

PRDV 72728 School Wellness for Student Success  
(4-Week Online) 1 Credit | Spring I 2024

**Instructor:** Lynnea Spencer, MEd, RD, LDN, SNS

## COURSE INFORMATION

Instructor Phone:

Instructor Email: [Lspencer2@framingham.edu](mailto:Lspencer2@framingham.edu)

Office Hours:

Course Dates & Location: January 22 – February 16, 2024; Online asynchronous

## DESCRIPTION

An examination of evidence-based school wellness strategies utilizing the Whole School, Whole Community, Whole Child model for addressing health in schools. Course is intended for teachers, nurses, administrators, wellness coordinators and school nutrition professionals. Students review federal and state school wellness policy requirements, build a school wellness team, initiate the Centers for Disease Control and Prevention (CDC) School Health Index, explore support mechanisms for success, and identify action steps and a plan to implement in their school.

## LEARNING OUTCOMES

At the end of the course, successful students:

1. Will be able to examine a school district wellness policy in comparison to federal and state school wellness policy requirements using the most recent version of the WellSAT assessment tool.
2. Will be able to utilize the Whole School, Whole Community, Whole Child model to identify comprehensive school wellness team members and the support mechanisms needed to improve academic and health outcomes.
3. Will have completed at least one module in the School Health Index (SHI): Self-Assessment & Planning Guide online self-assessment and planning tool.
4. Will be able to identify action steps to improve school wellness based on the results of the School Health Index.
5. Will have developed a plan to apply wellness strategies in their district to advance the Whole School, Whole Community, Whole Child model.

## COURSE MATERIALS

Online readings and resources include, but are not limited to:

- The Whole School, Whole Community, Whole Child Model: A New Approach for Improving Educational Attainment and Healthy Development for Students:  
<https://onlinelibrary.wiley.com/doi/10.1111/josh.12310>

- School Health Index: <https://www.cdc.gov/healthyschools/shi/index.htm>
- School Health Index: A Self-Assessment and Planning Guide: [https://www.cdc.gov/healthyschools/professional\\_development/e-learning/shi.html](https://www.cdc.gov/healthyschools/professional_development/e-learning/shi.html)
- Whole School, Whole Community, Whole Child (WSCC): <https://www.cdc.gov/healthyschools/wsccl/index.htm>
- WellSAT:3.0 Wellness School Assessment Tool: <http://www.wellsat.org/>
- School Health Videos: <https://www.chronicdisease.org/page/shvideos>

The course will utilize Canvas, YouTube, & other interactive online platforms as appropriate. The [FSU library](#) is available for research and materials per student needs.

## MASSACHUSETTS CURRICULUM FRAMEWORKS

*This course was developed in collaboration with the Massachusetts Department of Elementary & Secondary Education.*

### Standard 1: Growth & Development

1. Describe the influence of health habits on growth and development (1.8)

### Standard 2: Physical Activity and Fitness

1. Explain the benefits of physical fitness to good health and increased active lifestyle (2.5)
2. Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances) (2.6)
3. Participate in activities that promote physical fitness, decrease sedentary lifestyle and relieve mental and emotional tension (2.12)

### Standard 3: Nutrition

1. Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups (3.14)
2. Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health (3.15)

## COURSE EXPECTATIONS & REQUIREMENTS

You will need a computer with a reliable internet connection. This course uses FSU [Canvas](#), which requires the most recent version of your web browser. All course material will be available via Canvas. Any changes to the schedule or other announcements will be emailed to students using Canvas, so it is vital that all students enroll and verify that an appropriate email account is being used.

**This is an online course and is NOT self-paced. Weekly course modules will run Monday through Sunday, with the exception of Week 4 which ends on Friday.** Students are expected to work online each week to complete the readings, assignments, and discussions for the weekly module according to the course deadlines. Assignments must be submitted by the due dates listed in the course schedule, as late assignment submissions interrupt the online learning process. Late submissions will result in a 5% deduction of the total value of the assignment each day that it is late without instructor approval. Discussion posts each week will require an initial post in response to the prompt, as well as responses to at least 3 peer postings for full credit.

Active participation and constructive peer-to-peer feedback are essential for the course to run smoothly and effectively. Regular participation is crucial to the success of the student and the quality of discussion. Thoughtful responses, reflections, and constructive comments are expected. Students are also expected to treat their classmates with respect. Comments and class discussions should remain on topic, with appropriate language used at all times. Additionally, the personal information (email addresses, photos, etc.) of other students may not be used or shared outside of the class without permission.

In lieu of exams, students will be expected to complete a final report to be submitted during the last week of the class.

## **COURSE ASSIGNMENTS, TIME REQUIREMENTS & GRADING CRITERIA**

### Assignments:

Participants will work through a series of modules which introduce The Whole School, Whole Community, Whole Child (WSCC) model, the Wellness School Assessment Tool (WellSAT), and the School Health Index. Students will be guided through completing one module of the School Health Index for their current school district in conjunction with their School Wellness Team including evaluation and action planning of one district wellness priority.

Instructions and grading rubrics will be provided for all of the assignments listed below.

<b>Assignment Points</b>	<b>Points</b>	<b>Percent of Grade</b>	<b>Approx. Time Requirement (mins)</b>
Introduction Post	5	2%	10
Discussion Board Posts (4 @ 20pts/post)	80	29%	120
WellSAT:3.0 Assessment & Summary	40	15%	80
Elevator Pitch Assignment	20	7%	60
SHI Module 1 Score Card & Planning Questions <i>(Optional to complete as a Group Assignment)</i>	80	29%	150
Final Report	50	18%	180
Team Collaboration Meetings	-	-	180
Weekly Module Readings/Videos	-	-	480
<b>Course Total</b>	<b>275</b>	<b>100%</b>	<b>1260</b>

### Grading Criteria:

Points for each assignment are listed above. Assignments will be assessed using corresponding grading rubrics which you can find on Canvas. See course expectations for information on late submissions for assignments. The following scale will be used to determine final letter grades (based on 100%):

A	94-100%	B+	87-89%	C+	77-79%
A-	90-93%	B	84-86%	C	74-76%
		B-	80-83%	C-	70-73%

## ACADEMIC HONESTY POLICY

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work. Please refer to the academic honesty policy in the [FSU Graduate Catalog](#), Student Conduct section on page 21.

### Use of Artificial Intelligence (AI):

*(adapted from C. Beneke, Bentley University)*

Framingham State University does not currently have a policy that specifically addresses student use of AI in the classroom. AI-enabled technologies are covered under our existing academic honesty policy (referenced above). AI applications like ChatGPT are useful tools for helping us improve our writing and stimulate our thinking, but should not and cannot be a substitute for either in this course. Below I have outlined the appropriate and inappropriate uses of AI in this course.

#### Appropriate use of AI in this course:

- You are free to use AI for:
  - Spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
  - Recommendations for rephrasing sentences or reorganizing paragraphs you have drafted yourself
  - Recommendations for tweaking outlines, lesson plans, and activities you have drafted yourself

#### Inappropriate use of AI in this course:

- You may not:
  - Use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>). For more help on citing in APA format, see <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.
  - Have an app write a draft (either rough or final) of an assignment, or piece of an assignment, for you.

## ACCOMMODATION STATEMENT

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. The [Disability/Access Services Office](#) serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please contact Dr. LaDonna Bridges, Associate Dean of Academic Success and Dean of CASA (Center for Academic Success and Achievement) at 508-626-4906 or [lbridges@framingham.edu](mailto:lbridges@framingham.edu)

## **U.S. COPYRIGHT LAW**

This course website may contain copyrighted materials that are used in compliance with the U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.

## **FSU NOTICE OF NON-DISCRIMINATION AND DIVERSITY**

Framingham State University is committed to a policy of non-discrimination, equal opportunity, diversity and affirmative action. The University is dedicated to providing educational, working and living environments that value the diverse backgrounds of all people. Furthermore, the Massachusetts Civil Rights Act ("MCRA," [M.G.L. c. 12, §§ 11H, 11I, 11J](#)) protects the rights of all residents and visitors to Massachusetts to be free from bias-motivated threats, intimidation, and coercion that interfere with their civil rights. The MCRA protects the right to attend school, live peacefully, and enjoy other basic rights.

## **MY COMMITMENT TO CULTIVATE AN ANTIRACIST CLASSROOM**

At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.

Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone's potential.

# Tentative Course Schedule

	Learning Objective(s)	Assignments	Assignments Due
<p><b>Week 1: 1/22-1/28</b></p> <p>Taking the Team Approach</p> <p>Introduction to Whole School, Whole Community, Whole Child (WSCC) Model</p> <p>&amp;</p> <p>Wellness Policies &amp; WellSAT: 3.0</p>	<p>Examine a school district wellness policy in comparison to federal and state school wellness policy requirements using the most recent version of the WellSAT assessment tool.</p>	<p><b>Course Overview &amp; Introduction DB posts</b></p> <p><b><u>Introduction to WSCC: A Collaborative, Team Approach to Student Wellness</u></b></p> <p>Review the reading below for a detailed overview of the components of the WSCC model:  <a href="#">The Whole School, Whole Community, Whole Child Model: A New Approach for Improving Educational Attainment and Healthy Development for Students</a></p> <p>Watch the videos within the module that detail the benefits of using the WSCC model and taking a team approach to student health and learning.</p> <p><b>Participate in Weekly Discussion.</b></p> <p><b><u>Wellness Policy Assessment &amp; Summary of Results</u></b></p> <p>Review online readings posted in Canvas related to the final rule surrounding school wellness policies. <b>Evaluate your district’s written wellness policy for strength &amp; comprehensiveness</b> using the WellSAT:3.0 tool.</p> <p><b>Part 1: WellSAT assessment</b></p> <p>To start, gather all documents related to your school wellness policy, including the policy itself and any supporting documents, if applicable. This may include a separate “Procedures” document. Then follow the steps below:</p> <ul style="list-style-type: none"> <li>• Visit <a href="http://www.wellsat.org">www.wellsat.org</a> and create an account.</li> <li>• Review the section of the website titled “How to Use This Tool”</li> <li>• Return to the home page and click “My saved policies” on the right-hand side.</li> <li>• Give your assessment a name in the “Wellness Policy Assessment Name” section and select the state your school district is in from the drop down.</li> <li>• Click “Complete a new WellSAT 3.0 wellness policy assessment” to get started.</li> </ul> <p><b>Complete the WellSAT:3.0 assessment of your district’s policy.</b></p> <p><b>Part 2: WellSAT Summary of Results</b></p> <p>Write a 1-3 paragraph summary of your WellSAT:3.0 assessment results. Address the following:</p> <ul style="list-style-type: none"> <li>• What conclusions can you make about strengths and areas for improvement of your district’s written policy from these results?</li> <li>• Were you surprised by any of the scores? If so, which ones and why?</li> </ul> <p><b>Complete both the WellSAT:3.0 assessment &amp; summary of results and submit to the instructor.</b></p>	<p><b>Introduction DB posts</b>  <b>DUE: Wed 1/24</b>            (5 pts)</p> <p><b>Week 1 DB post DUE: Thurs 1/25</b>  <b>Respond to 3 peer postings by Sun 1/28</b>            (20 pts)</p> <p><b>Complete WellSAT:3.0 evaluation of district wellness policy &amp; summary of results.</b> Save results and submit to instructor for review. <b>DUE: Sun 1/28</b>            (40 pts)</p>

# Tentative Course Schedule

<p><b>Week 2:</b> <b>1/29-2/4</b></p> <p>Building Your Team &amp; School Health Index: Self-Assessment (Module 1)</p>	<p>Utilize the Whole School, Whole Community, Whole Child model to identify comprehensive school wellness team members and the support mechanisms needed to improve academic and health outcomes.</p> <p>Complete at least one module in the School Health Index (SHI): Self-Assessment &amp; Planning Guide online self-assessment and planning tool.</p>	<p><b><u>Building Your Team</u></b> Review PowerPoint &amp; corresponding videos addressing effective ways to build a strong school wellness team.</p> <p><b>Participate in Weekly Discussion.</b> <b>Complete and submit your elevator pitch assignment (instructions &amp; grading rubric on Canvas).</b></p> <p><b><u>Introduction to the School Health Index</u></b> <b>Review assigned videos within the <a href="#">SHI Online Course</a>:</b> Review Chapters 1 &amp; 2 in their entirety Review the following sections of Chapter 3: <i>Introduction to the Modules</i> &amp; <i>Module 1: School Health and Safety Policies and Environment</i></p> <p>Review the following sections of Chapter 4: <i>Implementing the School Health Index, Steps 1-3, &amp; Self-Assessment Activity</i></p> <p><b><u>SHI Self-Assessment: Module 1 Part 1 (INDIVIDUAL OR GROUP ASSIGNMENT)</u></b> <i>For this assignment, you can choose to submit it individually or together with your partner/cohort. Select which version of the <a href="#">SHI</a> is most appropriate for your school (elementary vs. middle &amp; high school). Review the instructions at the beginning of the SHI for further assistance in completing the assessment. <b>Gather your district wellness team &amp; complete your self-assessment of Module 1: School Health and Safety Policies and Environment using the online SHI Module 1 Score Card.</b></i> <b><i><u>NOTE: If you have already completed Module 1 as a team in your district, you must select another module that you have not completed for this assignment.</u></i></b></p> <ul style="list-style-type: none"> <li>• Discuss each of the Module Discussion Questions and its scoring choices with your team.</li> <li>• Decide as a team how to collect any information you need to answer each question accurately.</li> <li>• After you have all the information you need, your team will arrive at a consensus score for each question. Answer each question as accurately as possible.</li> <li>• Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.</li> </ul> <p><i>NOTE: The SHI is your self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.</i></p>	<p><b>Set up meeting with SHI/district wellness team to complete SHI Module 1</b></p> <p><b>Week 2 DB post DUE: Thurs 2/1 Respond to 3 peer postings by Sun 2/4 (20pts)</b></p> <p><b>Submit Elevator Pitch Assignment DUE: Sun 2/4 (20 pts)</b></p>
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# Tentative Course Schedule

<p><b>Week 3: 2/5-2/11</b></p> <p>Engaging Your Team &amp; School Health Index: Planning for Improvement &amp; School Health Improvement Plan</p>	<p>Identify action steps to improve school wellness based on the results of the School Health Index.</p>	<p><b><u>Engaging Your Team</u></b> Review PowerPoint and readings on Canvas related to School Wellness Team best practices.</p> <p><b>Participate in Weekly Discussion. <u>Introduction to SHI Planning for Improvement</u></b> <b>Review assigned videos within the <u>SHI Online Course</u>:</b> Review the following sections of Chapter 4: <i>Step 4: Conduct School Health Index Planning Meeting &amp; Planning for Improvement Activity</i> Review Chapter 5: Conclusion</p> <p><b><u>SHI Self-Assessment: Module 1 Part 2 (continued)</u></b> <b>Review the results from your Module 1 Score Card with your SHI team &amp; complete the module 1 planning questions (Step 1: Identify Strengths and Weaknesses &amp; Step 2: Recommended Actions in the online module).</b></p> <ul style="list-style-type: none"> <li>• Use the scores written on the module Score Card to complete the Planning Questions (Steps 1 &amp; 2) at the end of the module.</li> </ul> <p>NOTE: You must list and rank <b>at least one recommended action for each weakness</b> you identify.</p> <p><b>Submit the module 1 scorecard and completed planning questions (steps 1 &amp; 2) to the instructor by the assigned due date using this assignment submission link. If submitting as a group with your partner/cohort, the assignment only needs to be submitted by one of you. Just be sure to identify all names on the assignment or in the Canvas assignment comment box so everyone gets credit.</b></p>	<p><b>Complete &amp; Submit SHI Module 1 Score Card &amp; Planning Questions (Steps 1 &amp; 2)</b> <b>DUE: Sun 2/11</b> (80 pts)</p> <p><b>Week 3 DB post DUE: Thurs 10/19</b> <b>Respond to 3 peer postings by Sun 2/11</b> (20 pts)</p>
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# Tentative Course Schedule

<p><b>Week 4:</b> <b>2/12-2/16</b> <b>SHORT WEEK</b></p> <p>Sustaining Your Team &amp; Next Steps</p>	<p>Develop a plan to apply wellness strategies in your district to advance the Whole School, Whole Community, Whole Child model.</p>	<p><b><u>Sustaining Your Team</u></b> Review PowerPoint and readings related to sustaining your school wellness team.</p> <p><b>Participate in Weekly Discussion.</b></p> <p><b><u>Next Steps – Final Report</u></b> Review "Planning for Improvement Document" (which highlights pages 206-215 of the SHI) regarding next steps toward action to complete with your team once your full SHI is complete.</p> <p><b>Use 1 of the high priority action items that you identified from your SHI planning questions lastweek to complete the online School Health Improvement Plan (SHIP) document</b> for that action.<i>Each team member must select a <b>different</b> priority item for this assignment.</i></p> <p><b>Save and submit this completed form as part of your Final Report. Report will include:</b></p> <ul style="list-style-type: none"> <li>• Completed School Health Improvement Plan Form for 1 priority action item</li> <li>• Evaluation plan for action item</li> <li>• Plan for building &amp; engaging your ideal team for this action item</li> <li>• Potential barriers in achieving the goal of your selected action</li> <li>• Ways to overcome those barriers</li> </ul> <p><b>Complete &amp; submit final report (see assignment instructions and grading rubric for details).</b></p>	<p><b>Submit Final Report</b> <b>DUE: Fri 2/16</b> (50 pts)</p> <p><b>Week 4 DB post DUE: Thurs 2/15</b> <b>Respond to 3 peer postings by Fri 2/16</b> (20 pts)</p>
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