*AB*

## EDUC 551: Comprehensive School Health and Wellness
## Winter, 2022

| Plenary | Instructor | Time | Location | Email |
|---|---|---|---|---|
| 551.01/.02 Elementary | Dr. Shelly Russell-Mayhew | Asynchronous | D2L | mkrussel@ucalgary.ca |
| 551.03 Secondary | | Asynchronous | D2L | |
| **Lab** | **Lab Instructor** | **Zoom Time** | **Location** | **Email** |
| 551.01 B01 | Rae Ann Van Beers | T 9:30-12:30 | EDC 170D | raeann.vanbeers@ucalgary.ca |
| 551.02 B01 | Elizabeth Tingle | T 9:30-12:30 | EDC 171 | elizabeth.tingle@ucalgary.ca |
| 551.02 B02 | Brandy Yee | T 9:30-12:30 | EDC 276 | brandy.yee@ucalgary.ca |
| 551.02 B03 | Jason Kupery | T 9:30-12:30 | EDC 351 | jason.kupery@pallisersd.ab.ca |
| 551.02 B04 | Angela Grace | T 9:30-12:30 | EDC 353 | dr.angela.grace@gmail.com |
| 551.02 B05 | Jennifer MacDonald | T 9:30-12:30 | EDC 374 | jennifer.macdonald2@ucalgary.ca |
| 551.02 B06 | Scott Bailey | T 9:30-12:30 | EDC 357 | csbailey@ucalgary.ca |
| 551.02 B07 | Polly Knowlton Cockett | T 9:30-12:30 | EDT 146 | plknowlt@ucalgary.ca |
| 551.03 B01 | Dana Fulwiler | R 13:00-16:00 | EDC 170D | dana.fulwiler@ucalgary.ca |
| 551.03 B02 | Brandy Yee | R 13:00-16:00 | EDC 351 | brandy.yee@ucalgary.ca |
| 551.03 B03 | Jon Coates | R 13:00-16:00 | EDC 353 | jcoate2@uwo.ca |
| 551.03 B04 | Polly Knowlton Cockett | R 13:00-16:00 | EDC 374 | plknowlt@ucalgary.ca |
| 551.03 B05 | Rahim Pira | R 13:00-16:00 | EDC 357 | rnpira@ucalgary.ca |

**Class Dates: This course begins during Block Week (January 5-7) & continues until February 10.**
Weekly podcasts and readings have replaced large plenary lectures for this course and must be completed BEFORE your lab sessions.

**Elementary and early elementary lab dates on campus**: Tuesday Jan 11, 18, 25, Feb 1, 8
**Secondary lab dates on campus:** Thursday Jan 13, 20, 27, Feb 3, 10.

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only

Email:  Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

## 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 and 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.

Please note: There may be VOLUNTARY research associated with this course. Your decision to participate in the research (or not) will have no impact on your grade.

## 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 is a flipped course that blends both synchronous and asynchronous learning and will be delivered with engagement in a D2L environment before meeting as a lab group. Lab sessions will build on listening and reading assignments completed beforehand on D2L.

## REQUIRED RESOURCES:

All required listening and reading assignments will be posted in your D2L course.

**ADDITIONAL RESOURCES:**

The following key resources will support you as you complete learning tasks for this course.

**Visit https://cshhub.com/ for an extensive list of recommended resources and numerous strategies for implementing CSH in the school context.**

Alberta Education (2017). *Welcoming, Caring, Respectful & Safe Schools.* Retrieved from
https://www.alberta.ca/safe-and-caring-schools.aspx?#toc-0

Alberta Education (2017). *Mental Health in Schools.* Retrieved from https://www.alberta.ca/mental-health-in-schools.aspx

Bassett-Gunter et al. (2016). Healthy School Communities in Canada. *Health Education Journal*, 75(2), 235-248. Retrieved from
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0017896915570397

Canadian Healthy Schools Alliance. (2021). *The Canadian Healthy School Standards*. Retrieved from
https://www.healthyschoolsalliance.ca/ca-healthy-school-standards

Casel (2020). *SEL is…*.Retrieved from https://casel.org/what-is-sel/

Ever Active Schools (N.D.) *Wellness wheel*. Free downloadable from
https://shop.everactive.org/products/wellness-wheel

Russell-Mayhew, S., & Grace, A. (2016). A call for social justice and best practices for the integrated prevention of eating disorders and obesity. *Eating Disorders: The Journal of Treatment & Prevention, 24,* 54-62. doi:10.1080/10640266.2015.1113829
https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10640266.2015.1113829

Wellness Fund (2014). *Developing Healthy School Communities Handbook*. Retrieved from
https://open.alberta.ca/publications/developing-healthy-school-communities-handbook

World Health Organization (2021). *Making every school a health=promoting school – Global standards and indicators.* Retrieved from https://www.who.int/publications/i/item/9789240025059

**EXPERIENTIAL LEARNING RECOMMENDATIONS:**

Students must listen to podcast lectures before lab sessions and are encouraged to pursue their own wellbeing through physical movement (walking, exercise, chores, etc.) or a restorative hobby (stretching, knitting, painting, etc.) while listening to podcasts to experience the benefits of making time for wellness.

## LEARNING TASKS OVERVIEW

| LEARNING TASK | DESCRIPTION OF LEARNING TASK | GROUP / INDIVIDUAL | WEIGHT | DUE DATE |
|---|---|---|---|---|
| Learning Task 1 Letter to School Administration Team | Letter of intent describing rationale for implementing a CSH approach to address an element of school culture. | Individual | 20% | Jan 14 (Elem) or Jan 16 (Sec) |
| Learning Task 2 CSH Action Plan | Part A: Written action plan guiding how an initiative would be implemented through a CSH approach. | Group | 15% | Jan 28 (Elem) or Jan 30 (Sec) |
| | Part B: Presentation of action plan bringing the implementation of the initiative to life. | Group | 25% | Feb 8 (Elem) or Feb 10 (Sec) |
| Learning Task 3 Self-Reflection Letter | Letter to your "future teacher self" describing the impact of the course personally and professionally on your developing identity as a teacher. | Individual | 20% | Feb 10 (All) |
| Learning Task 4 Annotated Resource List | Summarize and identify strategies you could implement when teaching from assigned listening. Share your favourite resource and strategy with the group in a post on D2L. | Individual | 10% | Feb 10 (All) |
| Learning Task 5 Podcast Quizzes | Weekly quizzes will help you assess your understanding of assigned podcast listening. | Individual | 10% | 2% Each Week |

**WEEKLY COURSE SCHEDULE:**

| Date | Topic | Readings and Tasks | Learning Tasks Due |
|------|-------|--------------------|--------------------|
| **Block Week**<br><br>**Jan 5-7** | Foundations of Comprehensive School Health | Use this week to complete all assigned reading, listening, and weekly quiz for Lab 1 (2%) and orient yourself to the course in D2L.<br><br>Choose an additional three OPTIONAL podcasts (i.e. not one of the five podcasts indicated as required listening in this course outline) to listen to from the *Podclass: Conversations on School Health* series. Prepare an annotated resource list for the five podcasts you have listened to this week. Have this annotated resource list entry submitted by 9 pm on January 7 via D2L. Late submissions will impact your grade (see rubric for learning task 4 for details). | Start Annotated Resource List Assignment based on weekly reading and listening.<br><br>Annotations for 5 Podcasts due January 7 by 9:00pm via D2L Dropbox |
| **Lab 1**<br><br>**Elementary and Early Elementary: Jan 11**<br><br>**Secondary: Jan 13** | The role of teachers in championing a CSH approach | **Required Listening:**<br>Tingle, E. (Host) (2020). Foundations of comprehensive school health with Scott Bailey (1) [Audio podcast episode]. In *The Podclass: Conversations on School Health.* University of Calgary, Werklund and Ever Active Schools. https://everactive.org/services/the-podclass/the-podclass-episodes/<br><br>-At least one additional podcast from others posted in D2L shell for this week.<br><br>**Required Reading:**<br>Joint Consortium for School Health. (n.d.) *What is comprehensive school health?* Retrieved from http://www.jcsh-cces.ca/images/What_is_Comprehensive_School_Health_October_14_2015_-_2-pager.pdf (2-pages)<br><br>Wellness Fund (2014). *Developing Healthy School Communities Handbook* (p. 21). https://open.alberta.ca/publications/developing-healthy-school-communities-handbook | DUE:<br>**LEARNING TASK 1** (individual) Letter to School Administration Team Jan 14 (elementary) Jan 16 (secondary) |

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|---|---|---|---|
| **Lab 2**<br><br>**Elementary and Early Elementary:**<br>**Jan 18**<br><br>**Secondary:**<br>**Jan 20** | Weight neutral promotion of physical wellbeing in schools | **Required Listening:**<br>Tingle, E. (Host) (2020). Weight-neutral health promotion in schools with Dr. Shelly Russell-Mayhew (7) [Audio podcast episode]. In *The Podclass: Conversations on School Health.* University of Calgary, Werklund and Ever Active Schools. https://everactive.org/services/the-podclass/the-podclass-episodes/<br><br>-At least one additional podcast from others posted in D2L shell for this week. | |
| **Lab 3**<br><br>**Elementary and Early Elementary:**<br>**Jan 25**<br><br>**Secondary:**<br>**Jan 27** | Healthy relationships in school communities | **Required Listening:**<br>Tingle, E. (Host) (2020). Fostering positive relationships at school with Lianne Lee (11) [Audio podcast episode]. In *The Podclass: Conversations on School Health.* University of Calgary, Werklund and Ever Active Schools. https://everactive.org/services/the-podclass/the-podclass-episodes/<br><br>-At least one additional podcast from others posted in D2L shell for this week. | DUE:<br>**LEARNING TASK 2** (group) CSH Action Plan **Part A**: Written action plan guiding how an initiative would be implemented through a CSH approach. Jan 28 (elementary) Jan 30 (secondary) |
| **Lab 4**<br><br>**Elementary and Early Elementary:**<br>**Feb 1**<br><br>**Secondary:**<br>**Feb 3** | Positive mental wellbeing | **Required Viewing:**<br>Mental Health Literacy Explained: https://www.youtube.com/watch?v=l7N14HeNro8&t=16s<br><br>Mental Health Literacy Pyramid Explained: https://www.youtube.com/watch?v=VgYmIsYmUIU&t=1s<br><br>Stress: https://www.youtube.com/watch?v=jHjkEfwfECo&t=19s<br><br>**Required Listening:**<br>Tingle, E. (Host) (2020). Encouraging positive mental health in schools with Andrew Baxter | |

| | | | |
|---|---|---|---|
| | | (15) [Audio podcast episode]. In *The Podclass: Conversations on School Health.* University of Calgary, Werklund and Ever Active Schools. https://everactive.org/services/the-podclass/the-podclass-episodes/<br><br>-At least one additional podcast from others posted in D2L shell for this week. | |
| **Lab 5**<br><br>**Elementary and Early Elementary: Feb 8**<br><br>**Secondary: Feb 10** | Positive teacher wellbeing | **Required listening:**<br>Tingle, E. (Host) (2020). Teacher wellbeing with Dana Fulwiler (18) [Audio podcast episode]. In *The Podclass: Conversations on School Health.* University of Calgary, Werklund and Ever Active Schools. https://everactive.org/services/the-podclass/the-podclass-episodes/<br><br>-At least one additional podcast from others posted in D2L shell for this week. | DUE: **LEARNING TASK 2** (group) CSH Action Plan **Part B**: Presentation during lab of action plan bringing the implementation of the initiative to life. |
| DUE: **LEARNING TASK 3** Self-Reflection Letter **February 10** (all sections)<br>DUE: **ANNOTATED RESOURCE LIST** and discussion post to D2L also due **February 10** | | | |

## CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

## LEARNING TASKS AND ASSESSMENT

There are 5 required Learning Tasks for this course.

**Learning Task 1: Letter to School Administration Team (20 marks) due via electronic D2L submission January 14 (elementary) or January 16 (secondary)**

Using your Field III classroom observation notes and the publicly available school development plan as assessment tools, identify a priority issue that could improve the wellbeing of your field placement school. With the Comprehensive School Health approach as your guide, write a letter to the school administration team proposing an initiative that could address this issue.

Your letter should be professionally written and addressed to the administration team of your field placement school. Ensure that you refer to a minimum of 3 sources, use APA 7th Edition general style

and citation format (double-spaced, 12 pt. font, Times New Roman, 1" margins), and do not exceed three pages in length. This learning task is due via electronic D2L submission either January 14th (elementary) or 16th (secondary).

*Note that this is an exercise that draws upon your experience in a real-world school setting, however it is not expected that you send it to your practicum placement administrators, nor will it be sent on your behalf.*

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

| LETTER TO SCHOOL ADMINISTRATION TEAM (20 MARKS) | | | | |
|---|---|---|---|---|
| CATEGORY | Excellent | Good | Satisfactory | Does Not Meet Expectations |
| Rationale for initiative (2) *Why is this initiative needed in this school?* | The rationale for implementing this initiative is compelling and extensively reflects school needs. | The rationale for implementing this initiative is convincing and substantially reflects school needs. | The rationale for implementing this initiative is believable and partially reflects school needs. | The rationale for implementing this initiative is weak and minimally reflects school needs. |
| Clarity of initiative (3) *The initiative is clearly described (who, what, when, where).* | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are comprehensively described. | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are adequately described. | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are partially described. | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are only superficially described. |
| Rationale for CSH approach (3) *\*Definition \*Relationship between health and learning \*Application to this school (school development plan)* | CSH is thoroughly defined. The relationship between health and learning is persuasively explored in the context of the priorities of this school community. | A substantial definition of CSH is provided. The relationship between health and learning is meaningfully explored in the context of the priorities of this school community. | A cursory definition of CSH is provided. The relationship between health and learning is plausibly explored in the context of the priorities of this school community. | CSH is superficially defined. The relationship between health and learning is vaguely referenced in the context of the priorities of this school community. |
| Knowledge of the four CSH components (4) *How are the four components addressed in the initiative; how do they work together?* | The initiative is skillfully designed, explicitly addressing all four components of CSH. | The initiative is systematically designed, with the four components of CSH mostly addressed. | The initiative has a simplistic design, with the four components of CSH partially addressed. | The initiative is haphazardly designed, with flaws or gaps in how the four components of CSH are addressed. |
| Acknowledges school stakeholders (2) *Impact Involvement* | Both impact and involvement are considered in the proposal, for all significant actors in the school community (students, teachers, staff and parents). | Both impact and involvement are considered in the proposal, for most of the significant actors in the school community (students, teachers, staff and parents). | Either impact or involvement are considered in the proposal, for some of the significant actors in the school community (students, teachers, staff and parents). | The impact and involvement of significant actors in the school community (students, teachers, staff and parents) are not considered in the proposal. |

| References (2)<br>*Podcasts*<br>*Articles* | Resources are extensively referenced, and pertinent evidence is used to promote the project idea. | Resources are substantially referenced, and relevant evidence is used to promote the project idea. | Resources are partially referenced, though evidence used to promote the project idea is general or limited. | Resources are marginally referenced, and limited or trivial evidence is used to promote the project idea. |
|---|---|---|---|---|
| Format (2)<br>*Writing*<br>*APA style and citations Length* | The response is written clearly and stands as a superior example free of errors. APA general style guidelines are adhered to and citations are utilized correctly. The text is an appropriate length. | The response is written clearly. APA general style guidelines are followed and citations are utilized correctly but there are a few errors that limit the reader's ability to find the correct information. The text is an acceptable length. | The response contains several minor and persistent errors of expression that confuse or distract the reader from the message. APA citations are utilized with persistent errors that limit the reader's ability to find the original source of the information. The text is a suboptimal length. | The response contains persistent errors of expression that confuse or distract the reader from the message. The text differs from APA general style guidelines, and citations are utilized with major errors that limit the reader's ability to find the original source of the information. The text is an inappropriate length. |
| Tone and persuasion (2)<br>*Professionalism*<br>*Audience*<br>*Constructive*<br>*Inclusive perspective* | The letter is an exceptional example of professionalism and written with the school administration team as the intended audience. The tone is constructive and written from an inclusive perspective. | Letter is professionally and constructively written with the school administration team as the intended audience. It is written from an inclusive perspective. | Letter is largely written professionally and constructively with the school administration team as the intended audience. It is written from a partially inclusive perspective. | Letter is written unprofessionally, utilizing language or expressions that do not reflect the school administration team as the audience. The tone is not constructive nor written from an inclusive perspective. |

## Learning Task 2 (Group): Comprehensive School Health Action Plan

The implementation of the Comprehensive School Framework in K-12 schools normally requires collaboration between multiple teachers and administrators to effectively move forward. The purpose of this learning task is to practice moving with colleagues through developing an action plan that could be implemented in a school setting.

For this learning task, choose one of the proposals submitted by a group member for Learning Task 1 (Letter to Administration) and develop it into a workable project to be implemented as if you were a team of health champions at the same school. This is a two-part learning task, with written and presentation portions.

## Learning Task 2 (Group): PART A - Written Action Plan (15 marks) due via electronic D2L submission either January 28th (elementary) or January 30th (secondary)

Develop an action plan that is written collaboratively by your group, outlining how your chosen initiative would be implemented and providing details on the steps required to proceed. The text should contain references to course podcasts, readings, labs, and other credible sources. General format for the action plan should follow the template provided by the Joint Consortium for School Health (also available on D2L), and citations should follow APA 7th edition style.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2 PART A

| WRITTEN ACTION PLAN (15 MARKS) | | | | |
|---|---|---|---|---|
| CATEGORY | Excellent | Good | Satisfactory | Does Not Meet Expectations |
| Priority Area (2) *Assessment sources *State priority area *Summarize initiative* | The assessment sources are compelling. The initiative is explicitly described in relation to a clearly stated priority area. | Meaningful sources of assessment are noted. The initiative is effectively explained in relation to a clearly stated priority area. | Obvious sources of assessment are noted. The initiative is reasonably explained in relation to a clearly stated priority area. | Assessment sources are tenuous or missing. The initiative is insufficiently explained in relation to a clearly stated priority area. |
| Rationale (2) *Clear rationale *Reinforce CSH approach *Resources required* | The rationale for implementing this initiative is compelling and extensively reflects school needs. The importance of a CSH approach is persuasive. Observations made about the resources required, opportunities, or potential drawbacks are astute. | The rationale for implementing this initiative is convincing and substantially reflects school needs. The importance of a CSH approach is credible. Observations made about the resources required, opportunities, or potential drawbacks are relevant. | The rationale for implementing this initiative is believable and partially reflects school needs. The importance of a CSH approach is plausible. Appropriate observations are made about the resources required, opportunities, or potential drawbacks. | The rationale for implementing this initiative is weak and minimally reflects school needs. The importance of a CSH approach is inconclusive. Observations made about the resources required, opportunities, or potential drawbacks lack focus. |
| Goal (1) *SMART (Specific, Measurable, Attainable, Relevant, Timely)* | All of the significant elements of a SMART goal are stated. | Most of the significant elements of a SMART goal are stated. | Some of the significant elements of a SMART goal are stated. | Few of the significant elements of a SMART goal are stated. |
| Actions and Milestones (5) *Includes actions from four components of CSH model* | The initiative is skillfully designed, explicitly addressing all four components of CSH. Milestones significantly correlate with the actions as described. | The initiative is systematically designed, with the four components of CSH mostly addressed. Milestones relevantly correlate with the actions as described. | The initiative has a simplistic design, with the four components of CSH partially addressed. Milestones predictably correlate with the actions as described. | The initiative is haphazardly designed, with flaws or gaps in how the four components of CSH are addressed. Milestones are unrelated to the actions as described. |
| Responsibilities (2) *All stakeholders are considered Accountability is assigned* | Involvement is considered for all significant actors in the school community (students, teachers, staff and parents). Accountability is explicitly and effectively assigned. | Involvement is considered for most of the significant actors in the school community (students, teachers, staff and parents). Accountability is explicitly assigned. | Involvement is considered for some of the significant actors in the school community (students, teachers, staff and parents). Accountability is reasonably assigned. | Involvement is considered for few of the significant actors in the school community (students, teachers, staff and parents). Accountability is insufficiently assigned. |

| Measures of Success and Celebration (2) *What will be measured and how? Relevant and meaningful celebration plan outlined.* | Indicators of success and the means to measure them are insightful. A purposeful celebration plan is outlined. | Indicators of success and the means to measure them are thoughtful. A relevant celebration plan is outlined. | Indicators of success and the means to measure them are predictable. An appropriate celebration plan is outlined. | Indicators of success and the means to measure them are trivial. The plan to celebrate is vague. |
|---|---|---|---|---|
| Writing (1) *Format* *References* *APA style and citations* *Length* | The response is written clearly and stands as a superior example free of errors. APA citations are utilized correctly. The text is an appropriate length. | The response is written clearly. APA citations are utilized correctly but there are a few errors that limit the reader's ability to find the correct information. The text is an acceptable length. | The response contains several minor and persistent errors of expression that confuse or distract the reader from the message. APA citations are utilized with persistent errors that limit the reader's ability to find the original source of the information. The text is a suboptimal length. | The response contains persistent errors of expression that confuse or distract the reader from the message. Citations are utilized with major errors that limit the reader's ability to find the original source of the information. The text is an inappropriate length. |

## Learning Task 2 (Group): PART B - Action Plan Presentation (25 marks) due February 8 (elementary) or February 10 (secondary)

Develop a presentation of your group's action plan that is prepared and presented collaboratively by your group, outlining how your chosen initiative would be implemented and providing details on the steps required to proceed. You are encouraged to be creative with your presentation (e.g., website, video, poster, poem, etc.) The presentation should bring your action plan to life in a way that synthesizes your learning thus far.

You will be presenting during the final lab session. Your presentation should be about 10 minutes long. Presentation slides or accompanying materials and references should be submitted via D2L either February 8th (elementary) or February 10th (secondary). Citations should follow APA 7th edition style.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2 PART B

| ACTION PLAN PRESENTATION (25 MARKS) | | | | |
|---|---|---|---|---|
| CATEGORY | Excellent | Good | Satisfactory | Does Not Meet Expectations |
| Clarity of initiative (5) *The initiative is clearly described (who, what, when, where).* | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are comprehensively described. | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are adequately described. | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are partially described. | Details of what the initiative is, when it will be implemented, who will be involved and where it will take place are only superficially described. |

| | | | | |
|---|---|---|---|---|
| Rationale for CSH approach (5) *Definition *Relationship between health and learning *Application to this school (school development plan) | CSH is thoroughly defined. The relationship between health and learning is persuasively explored in the context of the priorities of this school community. | A substantial definition of CSH is provided. The relationship between health and learning is meaningfully explored in the context of the priorities of this school community. | A cursory definition of CSH is provided. The relationship between health and learning is plausibly explored in the context of the priorities of this school community. | CSH is superficially defined. The relationship between health and learning is vaguely referenced in the context of the priorities of this school community. |
| Knowledge of the four CSH components (5) *How are the four components addressed? How do they work together?* | The initiative is skillfully designed, explicitly addressing all four components of CSH. | The initiative is systematically designed, with the four components of CSH mostly addressed. | The initiative has a simplistic design, with the four components of CSH partially addressed. | The initiative is haphazardly designed, with flaws or gaps in how the four components of CSH are addressed. |
| References (3) *Podcasts Articles* | Resources are extensively referenced, and pertinent evidence is used to promote the project idea. | Resources are substantially referenced, and relevant evidence is used to promote the project idea. | Resources are partially referenced, though evidence used to promote the project idea is general or limited. | Resources are marginally referenced, and limited or trivial evidence is used to promote the project idea. |
| Connection to Course Materials (2) | Excellent, insightful and clear connections between course materials and demonstration of a deep understanding of the content to date. | Connections made between lab discussion and course materials demonstrate a thoughtful synthesis of learning. | Limited reference to course materials and reliance on intuitive knowledge of health that lacks consistency with evidence from labs and course materials. | Extremely limited or no reference to course materials and no application within your action plan. |
| Appropriate Mode of Expression (3) | The medium chosen is impactful and clearly addresses the learning task requirements; the project is creative, sophisticated and engaging. | An appropriate medium that effectively communicates learning task requirements. | A medium that is limited in terms of addressing the learning task requirements. | An inappropriate medium to address the learning task requirements. |
| Tone and persuasion (2) *Professionalism *Audience *Constructive *Inclusive perspective* | Presentation is an exceptional example of professionalism and created with the whole school team as the intended audience. The tone is constructive and created from an inclusive perspective. | Presentation is professional and constructive, with the whole school team as the intended audience. It is created from an inclusive perspective. | Presentation is largely professional and constructive with the whole school team as the intended audience. It is created from a partially inclusive perspective. | Presentation is unprofessional, utilizing language or expressions that do not reflect the whole school team as the audience. The tone is not constructive nor created from an inclusive perspective. |

## Learning Task 3: Self-Reflection Letter (20 marks) due via electronic D2L submission by midnight on February 10th

Write a letter to your future teacher self, reflecting on the impact of the course on your emerging identity as a teacher. How has this course impacted you personally in terms of your health attitudes and behaviors? How has it impacted your plans as a teacher? We are looking for self-reflexivity on your

health practices as a teacher. This letter should be 3-4 pages double-spaced and addressed to your future teacher self.

You may choose to use the following prompts "When I envision myself as a health champion, I picture…" and/or "To become the teacher I imagine, here are the steps I will take…" Citations should follow APA 7th edition style.

## CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

| LETTER TO SELF  (20 MARKS) | | | |
|---|---|---|---|
| CATEGORY | Excellent | Satisfactory | Somewhat Meets Expectations | Does Not Meet Expectations |
| Content (9) | The content demonstrates rich and superb reflections on your experiences of participating in and learning about Comprehensive School Health as well as how your experiences impact your knowledge for teaching practice and student learning; reflections are consistently substantiated by examples and course materials. | The content demonstrates competent reflections on your experiences of participating in and learning about Comprehensive School Health as well as how your experiences impact your knowledge for teaching practice and student learning; reflections are substantiated by some examples and course materials. | The content demonstrates acceptable level of reflections on your experiences of participating in and learning about Comprehensive School Health as well as how your experiences impact your knowledge for teaching practice and student learning; only a few examples and course materials are used to substantiate reflections. | The content demonstrates minimal and superficial reflections on your experiences of participating in and learning about Comprehensive School Health as well as how your experiences impact your knowledge for teaching practice and student learning; reflections are mostly based on intuition rather than course content. |
| Depth of Reflection (9) | Clear, in-depth and insightful reflections on your experiences with consistent, thoughtful critical review of personal perceptions, attitudes and values regarding CSH; substantial evidence given to self-awareness, consistent evidence of sensitivity to K-12 student needs, and openness to professional growth in CSH. CSH principles are dynamically synthesized and personalized to plans for future professional development and teaching practice. | Clear and in-depth reflections on your experiences with some critical review of personal perceptions, attitudes and values regarding CSH; solid evidence of critical thoughts given to self-awareness, consistent evidence of sensitivity to K-12 student needs, and openness to professional growth in CSH. CSH principles are synthesized and personalized to plans for future professional development and teaching practice. | Some clear reflections on your experiences with some critical review of personal perceptions, attitudes and values regarding CSH; a few critical thoughts given to self-awareness, some evidence of sensitivity to K-12 student needs, or openness to professional growth in CSH. Some synthesis and personalization of CSH principles to professional development and teaching practice. | Vague and superficial reflections on your experiences with little critical review of personal perceptions, attitudes and values regarding CSH; little evidence of any critical thoughts given self-awareness, sensitivity to K12 student needs, or openness to professional growth in CSH. Limited synthesis and personalization of CSH principles to professional development and teaching practice. |

| Format (2)<br>*Writing*<br>*APA style and*<br>*citations*<br>*Length* | The response is written clearly and stands as a superior example free of errors. APA general style guidelines are adhered to and citations are utilized correctly. The text is an appropriate length. | The response is written clearly. APA general style guidelines are followed and citations are utilized correctly but there are a few errors that limit the reader's ability to find the correct information. The text is an acceptable length. | The response contains several minor and persistent errors of expression that confuse or distract the reader from the message. APA citations are utilized with persistent errors that limit the reader's ability to find the original source of the information. The text is a suboptimal length. | The response contains persistent errors of expression that confuse or distract the reader from the message. The text differs from APA general style guidelines, and citations are utilized with major errors that limit the reader's ability to find the original source of the information. The text is an inappropriate length. |
|---|---|---|---|---|

**Learning Task 4: Annotated Resource List (10 Marks) due via electronic D2L submission by midnight on February 10<sup>th</sup>**

For this assignment, you are asked to keep track of and reflect on the assigned listening you complete for the course. This document should be added to each week as you complete your listening assignments and can be a valuable reference to come back to after the course. For each podcast that you have engaged with, provide a short (1-2 sentences) summary of the key messages of the podcast. State how an idea or insight from the podcast, or related podcast show notes, could be translated into a teaching strategy or practice that you could use in your upcoming field placement in 2-3 additional sentences. Share your favourite teaching strategy, and the podcast it was inspired from, in a one-paragraph post to the class on D2L by February 10<sup>th</sup> as part of this assignment. The entire annotated resource list (including the 5 you submitted for block week) should be submitted in one complete document electronically to D2L by February 10<sup>th</sup>.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 4

| ANNOTATED RESOURCE LIST (10 MARKS) | | | | |
|---|---|---|---|---|
| CATEGORY | Excellent | Good | Somewhat Meets Expectations | Does Not Meet Expectations |
| Block Week Engagement (2 marks) | Annotated resource list for 2 podcasts in preparation for week 1 PLUS 3 additional optional podcasts submitted via D2L by 9 pm January 7 (2 marks) Block week annotated resource list not submitted via D2L by 9 pm January 7 (0 marks | | | |
| Content (4 marks) | Resource list notes indicate student completed all weekly listening assignments (minimum 13). Summary and application notes indicate a thoughtful engagement with course material. | Resource list notes indicate student completed all weekly listening assignments (minimum 13). Summary and application notes indicate a clear understanding of course material. | Resource list notes indicate student completed most weekly listening assignments. Summary and application notes indicate a basic understanding of course material. | Resource list notes are not detailed enough to suggest student listened to most weekly listening assignments. Summary and application notes indicate a lack of comprehension of course material. |
| Communication (4 marks) | Language choices are excellent and the final recommendation shared with the class in the D2L post has a professional and collegial tone. | Language choices are effective and the final recommendation shared with the class in the D2L post has a respectful tone. | Language choices are satisfactory and the final recommendation shared with the class in the D2L post is complete. | Language choices are ineffective and the final recommendation shared with the class in the D2L post is missing or does not represent a sincere effort. |

**Learning Task 5: Podcast Quizzes (10 marks)**

Weekly quizzes in D2L can help you assess your understanding of the content discussed in the assigned podcast for that week. Please complete the quizzes in advance of your lab session for that week. Completion of Podcast Follow-Up activities are worth 2% each week, for a total of 10%.

# THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

## EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

## LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence. **A penalty of 10% per day will apply for unexcused late submissions of assignments.**

## ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

**GRADING**

| Grade | GPA Value | % | Description per U of C Calendar |
|---|---|---|---|
| A+ | 4.0 | 95-100 | Outstanding |
| A | 4.0 | 90-94 | Excellent – Superior performance showing comprehensive understanding of the subject matter |
| A- | 3.7 | 85-89 | |
| B+ | 3.3 | 80-84 | |
| B | 3.0 | 75-79 | Good - clearly above average performance with knowledge of subject matter generally complete |
| B- | 2.7 | 70-74 | |
| C+ | 2.3 | 65-69 | |
| C | 2.0 | 60-64 | Satisfactory - basic understanding of the subject matter |
| C- | 1.7 | 55-59 | |
| D+ | 1.3 | 52-54 | Minimal pass - Marginal performance |
| D | 1.0 | 50-51 | |
| F | 0.0 | 49 and lower | Fail - Unsatisfactory performance |

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf. Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy. **https://www.ucalgary.ca/pubs/calendar/current/n-1.html**

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines**

**Education Students Association** (ESA) President for the academic year is Kyle Corry, esa@ucalgary.ca.

**Werklund SU Representative** is Dwani Joshi, educrep@su.ucalgary.ca.