

Credits:	2		
Meeting Days:	Tuesdays		
Meeting Time:	2:45-4:45 p.m.		
Meeting Place:	Residence Hall HAs: Boynton Health Service W120 Fraternity/Sorority HAs: Boynton Health Service N101		
Instructor:	Julia Sanem, MPH		
Office Address:	Boynton Health Service N211 410 Church St. S.E. Minneapolis, MN 55455	Office Phone:	612-624-1940
		Fax:	612-625-2925
		E-mail:	jsanem@bhs.umn.edu
Office Hours:	By appointment		

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## I. Course Description

Health Advocates (HA) are students appointed as health resources in residence halls, 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. HAs also refer students to other health resources on campus.

Students enrolled in this course will receive training in CPR and first aid and, over the course of the year, will learn more about the following health issues that are important to college students: fitness, nutrition, stress, eating disorders, sexually transmitted infections, dental care, eye care, colds and flu, birth control, alcohol, tobacco, and other drug use, mental health, sexual violence, sexual orientation, health insurance, and leadership and listening skills.

In addition, this course will use community service-learning strategies to allow Health Advocates to examine the health of populations through a living unit or campus-based project. Service-learning provides opportunities that look at the “big picture” – developing citizenship skills and campus community awareness fostered by immersion in the campus community via work with student groups, departments, administrators, and individual students. A key component is reflection time with other service-learners.

This course will also prepare Health Advocates to become or continue to be Wellness Advocates (i.e. change agents with a high degree of commitment to personal health and a strong understanding about the connections between individual and public health). Wellness Advocates are students who immerse themselves in the campus and its activities, articulating healthy and humane values in a voice as diverse and broad as the campus itself. By focusing on the personal health issues of young adults and on current public health issues, this course provides students with the knowledge, skills, and opportunities needed to become/continue to be agents of change both in their own lives and in the life of their communities.

## II. Course Prerequisites

Students must apply and be selected to serve as a Health Advocate peer educator in a residence hall/apartment or University of Minnesota fraternity/sorority.

### III. Course Goals and Objectives

Upon completion of PubH 3052, students will demonstrate the following:

1. A thorough understanding of the theoretical model for the Health Advocate program at the University of Minnesota, including prevention, treatment, and referral. A test will be administered during spring semester to gauge each Health Advocate's knowledge of appropriate responses to First Aid and CPR situations and requests for over-the-counter medicines.
2. The ability to describe how social and physical environments affect health-related decisions.
3. The ability to promote health based on skills and information learned in class.

### IV. 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 journal reflections, small and large group discussions, and a health promotion project.

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a two credit course that meets for two hours a week should expect to spend an additional four hours a week on coursework outside the classroom for a C grade.

### Class WebVista Site

The syllabus, calendar, assignments, announcements, and the points you receive on assignments will all be posted on the class WebVista site. You can access the class WebVista site through the "My Courses" tab on [www.myu.umn.edu](http://www.myu.umn.edu) or directly at <https://www2.webvista.umn.edu/webct/logon/263611107041>. If you are unable to access the site, please contact Julie.

### V. Course Text and Readings

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

### VI. Course Outline/Weekly Schedule

\*Note: Weekly schedule may change due to presenter availability.

#### WEEK 1 – January 20

Topic: Mental Health (Gary Christenson, MD, Boynton Health Service, Harriet Copher Haynes, Ph.D., L.P., University Counseling and Consulting Services)

Learner Objective: Students will be able to name prevalent mental health issues at the University, how mental health issues are treated, and how to refer someone to a mental health specialist.

#### WEEK 2 – January 27 (Greek and Res. Hall HAs together in W120)

Topic: First Aid Review (Dave Golden, Boynton Health Service)

Learner Objective: Students will be able to name frequently seen first aid cases that occur in the residence halls and fraternity and sorority houses and can name the appropriate treatment

**Assignment: Journal 1 due**

#### WEEK 3 – February 3

Topic: Alcohol Revisited (Jerri Wachter, MPH, School of Public Health)

Learner Objective: Students will be able to describe interventions required by alcohol or drug overdose.

#### WEEK 4 – February 10 (Greek and Res. Hall HAs together in W120)

Topic: Sleep (Mark Mahowald, MD, Director, Minnesota Regional Sleep Disorders Center)

Learner Objective: Students will be able to name three causes of sleep disturbance.

**Assignment: Wellness Advocacy Summary 1 due**

**WEEK 5 – February 17**

Topic: Drug Use (Dana Farley, MS, Mary Roske Groth, MSW, LICSW, LADC, Boynton Health Service)

Learner Objective: Students will learn about drug use on campus and the drug use cessation resources available on campus.

**WEEK 6 – February 24**

Topic: Campus Safety (Sergeant Erik Stenemann, University of Minnesota Police Department)

Learner Objective: Students will learn about campus safety issues and campus safety resources.

**Assignment: Journal 2 due**

**WEEK 7 – March 3**

Topic: Fitness (Annette Biggs, Recreational Sports)

Learner Objective: Student will be able to identify three personal fitness-related goals.

**Assignment: Discussion Board Entries must be posted**

**WEEK 8 – March 10**

**Mid-Term**

**March 16-20**

**SPRING BREAK!**

**WEEK 9 – March 24**

Topic: Tobacco (Maria Rudie, MPH, Boynton Health Service)

Learner Objective: Students will be able to describe tobacco use on campus, name current tobacco cessation strategies, and understand the tobacco-free campus debate

**WEEK 10 – March 31**

Topic: Study Skills and Stress Management (University Counseling and Consulting Services)

Learner Objective: Students will learn strategies for studying effectively, managing time commitments, and reducing stress.

**Assignment: Journal 3 due**

**WEEK 11 – April 7**

Topic: Complementary and Alternative Medicine (Linda Halcon, PhD, MPH, RN, Center for Spirituality and Healing)

Learner Objective: Students will be able to describe the benefits of aromatherapy and programs offered by the Center for Spirituality and Healing.

**WEEK 12 – April 14**

Topic: Financial Counseling (Karen Heimdahl, Paul Raymond, Lutheran Social Services)

Learner Objective: Students will learn steps to prevent and address financial difficulties.

**Assignment: Wellness Advocacy Summary 2 due**

**WEEK 13 – April 21**

Topic: To Be Determined

**WEEK 14 – April 28**

Topic: Emotional Intelligence (Dave Dorman, Office of Human Resources)

Learner Objective: Students will be able to name three components of emotional intelligence and make a self-improvement plan to enhance one component.

**Assignment: Journal 4 and HA recruitment assignment (Greeks only) due**

**WEEK 15 – May 5**

Topic: Semester Wrap Up

**Assignment: Written project presentation, Peer Evaluation Form, final semester reflection paper, and Marketing Assignment (Res. Halls only) due**



### **3. Wellness Advocacy Summaries (6 points)**

Twice during the semester you will be asked to write a one page summary describing instances when you have used Wellness Advocacy strategies. You will also be asked questions that will help you reflect on the wellness advocacy experience. Each summary will be worth three points. These summaries must be emailed to your Senior Health Advocate no later than 2:30 pm on the Tuesday that it is due.

### **4. Reflective Journals (30 points)**

On the Tuesday prior to when a journal is due, you will receive a list of questions to respond to in your journal entry. One question in the list will be very practical and require you to research an answer while the other questions will prompt you to reflect on health and health-related issues. In addition, you may be asked to write personal reflections on the three primary aspects of the Health Advocate position (resource/referral, informal opinion leader, and your group's health promotion project).

There will be four journal entries during the semester. Each journal will be worth five points and should have a word count of 500 words. A final reflection paper on the entire semester will be worth 10 points. These journals must be emailed to your Senior Health Advocate no later than 2:30 pm on the Tuesday that they are due.

### **5. Discussion Boards (3 points)**

You will be asked to participate in a discussion board on the class WebVista site. Each Health Advocate will post both an original reaction to the discussion board topic and a reaction to the post of another Health Advocate. Each of your two posts should contain a minimum of 150 words.

### **6. First Aid Scenario (2 points)**

In a group of three students, you will describe a first aid scenario to the class and then lead the class in discussing the appropriate response to the scenario. Each group will design its own scenario and research the appropriate response. You can use a SHA, Julie, or Dave Golden as a resource. You will choose your own group and sign up for the date of your scenario on the second day of class.

### **7. Small Group Health Promotion Project (20 points)**

During spring semester, work will continue on the projects begun during the fall. The points you earn for your small group health promotion project will be determined by the project's progress over the course of the semester, the completion of the project, the written presentation, the oral presentation, and your participation in your group.

Beginning after spring break, one or two project groups will give an oral power point presentation each week. Some groups will have their projects completed by spring break while others may take more time. A schedule of final presentations will be determined by February 24. Oral presentation guidelines and examples of presentations will be posted on the class WebVista site.

Each project group will also provide a written presentation of the groups' project. Written presentation guidelines will be posted on the class WebVista site. The written presentation is due via email to the Senior Health Advocate in charge of your project group on May 5.

Each Health Advocate will complete a Peer Evaluation Form to evaluate the contributions of other group members. The Peer Evaluation Form will be posted on the class WebVista site. The Peer Evaluation Form is due via email to the Senior Health Advocate in charge of your project group on May 5.

### **8. Class Participation (5 points)**

Your class contributions in large and small group, both asking and responding to questions, will determine this portion of your grade.

## 9. Midterm (15 points)

A midterm focusing on the first aid/CPR/"med bag" portion of the Health Advocate experience will be given on March 10.

## 10. Marketing – Residence Halls Only (5 points)

Health Advocates are responsible for marketing themselves and the Health Advocate program to students in their residences. Marketing for the Health Advocate program will be taken into account as part of your grade. Marketing can consist of anything from posting signs throughout the residence halls or houses to sitting in the dining hall with a sign and your med bag. Health Advocates must perform five marketing initiatives 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! Marketing initiatives guidelines will be posted on the class WebVista site. The marketing assignment is due via email to your Senior Health Advocate on May 5 but you can turn it in as soon as you complete your five initiatives.

## 11. 2009-2010 HA Recruitment – Greeks Only (5 points)

Each Greek Health Advocate is responsible for recruiting a replacement for his/her house. The Greek Health Advocate Succession Planning Document will be posted on the class WebVista site. This document (which will include the name of the 2009-2010 Health Advocate) is due via email to your Senior Health Advocate on April 28.

## GRADING SUMMARY

Encounter Forms	14 points
Wellness Advocacy Summaries	6 points
Journals	30 points
Discussion Boards	4 points
First Aid Scenario	2 points
Small Group Project	20 points
Class Participation	5 points
Midterm	15 points
Marketing (Residence Halls Only)	5 points
Recruitment (Greeks Only)	5 points
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	100 points

## Statement on Late Work

Assignments must be submitted to your Senior Health Advocate via email on the day that it is due. Encounter forms must also be turned in on the day they are due. If you miss the midterm due to class absence (excused or unexcused), it will be administered at the next class attended. Seeking or sharing information about the missed midterm will be considered academic dishonesty.

## Incomplete Grade

An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases, an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

## University of Minnesota Uniform Grading and Transcript Policy

The University of Minnesota Uniform Grading and Transcript Policy can be found at <http://www.policy.umn.edu/groups/senate/documents/policy/gradingpolicy.html>.

## Course Evaluation

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of

the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

## **VIII. Other Course Information and Policies**

### **Health Advocate Conduct**

Health Advocates are providing a service to Boynton Health Service as well as the community they serve. You have been selected to participate in the program, in part, because you have demonstrated qualities that indicate you will be able to conduct yourself in a "professional manner".

Confidentiality is of the utmost importance to other residents as well as the credibility and integrity of the Health Advocate program. You have received HIPAA training on confidentiality. Any breach of this contract is grounds for dismissal from the program.

### **Senior Health Advocates**

If you have any questions about what to do in a certain case or on any other aspect of the class, feel free to contact any Senior Health Advocate.

Andrea Liming	Lead Residence Hall Senior Health Advocate	<a href="mailto:aliming@bhs.umn.edu">aliming@bhs.umn.edu</a>
Chris Lee	Residence Hall Senior Health Advocate	<a href="mailto:clee@bhs.umn.edu">clee@bhs.umn.edu</a>
Christina Lunzer	Residence Hall Senior Health Advocate	<a href="mailto:clunzer@bhs.umn.edu">clunzer@bhs.umn.edu</a>
Amber Holzmeister	Lead Greek Senior Health Advocate	<a href="mailto:aholzmeister@bhs.umn.edu">aholzmeister@bhs.umn.edu</a>
Jim Gray	Greek Senior Health Advocate	<a href="mailto:jgray@bhs.umn.edu">jgray@bhs.umn.edu</a>

Senior Health Advocate office: Boynton Health Service N205

Senior Health Advocate voice mail: 612-624-8122.

### **Spring Office Hours**

The Senior Health Advocate will be available to answer questions and discuss course problems and grades during their office hours. They can also distribute additional med bag supplies if you need them. Spring office hours will be posted on the class website. If none of these times work for you, please make an appointment.

### **Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, [www.osai.umn.edu](http://www.osai.umn.edu)).

The University's Student Conduct Code defines scholastic dishonesty as "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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

### **Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).