

Winter Quarter, 2012
PHSC 196: Peer Health Education
Day and Time: MW 4-5:15
Location: Daly Science 201
2 units P/NP

Alison E. Bateman, Ph.D.
Office: Wellness Center, located in the Malley Center
Phone: 408-554-4409
Email: ABateman@scu.edu
Office hours: By appt.

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 wellness through exercises in introspection and open discourse. The course will also provide students with current information on a variety of 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 and peer educators. Students will develop 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 wellness 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 (Credit/No Credit) will be based on the completion of the following:

1. Attendance and Participation (250 points)
2. Homework/Journal assignments (100 points)
3. Participation in PHE outreach activities & meetings (200 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 (250 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. Journal Entries are **due each Monday** (unless otherwise noted in the syllabus) and are to be written about the readings and topics covered that week (i.e., a journal entry can be about the readings for that Monday or Wednesday of that same week). The journals are to meet the following requirements to be eligible for credit:

- 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 class will cover a different wellness topic. 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 before it is discussed in class. 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 and Meetings (200 points)

- Attend various PHE, Wellness Center, and other 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 three events, including** one E2M/1in4 program. Co-presenting/helping table counts as an event. (50 points)
 - You will be required to keep a log of these outreach projects and get signatures from the presenters.
 - Sample Events may include:
 - Every 2 Minutes or 1 in 4 program: All-female/-male peer sexual assault prevention
 - Celebrate Every Body Week Programming
 - “The Dietician is in” tabling w/ Mary Mahoney, RD
- Attend bi-weekly PHE meetings on Wednesdays from 5:30-6:30 (50 points)

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

This exam will be due on Monday, February 13. The exam questions will be based on material from class discussions, guest presenters, and readings. Group work/collaboration on exams is prohibited.

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

This exam will be due on Wednesday, March 14. The exam questions will be based on material from class discussions, guest presenters, and readings. Group work/collaboration on exams is prohibited.

6. Final In-Class Presentation (250 points)

Groups of three-to-five students will plan and present a 30-minute peer education workshop, event, or program.

Grading will be based on:

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

Readings/Textbooks:

- 1) Hong, L., Robertson, J., Catanzarite, J., McCall, L.W. (2011). Peer Health Education: Concepts and Content. San Diego, CA: University Readers. ISBN: 978-1-60927-888-5
- 2) Additional readings as assigned

Course Schedule

Week	Date	Topic	Videos	Guest Speakers	Homework/Readings Due
1	1/9	INTRO TO PEER HEALTH EDUCATION Ethics, confidentiality & goals; course structure; PHE structure			Hong et al., Ch. 1, 2 & 5
	1/11	MOTIVATIONAL INTERVIEWING AND BASIC LISTENING SKILLS Enhancing motivation to change, and increasing communication skills.			<u>Journal 1 due</u> Hong et al., Ch. 25 & 26
2	1/16	<i>Martin Luther King, Jr. Day- No Class</i>			
	1/18	BODY IMAGE Effects on self-image, self-esteem, media influences.	<i>“Killing us Softly 4”</i>		<u>Journal 2 due</u> <i>No reading!</i>
3	1/23	LEADERSHIP Building leadership skills		Alissa Christenson & Ankita Rakhe Center for Student Leadership	<u>Journal 3 due</u>
	1/25	MENTAL HEALTH Common mental health concerns in college students		Matthew Schottland, M.A. Counseling and Psychological Services (CAPS)	Hong et al., Ch. 23
4	1/30	ALCOHOL Factors influencing alcohol use, alcohol use at SCU, safer drinking practices	<i>“Spin the Bottle”</i>		<u>Journal 4 due</u> Hong et al., Ch. 8
	2/1	MARIJUANA & OTHER DRUGS Marijuana and other recreational drugs and drugs of abuse, an use at SCU			Hong et al., Ch. 9 & 10
5	2/6	SEXUAL HEALTH What is a PAP smear? Breast and Testicular exams, STIs and prevention, etc.		Lisa Lommel, NP & Pat McBride, PA-C Cowell Health Center	<u>Journal 5 due</u> Hong et al., Ch. 14, 15, 16 <i>(Take-home midterm distributed)</i>
	2/8	SEXUAL ORIENTATION LGBTQQI and being an ally			Hong et al., Ch. 21

6	2/13	NURITION Basics of nutrition		Mary Mahoney, R.D. Cowell Health Center	Hong et al., Ch. 18 <u>MIDTERM DUE</u>
	2/15	EATING DISORDERS Definitions of anorexia, bulimia, binge eating disorder. Health consequences, etiology, prevention.			<u>Journal 6 due</u> Hong et al., Ch. 17
7	2/20	<i>President's Day- No Class</i>			
	2/22	STRESS Stress and relaxation		Isa Avila, M.A. & Bill Selig, M.S., M.F.A. Counseling and Psychological Services (CAPS)	<u>Journal 7 due</u> Hong et al., Ch. 24
8	2/27	"PERSPECTIVES" Using one's stories to learn from each other; expanding awareness of others' perspectives		Perspectives Facilitators (TBD)	<u>Journal 8 due</u> Hong et al., Ch. 20 & 22
	2/29	RELATIONSHIPS What is a healthy relationship? What to look for in a partner? Communication and conflict resolution in relationships		Helen Bowers, B.A. & Dalenna Smith, M.A. Counseling and Psychological Services (CAPS)	Freitas, D. (2010). Sex and the single student today, an interview with Donna Freitas. <i>Conversations on Jesuit Higher Education</i> , 37, 12-18.
9	3/5	SEXUAL VIOLENCE Definition of rape, stranger vs. date rape, stats/facts, SCU policy and procedure, laws, rape myth vs. reality, etc.		Matthew Duncan & Ngoc Nguyen-Mains Office of Student Life	<u>Journal 9 due</u> Hong et al., Ch. 13
	3/7	DATING VIOLENCE Abusive relationships, partner violence, stalking.		Sarah Maciel Wellness Center	<i>(Take-home final distributed)</i>
10	3/12	PRESENTATION SKILLS Group Presentation and Facilitation Skills, Public Speaking Skills,		Gracelyn Bateman PHE Co-President	<u>Journal 10 due</u> Hong et al., Ch. 3 & 4
	3/14	PRESENTATION PREPARATION In-class group preparation			<u>FINAL EXAM DUE</u>
11	Wed, 3/21 6:30-9:30 pm	FINAL PRESENTATIONS (30 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 Integrity: 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." Fabrication of participation or attendance at an event or in-service training will also qualify as a violation of the Academic Integrity Policy.

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.