

PUBH 3050

Practicum in Peer Education I
Fall 2019

COURSE & CONTACT INFORMATION

Credits: 2
Meeting Days: Tuesdays
Meeting Time: 2:30 pm–4:25 pm
Meeting Place: 1-450 Moos Tower

Instructor: Julie Sanem, PhD
Email: sanem006@umn.edu
Office Phone: 612-624-1940
Office Hours: By appointment
Office Location: N219 Boynton Health

COURSE DESCRIPTION

Health Advocates (HA) are students appointed as health resources in residence halls, apartments, fraternities, and sororities who are trained to respond to common health-related issues. HAs share information and prevention strategies with other students in their halls and houses and refer students to other health resources on campus. This course, along with Health Advocate Training, will prepare students to be health resources for their residences by providing CPR and first aid certification and training in health issues important to college students, including mental health, sexual health, nutrition, physical activity, sleep, eating disorders, sexual violence, and alcohol, tobacco, and other drug use. In addition, this course will use health promotion strategies to allow Health Advocates to promote the health of the University community.

COURSE PREREQUISITES

Students must be selected or appointed to serve as a Health Advocate in a University of Minnesota residence hall, apartment, or fraternity or sorority chapter house to be eligible to enroll in this course.

COURSE GOALS & OBJECTIVES

Upon completion of PubH 3050, students will demonstrate the following:

1. Understanding of the public health perspective that informs and guides the Health Advocate program at the University of Minnesota, including prevention, treatment, and referral.
2. Ability to identify and promote University and community resources that foster physical, emotional, and social well-being and support student success.
3. Ability to describe how social and physical environments affect health, health behaviors, and health-related decisions.
4. Ability to promote health based on skills and information learned in class.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Health Advocates will be introduced to topics relevant to college student health by health or student life professionals. Health Advocates will then have the opportunity to apply what they are learning in class to real-life situations through first aid scenarios, journal reflections, small and large group discussions, and a wellness challenge project.

Course Workload Expectations

PUBH 3050 is a two credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting your Senior Health Advocate or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

Class Canvas Site

The syllabus, calendar, assignments, and announcements will all be posted on the class Canvas site. If you are unable to access the site, please contact Julie as soon as possible.

COURSE TEXT & READINGS

There is no textbook for this class. All reading materials will be available on the class Canvas site.

COURSE OUTLINE/WEEKLY SCHEDULE

Date	Topic (Speaker)	Assignments
09/03	Introduction	
09/10	Helping Students in Distress (Matt Hanson, Boynton Health)	
09/17	Sexual Misconduct Prevention and Response (Alex Hermanny, Equal Opportunity and Affirmative Action)	Journal 1
09/24	Sexual Health (SHADE, Sexual Health Awareness and Disease Education)	Marketing Assignment 1
10/01	Social Justice (Fernie Rodriguez, Housing and Residential Life)	Health Advocate Checklist
10/08	Alcohol Use (Senior Health Advocates)	Journal 2
10/15	First Aid (Senior Health Advocates) Midterm Review	
10/22	MIDTERM	
10/29	Stress Management Promotion (Kate Elwell, Boynton Health)	Marketing Assignment 2 Wellness Challenge Needs Assessment
11/05	Physical Activity (Ben Kohler, University Recreation and Wellness)	
11/12	How well do you know U of M students? Data from the 2018 College Student Health Survey	Wellness Challenge Action Plan Proposal
11/19	Campus Safety (University of Minnesota Police Department)	Journal 3
11/26	Laws, Safety, and Risk Management (Mark Karon, University Student Legal Services)	Marketing Assignment 3
12/03	Yoga (Emily Autumn, Boynton Health)	Wellness Challenge Final Action Plan
12/10	Semester Wrap Up	Final Journal

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

There are a maximum of 100 class points available. Grades will be determined using the following criteria:

1. Participation and Engagement (14 points)

The Health Advocate experience requires regular class attendance, active engagement, and active participation. The information you receive in class is vital to your ability to perform your Health Advocate role. Your class contributions and engagement in large and small group, both asking and responding to questions, will determine this portion of your grade. Use of electronic devices during class for activities other than active note taking will be considered disengagement. You can earn up to 1 point per class for participation (starting with the second class!).

Students with an unexcused absence will earn no points for participation for the class missed. See **Attendance Requirements** below for more information.

2. Encounter Forms (28 points)

Records are critical to the care you provide and for evaluation of the Health Advocate program. Each week you are expected to fill out and submit an encounter form on Canvas that is used to record your cases. **Even if you do not have any cases, submit your encounter form each week.** Encounter forms are due at 2:30 pm on each Tuesday of the semester (except on the first day of class) even if you are absent from class (unless you have made arrangements with Julie and your SHA prior to the due date).

3. Health Advocate Checklist (5 points)

The activities described in the Health Advocate Checklist will help you continue in your Health Advocate role! Submit your Health Advocate Checklist on Canvas by 2:30 p.m. on Tuesday, October 1.

4. Journal Assignments (20 points)

By the Tuesday prior to when a journal is due, a list of journal questions to respond to will be posted on the class Canvas site. Four journal assignments will be due during the semester. Each journal assignment will each be worth five points and should have a word count of at least 500 words. These journals must be submitted on the class Canvas site by 2:30 pm on the Tuesday that they are due.

5. First Aid Scenario (3 points)

In a small group, you will describe a first aid scenario to the class, including symptoms related to the first aid situation, and then lead the class in discussing the appropriate response to the scenario. Each group will design its own scenario, research the appropriate response, and be prepared to answer questions related to their scenario. All groups should make their scenarios interactive (e.g., use kahoot, have groups act out scenarios). It is ok to repeat an injury or situation that another group did in the fall semester but the scenario must be different. Appropriate sources should be used (not Wikipedia).

6. Midterm (15 points)

A midterm focusing on first aid, CPR, med kit supplies, and topics covered by class speakers will be given on October 22.

7. Wellness Challenge Group Project (10 points)

During the month of February, the Health Advocates will sponsor a Wellness Challenge. During class, you will work in a small group to plan a Wellness Challenge project for your residence. Your project will use environmental strategies to create more opportunities for healthier choices. Between the middle of fall semester and the end of February, the group will design an action plan and execute their project. HAs will be evaluated on their personal contributions to the group by the Senior Health Advocate working with the group.

8. Marketing (5 points)

Health Advocates are responsible for marketing themselves and the Health Advocate program to students in their residences. Marketing can consist of anything from posting signs throughout the residence halls or houses to tabling in the dining hall with a sign and your med kit. Health Advocates must perform five marketing initiatives throughout the semester, and at least two of the five different marketing initiatives must be interpersonal (e.g., talking at a hall council meeting, going on rounds with a CA). Please be creative! Simply wearing your Health Advocate shirt or putting your door sign on your door does not count as marketing activities for this assignment!

The marketing assignment template will be posted on the class Canvas site. Two marketing activities must be completed by the last Tuesday of September, two marketing activities must be completed by the last Tuesday of October, and one marketing activity must be completed by the last Tuesday of November. The marketing assignments must be submitted on the class Canvas site by 2:30 pm on the Tuesday they are due but you can turn it in as soon as you complete program. Please provide proof of the marketing activities (e.g. pictures) by uploading onto Moodle or emailing your SHA.

Assignment Summary

Assignment	Points
Participation and Engagement	14
Encounter Forms	28
Health Advocate Checklist	5
Journals	20
First Aid Scenario	3
Midterm	15
Wellness Challenge Group Project	10
Marketing	5
TOTAL	100

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Assignments and encounter forms must be submitted on the class Canvas website by 2:30 pm on the day they are due. It is your responsibility to double check that you submitted your assignment correctly and on time. Late work will earn partial credit. Assignments submitted more than one week after the last Health Advocate class of the semester will receive no credit.</p>
<p>Attendance Requirements</p>	<p>The Health Advocate experience requires regular class attendance.</p> <p>Students will not be penalized for absence due to the following unavoidable or legitimate circumstances: illness, physical or mental, of the student or a student's dependent; medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html</p> <p>To document attendance, you must sign the attendance sheet each week. To be considered an excused absence, you must email both Julie and your Senior Health Advocate before class begins. Arriving to class late or leaving class early without prior approval will also be considered an absence.</p> <p>Students with an unexcused absence will earn no points for participation for the class missed.</p>