

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
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### PubH 3050 Practicum in Peer Education I Fall 2016

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Credits: 2  
Meeting Days: Tuesdays  
Meeting Time: 2:45-4:45 pm  
Meeting Place: Residence Hall HAs: W120 Boynton Health  
Fraternity/Sorority HAs: N101 Boynton Health

Instructor: Julia Sanem, MPH  
Office Address: N219 Boynton Health  
410 Church St. S.E.  
Minneapolis, MN 55455  
Office Hours: By appointment

Office Phone: 612-624-1940  
E-mail: [jsanem@bhs.umn.edu](mailto:jsanem@bhs.umn.edu)

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#### I. Course Description

Health Advocates (HAs) 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 in 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 3050, students will demonstrate:

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, announcements, and the points students receive on assignments 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 at <https://ay16.moodle.umn.edu/course/view.php?id=5768>. 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 course materials will be available on the class Moodle site.

#### VI. Course Outline/Weekly Schedule

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

<b>Date</b>	<b>Presentation Topic</b> Department	<b>Due Today</b>
09/06	<b>Introduction</b>	
09/13	<b>Helping Students in Distress</b> Provost Committee on Mental Health	
09/20	<b>Mental Health Promotion/Stress Management</b> Boynton Health	Journal 1
09/27	<b>First Aid</b> Senior Health Advocates	Discussion Board Post Marketing Assignment 1
10/04	<b>Sexual Health</b> SHADE (Sexual Health Awareness and Disease Education)	Health Advocate Checklist
10/11	<b>Alcohol Use</b> Senior Health Advocates <b>Flu Shots</b>	Journal 2
10/18	<b>Campus Safety</b> University of Minnesota Police Department <b>Midterm Review</b>	
10/25	<b>MIDTERM</b>	Marketing Assignment 2
11/01	<b>NO CLASS</b>	
11/08	<b>Got Consent?</b> The Aurora Center	
11/15	<b>Queer and Trans Health</b> Gender and Sexuality Center for Queer and Trans Life	Journal 3
11/22	<b>Laws, Safety, and Risk Management</b> University Student Legal Services	
11/29	<b>Social Justice</b> Katie Eichele, The Aurora Center	Marketing Assignment 3

12/06	<b>Yoga</b> Boynton Health	
12/13	<b>Semester Wrap Up</b>	Final Journal Programming Assignment

## 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

The Health Advocate experience requires regular class attendance and active participation. The information you receive in class is vital to your ability to perform your Health Advocate role.

There are a maximum of 100 class points available.

#### **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  
57-59 points = D-  
under 57 = F

#### **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  
60-63 points = D-  
under 60 = 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  
64-66 points = D-  
under 64 = 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.

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. For complete information, please see:

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

## **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). Late encounter forms will earn no points.

## **3. Health Advocate Checklist (5 points)**

The activities described in the Health Advocate Checklist will help you get started in your Health Advocate role! Submit your Health Advocate Checklist on Moodle by 2:30 p.m. on Tuesday, October 4.

## **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 Moodle site. One question in the list may 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. Four journal assignments will be due during the semester. Each journal will be worth five points and should have a word count of at least 500 words. Each journal must be submitted on Moodle no later than 2:30 pm on the Tuesday that it is due.

## **5. Discussion Board (2 points)**

You will be asked to participate in a discussion board on the class Moodle site. Each Health Advocate will participate in at least one topic/thread posted by a Senior Health Advocate.

## **6. 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. Appropriate sources should be used. You will choose your own group and sign up for the date of your scenario.

## **7. Midterm (15 points)**

A midterm focusing on the first aid/CPR/med kit portion of the Health Advocate experience will be given on October 25.

## **8. Group Health Promotion Project (10 points)**

In addition to weekly speakers, half of our class will be devoted to small group time. This small group time is designed to provide students with a smaller, more interactive environment to discuss articles and campus issues, while working together on a health promotion project for your hall, house, or the Greek community. Health Advocates will design projects that will use environmental strategies to create more opportunities for healthier choices. Between the fourth week of fall semester and the sixth week of spring semester, the group will design an action plan and execute their project. Each HA will be evaluated by the Senior Health Advocate working with the group on his/her personal contributions to the group.

## **9. Programming (5 points)**

During the fall semester, you are expected to plan and execute at least one health-related program within your chapter/residence hall/apartment building. You can use Boynton resources (e.g., de-stress, SHADE, SNAC) for ideas or references. Following your program, you are expected to submit a summary of your program that explains what you did, how you did it, the resources you used, and the number of students that the program reached. Programming will be worth five points. The programming assignment template will be posted on the class Moodle site. The programming activity must be completed by the last day of class and the programming assignment must be submitted on the class Moodle site by 2:30 pm on the last day of class but you can turn it in as soon as you complete program.

## 10. 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, putting your door sign on your door, and the programming assignment do not count as marketing activities for this assignment!

The marketing assignment template will be posted on the class Moodle site. Two marketing activities must be completed by the first Tuesday of October, two marketing activities must be completed by the first Tuesday of November, and one marketing activity must be completed by the first Tuesday of December. 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. 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.

### GRADING SUMMARY

Assignment	Points
Encounter Forms	28
Health Advocate Checklist	5
Journals	20
Discussion Board	2
First Aid Scenario	5
Midterm	15
Group Health Promotion Project	10
Programming	5
Marketing	5
Class Participation	5
	100

### Statement on Late Work

Assignments and encounter forms must be submitted on the class Moodle site 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 class of the semester will receive no credit.

### 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**

### **Health Advocate Conduct**

As Health Advocates, you are providing a service to Boynton Health as well as the community you 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". Violations of any Housing & Residential Life, Office for Fraternity & Sorority Life, Interfraternity Council, Panhellenic Council, or University policies or local laws may be considered part of your overall performance as a Health Advocate and may impact your standing as a Health Advocate.

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**

The Senior Health Advocates are former Health Advocates who are available for you to ask questions about the class, advice on being a successful Health Advocate, and to set goals for your class participation. They also help run the class, lead small groups, and occasionally teach. 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.

<b>SHA</b>	<b>Email</b>
Alex Romfoe	<a href="mailto:romfo012@umn.edu">romfo012@umn.edu</a>
Ali Sakher	<a href="mailto:sakhe001@umn.edu">sakhe001@umn.edu</a>
Jordan Abhold	<a href="mailto:abhol001@umn.edu">abhol001@umn.edu</a>
Kendall Smaby	<a href="mailto:smaby030@umn.edu">smaby030@umn.edu</a>
Mateo Frumholtz	<a href="mailto:frumh002@umn.edu">frumh002@umn.edu</a>

### **Fall Office Hours**

The Senior Health Advocates 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. Senior Health Advocate Office Hours are listed on the class Moodle site. If no scheduled times work for you, please make an appointment with a Senior Health Advocate or Julie. Please note that you can stop by and see any Senior Health Advocate! You are not restricted to visiting only the Senior Health Advocate that leads your small group.

Senior Health Advocate office: 208 Boynton Health

### **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 DS at 612-626-1333 or [ds@umn.edu](mailto:ds@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 for 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, 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, Student Counseling Services, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, and University Student Legal Service.

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

**Academic Freedom and Responsibility:**

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.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* 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*