

Winter Quarter, 2010
PHSC 196: Peer Health Education
Day and Time: TBD
Place: TBD
2 units P/NP

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Peer Health Education

Course number and brief description:

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This course is designed to challenge and expand students' beliefs and perceptions about health and wellness through exercises in introspection and open discourse. The course will also provide students with current information on a variety of health and wellness related topics including general wellness, alcohol and substance abuse, nutrition, eating disorders, mental health, sexual health, and sexual assault prevention. In addition, students will be challenged to grow as leaders, peer counselors, and educators. Students will hone important basic listening, leadership, counseling, group facilitation, public speaking, and presentation skills. Upon completion of this course, students are eligible to become a member of the Peer Health Education (PHE) program. This program is composed of a diverse group of SCU students who facilitate interactive presentations, discussions, panels, workshops, and health awareness events for other students.

Learning Outcomes:

1. To challenge and shape students' health and wellness perceptions, attitudes, and behaviors.
2. To increase students' knowledge and understanding of college health-related issues.
3. To foster the growth of students as leaders on campus.
4. To hone students' abilities to accurately read and interpret current health literature.
5. To cultivate students' public speaking, peer counseling, group facilitation, marketing, program planning, and health education skills.
6. To promote the SCU Peer Health Education Program.

Prerequisites:

Permission of the instructor is required to enroll.

Grading Policy:

Grades will be based on the completion of the following:

1. Attendance and Participation (200 points)
2. Homework/Journal assignments (100 points)
3. Participation in PHE outreach activities (250 points)
4. Midterm Exam (100 points)
5. Final Exam (100 points)
6. Final Presentations (250 points)

TOTAL POINTS: 1000

A total of 750 points is required to pass the class.

Assignments and Readings:

1. Attendance & Participation (200 points)

Active participation is essential for students enrolled. You will not be expected to share your own personal experiences unless you so desire. It is expected that all comments/questions will be met with respect and dignity. Please bring your reader to each class, as well as textbooks in which you have assigned readings due.

All unapproved absences will result in a loss of points. Three (3) or more absences (whether or not approved) will result in class failure.

2. Homework assignments (100 points)

READINGS: Reading assignments are to be completed by the date/class meeting listed in the course schedule.

JOURNAL: Homework assignments will include journal writing. Each journal entry will be worth 10 points. Writing a journal is a way for students to process experiences, develop questions, and explore unique events or assignments. Journals help clarify thoughts and feelings. Journaling also allows students to document creative expressions, affirmations, stories and experiences.

All students are required to write a journal entry each week throughout the semester for a total of 10 journal entries. The journal entry for each week is due the following Monday (i.e., journal entries for week 1 are due the Monday of week 2). The journals are to meet the following requirements to be eligible for credit:

- Must be typed
- Minimum of one full page
- Margins of no more than 1 inch on all sides
- Double spaced
- Written about the assigned topic (if no topic is assigned, write on any class-related issue)
- Be submitted on time (late journals will be read but not accepted for credit)

Each week of class there will be different topics, which will be assigned. Some weeks, you may be asked to reflect on the weeks' topics; other weeks, you may be asked to complete writing exercises that are part of your reading. Your journal will be read only by the instructor and will be kept confidential. The purpose of this assignment is to assist each student in processing the material. Use this assignment to truly reflect on the topic assigned. There is no right or wrong answer, just the reflective thoughts of the student.

3. Participation in PHE Outreach Activities (250 points)

- *All students* are required to help with the Tunnel of Oppression setup with current PHEs on TBD. (100 points)
- Attend various PHE, Wellness Center, and other possible campus events relevant to this course. Dr. Bateman will let you know when relevant events are occurring on campus, or you can submit potential events for approval. You are required to attend at least 3 events, including one E2M/1in4 program. (50 points)
- You will be required to keep a log of these outreach projects and get signatures from the presenters.

Sample Events can include:

- a) Every 2 Minutes or 1in 4 program: all-female/all-male peer sexual assault prevention
- c) "Fad Diets" presentation by SCU dietician, Mary Mahoney, RD
- d) Celebrate Every Body Week Programming

4. Midterm Exam (100 points) **Take Home

This exam will be due on Monday, February 2nd. The exam questions will be based on material from class discussions, guest presenters, readings, and homework assignments. Group work/collaboration on exams is prohibited.

5. Final Exam (100 points) **Take Home

This exam will be due on Wednesday, March 11th. The exam questions will be based on material from class discussions, guest presenters, readings, and homework assignments. Group work/collaboration on exams is prohibited.

6. Final In-Class Presentation (250 points)

Groups of 3-5 students will

- a. plan
- b. present
- c. evaluate a 30-minute peer education workshop.

Grading will be based on:

1. Information provided (accuracy and relevance)
2. Creativity
3. Presentation skills
4. Appeal to target population
5. Evaluations (class participant and self)
6. Overall quality of presentation.

Readings/Textbooks:

- 1) PHSC 196: Peer Health Education Class Reader (available at Copy Craft)
- 2) Ender, S.C. & Newton, F.B. (2000). Students Helping-Students. San Francisco: Jossey-Bass. ISBN: 0787944599

- 3) Litt, A.S. (2005). The College Student's Guide to Eating Well on Campus (2nd Ed).
Bethesda, MD: Tulip Hill Press. ISBN: 0970013914

Course Schedule:

Week	Date	Topic	Videos	Guest Speakers	Homework/Readings Due
1	TBD	INTRO TO PEER HEALTH EDUCATION MODEL Ethics, Confidentiality & Goals, Values clarification, self-awareness			<i>Ender & Newton Ch 1&2, Reader</i>
	TBD	COUNSELING AND BASIC LISTENING SKILLS Roadblocks to listening, empathy, nonverbal attending, open questions, paraphrasing, summarizing			<i>Ender & Newton Ch 4</i>
2	TBD	"PERSPECTIVES" Using one's stories to learn from each other; expanding awareness of others' perspectives		TBD	<i>Ender & Newton Ch 3</i>
	TBD	NUTRITION Basics of nutrition		Mary Mahoney, RD Cowell Health Center	<i>Litt Ch 1,2 & 3; Reader</i>
3	TBD	<i>Martin Luther King, Jr. Day- No Class</i>			
	TBD	MENTAL HEALTH & STRESS Mental Health & Stress: common mental health concerns in college students; stress & relaxation		TBD, CAPS	<i>Reader</i>
4	TBD	BODY IMAGE Effects on self-image, self-esteem, media influences Watch video (30 minutes)	<i>"Killing Us Softly 3"</i>		<i>Reader</i>
	TBD	EATING DISORDERS Definitions of anorexia, bulimia, binge eating disorder. Health consequences, etiology, prevention.			<i>Litt Ch 7 Reader</i>
5	TBD	RELATIONSHIPS What is a healthy relationship? What to look for in a partner? Communication and conflict resolution in relationships		TBD, CAPS	MIDTERM DUE <i>Reader</i>
	TBD	DATING VIOLENCE Abusive relationships, partner violence,		TBD Next Door Solutions	<i>Reader</i>

		stalking			
6	TBD	ALCOHOL Physiological responses, BAC, risk factors/warning signs of abuse or addiction, etc. Responsible drinking, high-risk behaviors, alcohol & sexual assault alcohol poisoning, social norms, etc.			<i>Litt Ch 11, Reader</i>
	TBD	OTHER DRUGS			<i>Reader</i>
7	TBD	<i>President's Day-No Class</i>			
	TBD	LEADERSHIP Building leadership skills		Jon Gray, Center for Student Leadership	<i>TBD</i>
8	TBD	SEXUAL ORIENTATION LGBTQQI and being an ally			<i>Reader</i> <u><i>Tunnel of Oppression setup</i></u> <u><i>Tues. 2/24!</i></u>
	TBD	SEXUAL HEALTH What is a PAP smear? Breast and Testicular exams STI information, prevention, etc		Pat McBride, PA-C & Lisa Lommel, F.N.P. Cowell Health Center	<i>Reader</i>
9	TBD	SEXUAL VIOLENCE Definition of rape, stranger vs. date rape, stats/facts, SCU policy and procedure, laws, rape myth vs. reality, etc.		Ngoc Nguyen-Mains & Matthew Duncan Office of Student Life	<i>Reader</i>
	TBD	MOTIVATIONAL ENHANCEMENT Interpersonal skills to facilitate change/increase others' motivation to change			<i>TBD</i>
10	TBD	PRESENTATION SKILLS Group Presentation and Facilitation Skills, Public Speaking Skills			<i>Ender & Newton Ch 6 & 7, Reader</i>
	TBD	PRESENTATION PREPARATION In-class group preparation			<i>FINAL EXAM DUE</i>
11	FINAL EXAM WEEK TBD	FINAL PRESENTATIONS (45 minutes each)			

Diversity: Diversity in the student population and workforce will be highly valued in this course. Class topics and discussions will be approached from a diverse/multicultural perspective. As in any university context, you are bound to confront ideas/theories/belief systems/life styles/opinions with which you disagree. Although lively debate is a part of academic life, it is asked that we engage each other with respect and courtesy at all times.

Confidentiality and Respect: This instructor strongly encourages open and candid discussions in class and challenge you to take this learning outside of the classroom. However, because of the exchange of sensitive and sometimes personal matters, she requires that you do not discuss a classmate's personal information with others outside of our class. In other words, share the information, not the identity. Depending on the seriousness or maliciousness of breaking these bonds of confidentiality, infractions of this rule could result in a request that the offending student withdraw from the course or could seriously diminish his or her final grade.

Disruptions: Please demonstrate mutual respect for others' learning environment by silencing all phones/pagers and refraining from texting, IMing, gaming, or conducting private conversations with those around you. All electronic devices should be put away (i.e., in purses/backpacks) and not in visible sight.

Policy on Academic Honesty: This instructor fully upholds the Santa Clara University Academic Integrity Policy. "The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of "F" for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the Student Handbook. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action."

Please see <http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm> for further information.

Course Assessment: Course and instructor effectiveness will be assessed via anonymous survey distributed to enrolled students at the mid-point and end of the quarter.

Class Contact Information: The instructor will ask students to provide their contact information (name, phone, e-mail) to be distributed to others in class and to the executive members of the Peer Health Educators. Any student may decline to be included on the list.

Certification: Each student will be eligible to complete the BACCHUS Peer Education Certification at the end of the semester. You will complete the Certified Peer Educator examination and it will be mailed off for evaluation. A passing score will result in becoming a Certified Peer Educator by the National BACCHUS Peer Education Network.