

PUBH A160: PEER HEALTH EDUCATION LEVEL 1

Item	Value
Curriculum Committee Approval Date	12/08/2021
Top Code	083700 - Health Education
Units	2 Total Units
Hours	72 Total Hours (Lecture Hours 18; Lab Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

This course prepares students to serve as a member of the Peer Health Action Team (PHAcT) at OCC. Topics covered include strategies for behavior change, referrals, programming, presentation, and group success. Students will be certified as Peer Health Educators through BACCHUS national certification exam. 36 hours in the classroom; 36 hours arranged. Enrollment Limitation: HLED A160; students who complete PUBH A160 may not enroll in or receive credit for HLED A160. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Plan and present peer health promotion programs.
2. Pass the BACCHUS Peer Health Educator certification examination.

Course Objectives

- 1. Understand the power of peer education and how it can impact a campus.
- 2. Define the five roles of an individual peer educator.
- 3. Describe strategies for behavior change, including strategies for change in high risk populations.
- 4. Describe the differences between individual, target/group and community/population prevention approaches.
- 5. Understand evidence-based approaches to reducing high-risk behaviors such as environmental strategies and harm reduction skills.
- 6. Identify characteristics of a good listener (including the identification of barriers) and practice techniques for effective listening
- 7. Respond to student needs by referring to appropriate on campus resource.
- 8. Determine when referrals are needed based on the limits of their role.
- 9. Demonstrate the steps necessary in responding to other students and encouraging them to take action steps for change.
- 10. Identify professional and community resources available to students.
- 11. Develop inclusive peer health education programs.

- 12. Understand the steps in planning a health promotion program and/or presentation.
- 13. Understand the SMART components for developing objectives
- 14. Understand the value of developing a mission statement, training, goal setting, planning effective meetings and group ownership.

Lecture Content

18 hours of lecture completed during class time Introduction - The Power of Peer Education Define: peer education, peer educators BACCHUS and its support for peer education Peer education as an effective strategy Five roles of peer educator Common peer educator traps Peer educator code of ethics Strategies for Change in High-Risk Behaviors Behavior change frameworks Individual, target, and population approaches Stages of Change model Evidence-based approaches Listening Skills Listening skills introduction Being approachable Listening and relationships Barriers to effective listening Techniques for effective listening Encouraging people to share Responding and Referral Skills Responding and referrals skills introduction Identifying campus resources Identifying professional and community resources Common traps during response and referral Confidentiality issues Self-disclosure Developing Inclusive Peer Education Efforts Inclusive efforts introduction Definitions Historical trends Self-experience Recruiting diverse members Inclusive peer education - planning inclusive events Programming and Presentation Skills Programming and presentation introduction Components of a successful program Brainstorming guidelines Program planning tasks Marketing Group Development and Success Group development and success introduction Cycles of group formation: forming, storming, norming, performing, adjourning. Developing goals and objectives - SMART: specific, measurable, achievable, relevant, time-bound

Lab Content

18 hours of lab completed during the scheduled class time, 36 hours may be arranged. Students will work on developing the components necessary for successful health promotion programming, including: Topic Specific Activities Creating materials, props, signs, activities required to support specific health topic Identifying and contacting participants, both campus and community Developing event evaluation Event Logistics Identifying the best location for an event Reserving space Equipment needs Food - menu and ordering Set-Up - Day of event Scheduling time for set up Number of persons needed for set up and assignments Food set up Coordinating presenters, both campus and community Event Carrying out activities as scheduled Facilitating student participation Post Event Clean up

Method(s) of Instruction

- Lecture (02)
- Lab (04)

Instructional Techniques

Lecture, demonstration, large and small group discussion, video, student presentations. Students will be given content during lecture; they will practice principles on campus through the delivery of health programming.

Reading Assignments

Students will spend approximately 1 hour a week reading. They are required to read instructor handouts; they will also use online sources

of information to assist in the development of health programs and interventions.

Writing Assignments

Students will respond to health information provided in instructor handouts. They will spend approximately one hour a week writing.

Out-of-class Assignments

Students will be given a variety of tasks to complete related to the development and delivery of health programs and interventions. This will require one-two hours a week of outside class time.

Demonstration of Critical Thinking

Students will use data and evidence-based strategies to develop health promotion programs that address high-risk behaviors. Program planning will require the identification of a goal and objectives. Students will need to prioritize activities selected for the final program.

Required Writing, Problem Solving, Skills Demonstration

Objective written exams, skill demonstration, class projects, problem solving exercises, internet assignments.

Eligible Disciplines

Health: Masters degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition OR bachelors degree in any of the above AND masters degree in public health, or any biological science OR the equivalent. Masters degree required. Health services director/ health services coordinator/ college nurse: Minimum qualifications for these faculty members specified in title 5, section 53411. Masters degree required. Title 5, section 53411.

Textbooks Resources

1. Required The BACCHUS Network. Certified Peer Educator Workbook, latest ed. Minnesota: The BACCHUS Network, 2018

Periodicals Resources

1. BACCHUS. The Peer Educator, Volume latest 2018

Other Resources

1. Instructor handouts