What community resources are available to teachers to support all the components of a CSH framework? OBJECTIVES: <ol style="list-style-type: none"> 1. Connect with community partners about resources for CSH schools 2. Consider cross-curricula competencies and the application of CSH to relevant specializations 3. Explore teacher wellness and the joy of teaching

PART II – Five Week Lecture and Learning Lab Activities			
DATE	LECTURE TOPIC	LEARNING LAB ACTIVITIES	DUE DATES
WEEK 1 Guiding Question: Why take a CSH approach in educational settings?	Comprehensive School Health in Action	Case studies: CSH in a Nutshell	DUE: LEARNING TASK 1 (individual) Letter to School Administration Team
	Weekly Objectives: <ol style="list-style-type: none"> 1. Review the Comprehensive School Health (CSH) Approach 2. List the three priorities of CSH and give examples of them (the what of CSH) 3. List the four components of CSH and give examples of them (the how of CSH) 4. Give examples of CSH in action 		
WEEK 2 Guiding Question:	LECTURE TOPIC Weight in Schools	Learning Lab Case studies: From ‘obesity prevention’ to health promotion How can schools address weight?	Learning Tasks

Why NOT Weight?	Weekly Objectives 1. Review CSH Priorities 2. Recognize and criticize myths about healthy eating/physical activity 3. Construct effective ways to address healthy eating and physical activity in schools without increasing weight preoccupation and/or body dissatisfaction		
WEEK 3 Guiding Question: How do we develop and encourage healthy relationships?	LECTURE TOPIC	Learning Lab	Learning Tasks
	Healthy Relationships in School Communities	Case studies: Fostering Healthy Relationships How does SEL relate to healthy relationships and healthy school communities?	DUE: LEARNING TASK 2 (group) CSH Action Plan Part A: Written action plan guiding how an initiative would be implemented through a CSH approach.
WEEK 4 Guiding Question: What can schools do to encourage positive mental health and well-being?	Weekly Objectives: 1. Describe Safe and Caring School cultures (policy and practice) and understand the role of teachers and other educational actors (parents, students, school leadership, and support staff) in creating a safe school. 2. Understand current research and best/promising practices related to the development and maintenance of healthy youth relationships in multiple settings and across educational actors in a school setting. 3. Apply core components of Social Emotional Learning (self-awareness, self-management, social awareness, relationship skills, responsible decision-making)		
	LECTURE TOPIC	Learning Lab	Learning Tasks
WEEK 5 Guiding Questions: How can teachers become health champions?	Positive Mental Health	Case studies: Mental wellness promotion How do teachers/school communities manage the complexity of students' mental health needs?	
	Weekly Objectives: 1. Review CSH Priority III: Positive Mental Well-Being 2. Recognize and criticize myths about mental health and mental illness 3. Construct effective ways to address mental health and promote programming to ensure optimal student and staff wellbeing.		
WEEK 5 Guiding Questions: How can teachers become health champions?	LECTURE TOPIC	Learning Lab	Learning Tasks
	Comprehensive School Health: Wellness Across Cultures	PRESENTATIONS What is a health champion?	DUE: LEARNING TASK 2 (group) CSH Action Plan Part B: Presentation of action plan bringing the implementation of the initiative to life. DUE: LEARNING TASK 3 Self-Reflection Letter
	Weekly Objectives: 1. Showcase the answer to "What is a health champion?" in multiple ways 2. Integrate and apply knowledge about CSH in diverse settings 3. Consider wellness across cultures within a CSH framework		