

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
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### PubH 3052 Practicum in Peer Education II Spring 2017

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Credits:	2	
Meeting Days:	Tuesdays	Meeting Time: 2:45 pm–4:45 pm
Meeting Place:	Residence Hall HAs: W120 Boynton Fraternity/Sorority HAs: N101 Boynton	
Instructor:	Julia Sanem, MPH	Office Phone: 612-624-1940
Office Address:	N219 Boynton Health	E-mail: sanem006@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, 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, colds and flu, sexual violence, alcohol, tobacco, and other drug use, health insurance, and leadership and listening skills. In addition, this course will use health promotion strategies to allow Health Advocates to promote the health of the University community.

#### II. Course Prerequisites

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

#### III. Course Goals and Objectives

Upon completion of PubH 3052, 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.

#### 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 Moodle Site

The syllabus, calendar, assignments, and announcements will all be posted on the class Moodle site. You can access the class Moodle site through the “My Courses” tab on <http://www.myu.umn.edu> or directly at <https://ay16.moodle.umn.edu/course/view.php?id=10921>. If you are unable to access the site, please contact Julie as soon as possible.

#### V. Course Text and Readings

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

#### VI. Course Outline/Weekly Schedule

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

Date	Presentation Topic(s) Speaker	Due Today
01/17	<b>First Aid/CPR Refresher</b> Senior Health Advocates	
01/24	<b>Physical Activity</b> Greg Stephenson, University Recreation & Wellness	
01/31	<b>Health Promotion Project Kick Off</b>	Journal 1
02/07	<b>Sleep</b> Conrad Iber, MD, Fairview Health Services	
02/14	<b>Nutrition</b> Katie Kasner, Boynton Health	
02/21	<b>Drug Use</b> Andrew Topliff, MD	
02/28	<b>Emergency Medical Services</b> Meghan Simpson, UMEMS	Journal 2 Marketing Assignment 1 (RH only)
03/07	<b>MIDTERM</b> <b>Public Health</b> Darren Kaltved, School of Public Health	Health Advocate Checklist
03/14	<b>SPRING BREAK!!</b>	
03/21	<b>Injury Prevention and Treatment</b> Jamie Suchy, Boynton Health	Health Promotion Project Written Presentation Health Promotion Project Oral Presentations
03/28	<b>Eating Disorders</b> Emily Monson, The Emily Program Foundation	Greek Health Advocate Recruitment (G only) Marketing Assignment 2 (RH only) Health Promotion Project Oral Presentations
04/04	<b>Nature-Based Therapeutics</b> Tanya Bailey, Boynton Health	Journal 3 Health Promotion Project Oral Presentations

04/11	<b>Dental Health</b> Stacy Rohan, Boynton Health	Discussion Board
04/18	<b>Eye Health</b> Neelu Hera, OD, Boynton Health	
04/25	<b>Tattooing and Piercing</b> Saint Sabrina's	Marketing Assignment 3 (RH only)
05/02	<b>End of Year Wrap Up</b>	Final Journal Return Med Kit

## VII. Evaluation and Grading

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

Grades will be determined using the following criteria:

### 1. Attendance

Because you learn information that is critical to your Health Advocate role each week in class, regular class attendance and active participation is required. You will not be penalized for absence due to unavoidable or legitimate circumstances, including illness, physical or mental (your's or your dependent's); medical conditions related to pregnancy; participation in intercollegiate athletic events; subpoenas; jury duty; military service; bereavement, including travel related to bereavement; religious observances; and activities sponsored by the University if identified by the senior academic officer for the campus or his or her designee as the basis for excused absences. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

There are a maximum of 100 class points available. Absences that do not meet the description above will lower your letter grade as shown below, and one point will be deducted each time you arrive to class late or leave class early without prior approval.

#### **0 or 1 unapproved absence**

90-100 points = A  
87-89 points = A-  
84-86 points = B+  
80-83 points = B  
77-79 points = B-  
74-76 points = C+  
70-73 points = C  
67-69 points = C-  
64-66 points = D+  
60-63 points = D

#### **2 unapproved absences**

90-100 points = A-  
87-89 points = B+  
84-86 points = B  
80-83 points = B-  
77-79 points = C+  
74-76 points = C  
70-73 points = C-  
67-69 points = D+  
64-66 points = D  
Under 64 = F

#### **3 or more unapproved absences**

90-100 points = B+  
87-89 points = B  
84-86 points = B-  
80-83 points = C+  
77-79 points = C  
74-76 points = C-  
70-73 points = D+  
67-69 points = D  
Under 67 = F

To document attendance, you must sign the attendance sheet each week. To be considered an approved 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.

**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 Moodle 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. Journal Assignments (25 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 Moodle site. There will be four journal assignments during the semester. The first three journal assignments will each be worth five points and should have a word count of 500 words. The final journal assignment will be worth 10 points. These journals must be submitted on the class Moodle site by 2:30 pm on the Tuesday that they are due.

**4. Health Advocate Checklist (3 points)**

The activities described in the Health Advocate Checklist will help you continue in your Health Advocate role! Submit your Health Advocate Checklist on Moodle by 2:30 p.m. on Tuesday, March 7.

**5. First Aid Scenario (5 points)**

In a group of 3–5 students, 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. 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). You will choose your own group and sign up for the date of your scenario on the second day of class.

**6. Discussion Board (2 points)**

You will be asked to participate in a discussion board on the class Moodle site. Full instructions will be included on Moodle. Discussion board posts must be submitted by 2:30 pm on April 11.

**7. Health Promotion Project (17 points)**

During spring semester, you will continue to work on the projects you started planning 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.

Project groups will give an oral power point presentation during the second half of the semester. Oral presentation guidelines will be posted on the class Moodle site. Each Health Advocate will also provide a written presentation of their groups' project. Written presentation guidelines will be posted on the class Moodle site. The written presentation must be submitted on the class Moodle site by March 21.

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

Your class contributions in large and small group, both asking and responding to questions, will determine your participation points.

**9. Midterm (10 points)**

A midterm focusing on the first aid, CPR, your med kit, and the topics covered by class speakers will be given on March 7.

### 10. Marketing (Residence Hall Health Advocates Only) (5 points)

It is really important for Residence Hall Health Advocates to continue marketing themselves and the Health Advocate program to students in their residences through the spring semester. Like in the fall, marketing can consist of anything from posting signs throughout the residence halls or apartments to sitting in the dining hall with a sign and your med kit. Just holding your Health Promotion Project activities or just advertising your Health Promotion Project activities will not fulfill this marketing assignment. If you introduce yourself at a Health Promotion Project activity and let students know what a Health Advocate is, that can count as a marketing assignment. 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!

The marketing assignment template will be posted on the class Moodle site. Two marketing activities must be completed by the last Tuesday in February, two marketing activities must be completed by the last Tuesday in March, and one marketing activity must be completed by the last Tuesday in April. The marketing assignments must be submitted on the class Moodle 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.

### 11. New Greek Health Advocate Recruitment (Greek Health Advocates Only) (5 points)

Each Greek Health Advocate is responsible for recruiting a replacement for his/her house. The Greek Health Advocate Recruitment Assignment will be posted on the class Moodle site. This document (which will include the name of the 2017–2018 Health Advocate) must be submitted on the class Moodle site by March 28.

#### GRADING SUMMARY

Encounter Forms	28 points
Journals	25 points
Health Advocate Checklist	3 points
First Aid Scenario	5 points
Discussion Board	2 points
Health Promotion Project	17 points
Class Participation	5 points
Midterm	10 points
Marketing (Residence Hall HAs Only)	5 points
New Greek HA Recruitment (Greek HAs Only)	5 points
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	100 points

#### Statement on Late Work

Assignments and encounter forms must be submitted on the class Moodle 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.** If you miss the midterm due to class absence (excused or unexcused), it will be administered at the next class attended (unless a prior agreement has been made with the instructor). Assignments submitted more than one week after the last Health Advocate class of the semester will receive no credit.

#### For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

#### Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/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 in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop 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 an 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 official 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 SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

### **University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

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

### **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 Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### **Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Scholastic Dishonesty:**

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. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. 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.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: *for courses that do not involve students in research:***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

*\*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Student Academic Success Services (SASS): <http://www.sass.umn.edu>:**

Students who wish to improve their academic performance may find assistance from Student Academic Support Services.

While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 9/2014*