

University of Alaska Anchorage
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School Health & Wellness Institute (SHWI) 2016
EDPE 590
Fall 2016
1 Credit, Graded A-F

Location: BP Center, Anchorage

Meeting Dates: October 24 - 26, 2016 from 8am to 5pm

On Site Speakers: Varied

Instructor: Melanie Sutton, Curriculum Coordinator, Health and PE
Anchorage School District

Contact Information

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Alignment with College of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This PACE course is designed to meet a professional development need in response to our partner school districts and professional organizations. The course fits within the mission of the UAA College of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development effort is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in Standards for Alaska's Teachers, "define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Course Description:

This course will explore current information and offer interactive sessions on best practices for school health policies, programs and practices related to enhancing student health and safety. Sessions will be presented Offered in a variety of classroom and activity formats by state and national experts in the field. The course will rely on expertise from the Alaska Department of Health and Social Services, the Alaska Department of Education & Early Development, the Alaska Division of Homeland Security and Emergency Management, and will utilize other resources from leading authorities such as the Centers for Disease Control and Prevention (CDC), the Agency for Toxic Substances and Disease Registry (ATSDR),

Environmental Protection Agency (EPA), the U.S. Department of Agriculture (USDA), National Alliance on Mental Illness, the National Association of Chronic Disease Directors (NACCD), the Substance Abuse and Mental Health Services Administration (SAMHSA), the U.S. Department of Education, the Readiness and Emergency Management for Schools TA Center, the American Institutes for Research, the Centre for Addiction and Mental Health (CAMH), Canada, and others.

Course Objectives:

At the conclusion of this course, you will be able to:

1. Describe best practices for improving school health and safety policies and programs.
2. Identify resources to assess, implement and monitor school health and safety policies and programs.
3. Discuss the link between school health and student achievement.
4. Develop and apply leadership and advocacy skills to improve collaborative partnerships at the local, state and national level for implementing the Whole School, Whole Community, Whole Child Model.
5. Describe two examples of a successful school health and wellness activity in Alaska.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

- 1.0 Instructional Goal:
Introduce the best practices for improving school health and safety policies and programs.

Defined Outcome:
Participants will examine key elements of the school health and safety policies and programs.

THEORY INTO PRACTICE (APPLICATION)

- 2.0 Instructional Goal:
Provide a collaborative structure for participants to identify resources to assess, implement and monitor school health and safety policies and programs.

Defined Outcome:
Participants will examine the strengths and potential problems of the resources presented.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

- 3.0 Instructional Goal:
Engage participants in the development and leadership and advocacy skills to improve collaborative partnerships at the local, state and national level for implementing the Whole School, Whole Community, Whole Child Model.

Defined Outcome:
Participants will Describe two examples of a successful school health and wellness activity in Alaska.

RELATIONSHIP TO STANDARDS

- 4.0 Instructional Goal:
Familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

Defined Outcome:
Participants will identify the standards met.

Course Requirements:

This course requires attendance at a minimum of 15 hours of pre-conference and./or conference activities as well as additional written assignment.

Course Design:

- a. Requires 15 contact hours and an average of approximately 30 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Attendance: (75 points)

Complete the attendance verification form with required signatures.

Written Assignment 1: (25 points)

Type a 1-2 page reflective paper on your overall impressions of the 2016 School Health & Wellness Institute. The paper should include comments regarding:

1. Overall impression (10 points)
 - a. Session topics
 - b. Length of sessions
 - c. Speakers/presenters
 - d. Conference reception and location
 - e. Etc.
2. Usefulness of information to you as a teacher or professional (15 points)
 - a. Consider the units, courses or other venues where you can use the information
 - b. Describe one or two specific ideas you will be able to use.

Submission of completed assignments:

Both the attendance verification form and the written assignment should be submitted together using one of the following options:

1. Email: Sutton_melanie@asdk12.org
2. Mail or drop off: Melanie Sutton, 5530 E. Northern Lights Blvd. Anchorage, Alaska 99504

Submission Deadline: November 11, 2016

Note: The student is responsible for submitting all assignments in the appropriate format to the appropriate location by the stated deadline. No further notification of these deadlines will be sent. Failure to attend and participate in the required sessions or submit the required assignments will result in a failing grade (F).

Course Grades:

Grades will be based on the point scale listed below as well as the deadline listed in the previous section:

Quality of work

Each individual assignment, project, paper, presentation, *etc.* is be graded for quality as follows:

“A” work is defined as work that goes beyond the assignment in originality, scholarship, or critical thinking, in all aspects, the work is excellent.

“B” work is defined as above average work: complete, comprehensive, well prepared; work clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

“C” work is defined as average work for practicing certified educators; work is completed as requested, on time, and in appropriate format.

“F” grade indicates that the student has not met the guidelines for “C” work.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Less than 60

Course Calendar/Schedule:

October 24 – Session 1:

October 25 –Session 2:

October 26 – Session 3:

Final paper/project due: November 11, 2016

Course Texts, Readings, Handouts, and Library Reserve:

Resources for Alaska School Health and Wellness:

Alaska Youth Risk Behavior Survey <http://dhss.alaska.gov/dph/Chronic/Pages/yrbs/yrbs.aspx>

Bullying Prevention Children’s Safety Network www.childrencyasetynetwork.org

Department of Education & Early Development, School Safety <http://education.alaska.gov/tls/schoolsafety/>

Stop Bullying www.stopbullying.gov

Coordinated School Health (Whole School, Whole Community, Whole Child) CDC Whole School, Whole Community, Whole Child <http://www.cdc.gov/healthyschools/wsc/index.htm>

CDC School Health Index <http://www.cdc.gov/healthyschools/shi/index.htm>

CDC Health Education Curriculum Analysis Tool <http://www.cdc.gov/healthyyouth/HECAT/index.htm>

Alaska Department of Health and Social Services, Division of Public Health
<http://www.hss.state.ak.us/dph/chronic/school/>

School Climate Association of Alaska School Boards, School Climate and Connectedness
<http://alaskaice.org/school-climate/>

Positive Behavioral Intervention and Supports www.pbis.org

Safe Supportive Learning <http://safesupportivelearning.ed.gov/index.php?id=01>

Safe, Supportive and Successful Schools <http://education.alaska.gov/tls/schoolhealth/>

The National Child Traumatic Stress Network <http://www.nctsn.org/>

Healthy Relationships Fourth R Healthy Relationships www.youthrelationships.org

Social and Emotional Learning www.casel.org

School Health and Academics CDC School Health and Academics
http://www.cdc.gov/healthyyouth/health_and_academics/index.htm

School Environmental Health Environmental Protection Agency <http://www.epa.gov/schools/>

4 of 4 School Emergency Preparedness Readiness and Emergency Management for Schools (REMS) TA Center <http://rems.ed.gov/>

School Nutrition and Wellness Policies Alliance for a Healthier Generation
<https://www.healthiergeneration.org/>

Obesity Prevention <http://dhss.alaska.gov/dph/Chronic/Pages/default.aspx>

School Nutrition Programs <http://education.alaska.gov/tls/cnp/NSLP.html>

Healthier US School Challenge <http://www.fns.usda.gov/tn/healthierus/index.html>

Suicide Prevention and Postvention Stop Suicide Alaska <http://www.stopsuicidealaska.org/>

Suicide Awareness, Prevention, & Postvention <http://education.alaska.gov/tls/suicide/>

Youth Resiliency and Engagement Innovations Center for Community and Youth Development
<http://www.theinnovationcenter.org>

SEARHC Institute Asset Building <http://www.search-institute.org>

Positive Youth Development Engagement Framework <http://www.ncsl.org/issues-research/human-services/positive-youth-development-pyd.aspx>

Standards References:

Alaska Comprehensive Center. (2012). *Guide to Implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Alaska Department of Education and Early Development.

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

Learning Forward. (2011). *Standards for professional Learning*. Retrieved from <http://learningforward.org/standards-for-professional-learning#.VyvT9U32aJc>.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2012). *New Alaska English/language arts and mathematics standards*. Juneau, AK: Author.

Course Policies:

Incomplete Grades

An "I" (Incomplete) is a temporary grade. It is used to indicate that a student has made satisfactory progress in the majority of the work in a course, but for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. The Incomplete Grade Contract, a signed contract form between the student and the course instructor that stipulates the assignment(s) required to finish the course, is required and must be completed and filed with PACE before an "I" grade is assigned. Course work must be completed by a date specified in the contract, not to exceed one year. Upon completion of the required course work, the course instructor must submit a change of grade form accompanied by a copy of the incomplete grade contract to the PACE Office. If course work is not completed within one year or if the terms specified on the Incomplete Grade Contract are not met, the student may be assigned a failing grade (F or NP, depending on the grading basis of the course). If course work is not completed within one year and the instructor does not submit a change of grade at that time, the "I" will become a permanent grade and it will be necessary for the student to re-register to obtain credit for the course.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (BEB105) or on-line at www.uaa.alaska.edu/dss.

Academic Dishonesty Policy

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Cheating plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Academic dishonesty is defined further in the "student Code of Conduct." In addition to any adverse academic action that may result from the academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through student judicial review procedures and the Academic Dispute Resolution Procedure specified in the University catalog.

Professional and Ethical Behavior

University of Alaska Anchorage College of Education students are expected to abide by the [State of Alaska Code of Ethics of the Education Profession](#) and professional teaching standards as they concern students, the public, and the profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of teaching certification.

Technology Integration

University of Alaska Anchorage College of Education students are expected to (a) demonstrate sound understanding of technology operations and concepts; (b) plan and design effective learning environments and experiences supported by technology; (c) implement curriculum plans that include technology applications in methods and strategies to maximize student learning; (d) facilitate a variety of effective assessment and evaluation strategies; (e) use technology to enhance productivity and professional practice; and (f) understand the social, ethical, and human issues surrounding use of technology in PreK-12 schools and apply those principles in practice.