Peer Health Education

Course number and brief description:
Course Number: PHSC 196
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. Permission is based on completion of an application for the Peer Health Education program and subsequent interview and acceptance into the program. The application process is highly competitive.
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 (unless otherwise noted in the syllabus. Journals 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). Please also include which portions of the readings were
   most and least helpful. 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 two events. Co-presenting/helping table is encouraged, and counts as an event. (75 points each)
     o You will be required to keep a log of these outreach projects and get signatures from the presenters.
     o Sample Events may include:
       ▪ Celebrate Every Body Week Programming
       ▪ Sex in the Dark Program
   • Attend bi-weekly PHE meetings on Mondays from 5:30-6:30 in Kenna 310 (50 points total). Meetings start Monday, January 4, then again the following Monday, January 11, then continue on Mondays on even weeks at the same time and location (Weeks 1, 2, 4, 6, 8, 10).

4. Midterm Exam (100 points) **Take Home
   This exam will be due on Monday, February 8. 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 9. 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:
3. Additional readings will be placed on Camino from the following book, and other books as assigned.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Videos</th>
<th>Guest Speakers</th>
<th>Homework/Readings Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/4</td>
<td><strong>PRINCIPLES OF PEER HEALTH EDUCATION</strong>&lt;br&gt;Ethics, confidentiality &amp; goals; course structure; PHE structure</td>
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<td>Newton &amp; Ender, Ch. 1 &amp; 2 Reader</td>
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<td>1/6</td>
<td><strong>COMMUNICATION SKILLS</strong>&lt;br&gt;Effective communication strategies, including listening skills, assertiveness, etc.</td>
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<td>Journal 1 due Newton &amp; Ender, Ch. 4 Reader</td>
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<td>2</td>
<td>1/11</td>
<td><strong>MOTIVATIONAL ENHANCEMENT</strong>&lt;br&gt;Enhancing motivation to change in others</td>
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<td>Journal 2 due Reader</td>
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<td>1/13</td>
<td><strong>STRESS &amp; MINDFULNESS</strong>&lt;br&gt;Stress, mindfulness, and relaxation</td>
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<td>Reader</td>
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<td>3</td>
<td>1/18</td>
<td><em>Martin Luther King, Jr. Day--No Class</em></td>
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<td>1/20</td>
<td><strong>SEXUAL HEALTH</strong>&lt;br&gt;PAP smear, breast and testicular exams; STIs and prevention</td>
<td>Lisa Lommel, NP &amp; Pat McBride, PA-C&lt;br&gt;&lt;i&gt;The Cowell Center—Student Health Services&lt;/i&gt;</td>
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<td>Journal 3 due Reader</td>
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<td>4</td>
<td>1/25</td>
<td><strong>ALCOHOL</strong>&lt;br&gt;Factors influencing alcohol use, alcohol use at SCU, safer drinking practices</td>
<td>“Spin the Bottle”&lt;br&gt;&lt;i&gt;Litt, Ch. 11 (Camino)&lt;/i&gt; Reader</td>
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<td>Journal 4 due Litt, Ch. 11 (Camino) Reader</td>
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<td>1/27</td>
<td><strong>MARIJUANA, PRESCRIPTION DRUGS, &amp; OTHER DRUGS</strong>&lt;br&gt;Marijuana and prescription drug abuse, as well as other recreational drugs, including use at SCU</td>
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<td>Reader</td>
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<td>5</td>
<td>2/1</td>
<td><strong>MENTAL HEALTH</strong>&lt;br&gt;Common mental health concerns in college students, particularly depression and anxiety</td>
<td>TBD&lt;br&gt;The Cowell Center—Counseling &amp; Psychological Services (CAPS)</td>
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<td>Journal 5 due Reader&lt;br&gt;&lt;i&gt;(Take-home midterm distributed)&lt;/i&gt;</td>
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<td><strong>SEXUAL ORIENTATION &amp; GENDER IDENTITY</strong>&lt;br&gt;LGBTQQI information and being an ally</td>
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<td>Reader</td>
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<td>Guest Speaker(s)</td>
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<td>6</td>
<td>2/8</td>
<td><strong>BODY IMAGE</strong>&lt;br&gt;Effects on self-image, self-esteem, psychological &amp; media influences</td>
<td>“Killing us Softly 4”</td>
<td>Reader&lt;br&gt;&lt;strong&gt;MIDTERM DUE&lt;/strong&gt;&lt;br&gt;(No journal due today: 10 points in journal section automatically granted)</td>
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<td><strong>EATING DISORDERS</strong>&lt;br&gt;Definitions; health consequences, etiology, prevention</td>
<td>Litt, Ch. 7 (Camino) Reader</td>
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<td>7</td>
<td>2/15</td>
<td><em>President’s Day—No Class</em></td>
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<td>2/17</td>
<td><strong>RELATIONSHIP VIOLENCE</strong>&lt;br&gt;Abusive relationships, partner violence, stalking</td>
<td>TBD&lt;br&gt;Assistant Director, Wellness Center/Violence Prevention Program Coordinator</td>
<td>Journal 6 due Reader</td>
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<td>8</td>
<td>2/22</td>
<td><strong>“PERSPECTIVES”</strong>&lt;br&gt; Increasing awareness of personal &amp; cultural factors related to peer health education and social justice</td>
<td>Perspectives Facilitators (TBD)</td>
<td>Journal 7 due Newton &amp; Ender, Ch. 3</td>
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<td>2/24</td>
<td><strong>HOOKING UP &amp; HEALTHY DATING</strong>&lt;br&gt;What is dating? How to enter into a healthy dating relationship and maintain it. Discussion of the hookup culture on college campuses.</td>
<td>Callie Rimpfel, M.S., Office of Student Life &amp; Alison Bateman, Ph.D., Wellness Center</td>
<td>Reader</td>
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<td>9</td>
<td>2/29</td>
<td><strong>NURITION</strong>&lt;br&gt;Basics of nutrition</td>
<td>Mary Mahoney, R.D.&lt;br&gt;The Cowell Center—Student Health Services</td>
<td>Journal 8 due Litt, Ch. 1, 2, 3 (Camino) Reader</td>
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<td><strong>SEXUAL VIOLENCE &amp; BYSTANDER INTERVENTION</strong>&lt;br&gt;Sexual assault information, SCU procedures and resources, intervening as a bystander</td>
<td>Matthew Duncan, M.Ed.&lt;br&gt;Office of Student Life &amp; TBD&lt;br&gt;Assistant Director, Wellness Center/Violence Prevention Program Coordinator</td>
<td>Reader&lt;br&gt;(Take-home final distributed)</td>
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<td>10</td>
<td>3/7</td>
<td><strong>PRESENTATION SKILLS</strong>&lt;br&gt;Group presentation and facilitation skills, public speaking skills</td>
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<td>Journal 9 due (reflection about class overall) Newton &amp; Ender, Ch 7 Reader</td>
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<td>3/9</td>
<td><strong>PRESENTATION PREPARATION</strong>&lt;br&gt;In-class group preparation</td>
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<td>&lt;strong&gt;FINAL EXAM DUE&lt;/strong&gt;</td>
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<td>11</td>
<td>TBD:</td>
<td><strong>FINAL PRESENTATIONS</strong>&lt;br&gt;(30 minutes each)</td>
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**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.

**Disability Accommodation Policy**
If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please arrange a time to discuss them with me. Students who have medical needs related to pregnancy or parenting may be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible.) Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

**Title IX Syllabus Statement**
Santa Clara University upholds a zero tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, we encourage you to tell someone promptly. For more information, please go to [www.scu.edu/studentlife](http://www.scu.edu/studentlife) and click on the link for the University’s Gender-Based Discrimination and Sexual Misconduct Policy or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: [www.ethicspoint.com](http://www.ethicspoint.com).

**Statement on Reporting Practices**
*Below is information that is suggested for all syllabi at SCU. Please note an exception for this instructor: Because I am a staff member in the Wellness Center, I am not bound to the same mandated reporter regulations noted below—except in the case of child abuse—and am able to offer confidential support. I have included the information below nonetheless so you are aware of information that applies to classes and instructors in general at SCU.*

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University.
For example, if you inform them of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: www.ethicspoint.com. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the Wellness Center, the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Confidentiality and Respect: This instructor strongly encourages open and candid discussions in class and challenges 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. This includes laptops and tablet computers that are not necessary as assistive devices for students with disabilities registered with Disabilities Resources.

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 the Academic Integrity Policy in the Undergraduate Student Handbook for more 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.