

Certified Peer Health Educator Training:
Guiding Students to be Critical Thinkers about Their Health Decisions
Spring 2010 Location and Dates/Times: TBD **Credit Hours: 3.0**

Instructors:

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Description: Prepares students for campus advocacy, activism and leadership in Health Promotion, Risk Reduction, Resiliency and Safety Decision-Making. Emphasis is placed on practical skill development to target diverse populations on campus. Critical thinking skills are imbedded in the student learning outcomes. Critical thinking is “wrestling with a novel situation” so part of doing well in this course is figuring it out; This course is recommended preparation for UofL peer advocacy positions with PEACC Program, Campus Health Services or other units that recruit student health advocates. Students from all majors are welcome. Enrolled students have the option to take the exam for the BACCHUS Network Peer Educator Certification after successful completion of this class. (If student commits to one semester of service as PEACC or Health Advocate Volunteer, \$5.00 certification fee paid.)

Course Objectives (SLOs) *By the end of this course, participants will be able to...*

1. Apply i2a intellectual **standards** when completing weekly written reflections that are reasonable: clarity, accuracy, relevance, logic and fairness.
2. Compare and contrast **points of view** represented by resiliency theory intervention strategies with risk reduction theory intervention strategies in written reflection.
3. Summarize the **information** presented in *Healthy Campus 2010* and identify in written reflection at least three **inferences** for UofL campus community.
4. Demonstrate application of i2a intellectual standards in written reflection about appropriate Question-Persuade-Refer (QPR) response to a situation with suicide indicators, including a description of QPR **purpose**, and a **personal point of view**: QPR skill confidence ranking.
5. Utilize data/evidence (**information**) from UofL NCHA data and other sources that describe impact of students' health status on academic, social and athletic performance to select a **relevant** topic for health promotion module.
6. Develop and present a population-focused health promotion module that demonstrates (a) understanding **concept** of best practices through use of *Program Planning Worksheet* and (b) these elements of critical thinking: clarity, accuracy, relevance, significance and fairness.
7. In final written reflection, clearly state the **Implications & Consequences** of this class: (a) Personal intention to apply the **concepts** of advocacy, activism and leadership to future activities. (b) Self-assessed gaps in knowledge and skills and learning goals to fill gaps. (c) **Questions** necessary to meet learning goals. (d) Logical and specific steps that will be taken to meet personal learning goals.

Format of the classes: Lecture, DVD scenarios, discussion, guest presenters, interactive activities, reflection, and student presentations

Texts & Resources:

Certified Peer Educator Student Leader Empowerment Training Workbook
Guide to Critical Thinking (2009), Dr. Linda Elder and Dr. Richard Paul

Blackboard: Resources associated with each class will be posted weekly.

Assignments

- **Weekly:** 1-3 page reflections due each week, submitted on Blackboard.
- Health promotion module presented to class
- Health promotion module presented to a group outside of class (extra credit)

Assessment: Students will be assessed in four areas: 1) participation in and outside class, 2) written reflection assignments (formative), 3) class presentation: health promotion module and 4) presentation outside of class: health promotion module

Grades

Attendance and participation is required and expected.

A total of 200 points may be earned in the following categories:

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| • Class Participation | 60 |
| 5 points per session (50 total) | |
| 10 points for out-of-class participation | |
| • Reflection (submit weekly to Blackboard) | 80 |
| 5 - 10 points per session | |
| • Health Promotion Module | 30 |
| • Presentation to class | 30 |
| • Presentation to group outside class (extra credit) | <u>15</u> |

Total Possible Points	200
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Students must accumulate 160 points to earn a passing grade and to qualify to take The BACCHUS Network Peer Educator Certification exam.

Complete Syllabus available at:

<http://louisville.edu/ideastoaction/resources/presentations>