

PUBH A260: PEER HEALTH EDUCATION LEVEL 2

Item	Value
Curriculum Committee Approval Date	02/26/2025
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
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

Course Description

Second-semester course for students who have completed PUBH A160/HLED A160 and have been certified as peer health educators by BACCHUS. Students will continue their development of skills related to health promotion program planning and implementation. Emphasis will be on leadership and organizational skills, bystander intervention, and health topic content, ie, alcohol, sleep, nutrition, exercise, etc. Students will serve as members of the Peer Health Action Team (PHAcT) at OCC. Enrollment Limitation: HLED A260; students who complete PUBH A260 may not enroll in or receive credit for HLED A260. 36 hours in the classroom; 54 hours arranged. Transfer Credit: CSU.

Course Level Student Learning Outcome(s)

1. Identify behaviors that significantly impact college students' health using a variety of types of data sources.
2. Conceive, plan and implement a campus health event

Course Objectives

- 1. Identify high risk behaviors in their peers, supported by data.
- 2. Understand bystander behavior
- 3. Demonstrated non-judgmental communication in order to talk with peers about unhealthy behaviors.
- 4. Identify potential situations where bystander intervention is appropriate, and what actions they can take that will not put themselves or others at additional risk.
- 5. Increase their confidence to become an active (intervening) bystander.
- 6. Identify the main components of a successful health promotion program.
- 7. Take primary leadership in a health promotion intervention for college students, including identification of topic, development of program, execution and evaluation.
- 8. Identify presentation and teaching strategies to address different learning styles.
- 9. Describe successful marketing strategies for both health program and health topic presentations.

- 10. Identify behaviors that reduce risk for developing lifestyle diseases such as cardiovascular disease, cancer, and other selected diseases.
- 11. Understand the impact of behaviors on health, including smoking, alcohol consumption, sexual contact, sleep, food choices and physical activity.

Lecture Content

18 hours of lecture completed during class time Evidence for Peer Education Review: peer education, peer educators Review of literature supporting peer education Five roles of peer educator Review: Peer educator code of ethics Review: Confidentiality PHAcT Organizational Structure Mission and vision: review and approval Goals and objectives for the term Strategies for group development and success Selection of officers Seven Habits of Highly Effective Peer Educator Groups Strong diverse membership Well trained peers Positive image promotion Active advisement Branding Administrative support Student ownership Bystander Intervention Step UP! training The 5 Decision Making Steps Notice the event Interpret the event as a problem/emergency Assume personal responsibility Know how to help Implement the help - Step UP! Other Factors that Affect Helping Perspective Taking Obedience to Authority/Perceived Authority Strategies for Effective Helping Scenarios/ Practical Applications Academics Alcohol Alcohol Poisoning Anger Issues Depression/ Disordered Hazing Relationship Abuse/Violence Sexual Assault Programming and Presentation Skills Creating a program budget Marketing a program Evaluating a program Creating successful presentations Health Topic Content Alcohol Tobacco Sexual Health Sleep Food Choices Physical Activity Mental Health Stress

Lab Content

18 hours of lab completed during scheduled class time, 36 hours arranged. Students will take a leadership role in 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 Developing marketing materials Event Logistics Identifying the best location for an event Reserving space Equipment needs Food - menu and ordering Determining logistics of setup, including campus offices such as ASOCC, CPS, SHC, MQ, and IT. 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 Evaluation and debriefing

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

Student will spend approximately one 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 develop, design and implement health programs. They will provide leadership to students, which will involve decision making.

Required Writing, Problem Solving, Skills Demonstration

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

Eligible Disciplines

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

Textbooks Resources

1. Required Bell, B.. Step UP! Guide for General Students, latest ed. The University of Arizona C.A.T.S. Life Skills Program, 2018 Rationale: .

Other Resources

1. Instructor handouts