

HSS 597 Special Topics: **Certified Peer Educator Training**

Spring 2009 Friday 1:15-4:15 pm

Campus Health Services Belknap Multipurpose Room

Instructors:

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Description: Prepares students for campus leadership, advocacy and activism in Health Promotion, Risk Reduction and Safety Decision-Making. Emphasis is placed on practical skill development to target diverse populations on campus. 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. (\$5.00 certification fee to be paid by Campus Health Services.)

Credit Hours: 2.00 **Pass/No Pass**

Course Objectives:

By the end of this course, participants will be able to...

- 1) Describe leadership, advocacy and activism in a health and wellness context.
- 2) Acknowledge health values specific to UofL's systemic and ecological factors.
- 3) List goals for Healthy Campus 2010.
- 4) Cite NCHA data/evidence for the impact of students' health status on academic, social and athletic performance and connect this data to programming.
- 5) Present a public health and population-focused approach to a health issue.
- 6) Identify how critical thinking skills are imbedded in this course and explain how these skills impact health decision-making skills.
- 7) Self-assess learning needs to meet personal goals for leadership, advocacy and activism.
- 8) State personal intentions for future leadership, advocacy and activism and what specific steps and campus resources will be used to meet personal learning goals.

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

Evaluation:

The students will be evaluated in three areas: 1) participation, 2) written reflection assignments, and 3) final presentation of a health promotion module

Text: *Certified Peer Educator Student Leader Empowerment Training Workbook*
Guide to Critical Thinking Provided by Campus Health Services - \$10 value

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

Class Schedule 1:15 – 4:15 pm

*An Insight to Campus Resources will be provided each week at 3:45 pm

Jan 16	Introduction to Course and Pre Test The Power of Peer Education * Disability Resource Center, Robert Plenis
Jan 23	Strategies for Change in High-Risk Behaviors * Cultural Center, Michael Anthony
Jan 30	Listening Skills Responding and Referral Skills * International Student Center, Anshu Anand
Feb 6	Intervention Skills - QPR * LGBT Services, Brian Buford
Feb 13	Developing Inclusive Peer Education Programming & Presentation Skills * Career Resource Center, Greg Bocchino
Feb 20	Taking Care of Yourself * Housing & Residence Life, Jonathon Johnson
Feb 27	Group Development and Success * PEACC Program, Campus Health Services and Counseling Center
March 6	Student Presentations Post Tests

Assignments

- **Weekly:** 1-page reflection is due each week, submitted on Blackboard.
- **Health Promotion Presentation**

Grades

Attendance and participation is required and expected.

A total of 100 points may be earned in the following categories:

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| • Class Participation | 50 |
| 5 points per session | |
| 10 points for out-of-class participation | |
| • Reflection (submit weekly to Blackboard) | 16 |
| 2 points per session | |
| • Presentation | <u>34</u> |
| Class presentations on March 6th | |
| Suggested formats provided. | |

Total Possible Points	100
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Students must accumulate 70 points to earn a passing grade and to qualify to take the BACCHUS Network Peer Educator Certification exam.

POLICY ON INSTRUCTIONAL MODIFICATIONS: Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

TECHNOLOGY EXPECTATIONS: Assignments are to be word-processed. Continuing and regular use of email and Blackboard is expected. There may be further expectations by program and instructors.

Prepared by Sharon LaRue and Karen Newton on January 12, 2010