Guide for Choosing School Health Resources

Overview and purpose

Schools often consider using resources from external individuals or organizations to promote health and wellness within the school community. This document is meant to help schools choose high-quality health and wellness resources that will meet their identified needs.

Consider discussing the questions from this resource with colleagues or partners such as: Teachers, Principals, Administrators, School Jurisdiction Consultants and Learning Leaders, School Nurses, Health Promotion Coordinators/Facilitators, Registered Dietitians, Mental Health, Physical Activity and other content experts who offer support for Comprehensive School Health (CSH) initiatives.

Be sure to check with your school jurisdiction to see if there are policies, guidelines, regulations, and/or procedures in place when using health resources.

Process for Building Healthy School Communities using the Components of Comprehensive School Health

(Adapted from the Alberta Healthy School Community Wellness Fund)

'Resources'

In the context of this document, **'resources'** refers to programs, services, lesson plans, toolkits, presentations, products, and/or professional development.

Follow-up communication about the resource

After reviewing the resource, consider a strategy to move forward. Continue consulting with key individuals who can help you implement CSH initiatives.
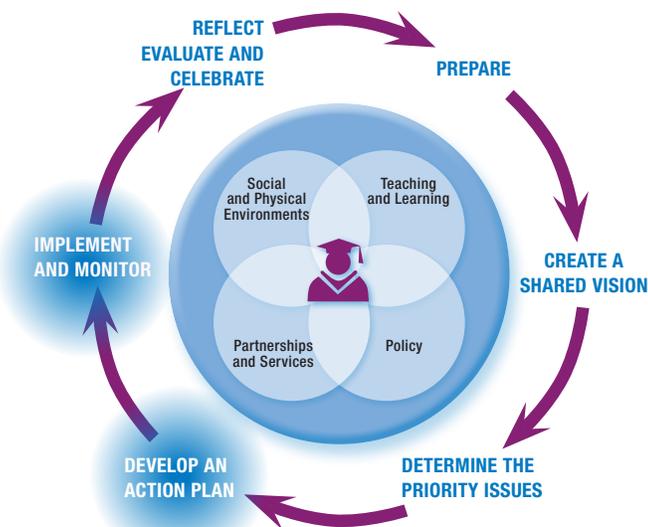
It is important to communicate with the organization how their resource meets the school's needs or suggest changes to better align with the CSH approach. Organizations should welcome feedback to ensure their resources meet the needs of the school environment.

If you would like to discuss your answers further, please email cshresources@albertahealthservices.ca

For more information on Alberta Health Services - Comprehensive School Health, please visit http://www.ahs.ca/csh

References

Alberta Health Services & SEARCH Canada (cc.2009). Integrated Planning and Evaluation Framework Course Content (Final Draft: July 24, 2009).

Poland, B., Krupa, G., McCall, D. (2009). Settings for health promotion: an analytic framework to guide intervention design and evaluation. Health Promotion Practice, 10(4), p. 505-516.

Joint Consortium for School Health http://www.jcsh-cces.ca

	Action Items/Comments
Questions about the Organization	
What do you know about the organization supporting/sponsoring the resource? What are the organization's mandate, mission, vision and values?	
Who developed and who delivers the resource? What are their credentials? Are these credentials appropriate for this type of resource?	
Would a relationship with the organization or any of the sponsors be seen as a conflict of interest for you or your organization?	
Does the organization/resource align with Canadian and Alberta Health and education standards and messaging (e.g., Alberta Government, Public Health Agency of Canada)?	
Questions about the Resource	
What are the intended outcomes of this resource? How do these outcomes relate to the needs within your school community (e.g., school health assessment results)?	
Have administrators and curriculum specialists verified the accuracy of the content and consistency with curriculum?	
Has the resource been evaluated? What type of evaluation was done (e.g., pilot test, research study, published report)? • Who completed the evaluation? • Do the messages align with current, evidence-based practices? • Is the resource evaluated/reviewed and updated regularly?	

Questions about Educational Alignment

	Action Items/Comments
Has a need for the resource been identified in your school/jurisdiction? Are there alternative resources that could be considered?	
Does the resource align with the Alberta Education Programs of Study curriculum outcomes?	
Does the resource provide relevant meaningful, learning activities and skill development opportunities to actively engage students?	
Is the resource developmentally and age appropriate?	
Does the resource fit within your school/jurisdiction's strategic plans, policies or procedures?	
Are there potential risks or unintended harmful consequences? Will students need additional supports or services beyond what the resource provides?	
Is the resource inclusive and does it show respect for diversity?	
What resources (human, monetary, space, etc.), skills and commitment are required?	
How will this resource have a sustainable impact in the school community? How will staff make this sustainable (e.g., follow-up lesson plans and activities, formation of action teams, initial and ongoing costs)?	

Questions about Comprehensive School Health (CSH)

Does the resource support the four components of CSH (social and physical environment; teaching and learning; policy; and partnerships and services)?	
Does the resource support or enhance current CSH efforts within your school/jurisdiction?	
Does the resource focus on the whole school environment or the individual?	

2017