

# PUBH A220: TECHNIQUES AND TOPICS IN HEALTH EDUCATION

Item	Value
Curriculum Committee Approval Date	02/26/2025
Top Code	083700 - Health Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)

## Course Description

This course will provide students with the skills and knowledge to be successful health educators in both group and individual setting. Topics will include the principles and practice in the planning, facilitation, and evaluation of public health education and training. This course covers basic theories and participatory training methods, with a focus on meeting the needs of diverse communities and adult learners. Enrollment Limitation: INHL A220; students who complete PUBH A220 may not enroll in or receive credit for INHL A220. Transfer Credit: CSU. C-ID: PH 111. C-ID: PH 111.

## Course Level Student Learning Outcome(s)

1. Assess the major components of effective health education.
2. Design health education presentations on topics relevant to a targeted audience.
3. Facilitate health education offerings to meet learning objectives applicable to the scope of practice of a health educator, Integrative Health Coach, or other health professional.

## Course Objectives

- 1. Explain common roles and settings in which health educators? practice.
- 2. Identified key components of public health education and training, including the identification of population groups and health disparities.
- 3. Apply the commonly used intrapersonal, interpersonal and population level health theories to health education.
- 4. Identify components of and rationale of a logic model and its value in program planning.
- 5. Describe, compare, and contrast a variety of pedagogical and andragogical approaches to teaching that support learners thought the lifespan.
- 6. Identify common settings and stakeholders in health promotion programs.

- 7. Identify common instructional methodologies and techniques use in health education and health promotion.
- 8. Apply technology to support learning, including presentation applications and audience response systems.
- 9. Understand common training challenges within a group and develop strategies to manage them effectively to enhance learning.
- 10. Create health education training appropriate to the population being served.
- 11. Develop learning objectives, content, and evaluation for health education delivery.
- 12. Understand importance of continued professional development to explore emerging health education practices, innovative programs, and trends in disability and disease.

## Lecture Content

Public health education and training, setting, and audiences Roles and duties of educators and trainers Planning Collaboration with agencies, communities, participants Meeting learning objectives Building upon audience knowledge and skills Engagement Capacity building Evaluation Health education training methods Motivational Interviewing Group agreements Community building activities Lecture and discussion Student-led activities and discussions Small group games and activities Visual resources Role-plays and simulations Summary and reinforcement Approaches to teaching and learning Popular education Adult learning theory and andragogy Student-centered learning Cultural humility Contextual learning Participatory learning Problem-based learning Health education programs, policies, and research, including reliable health education sources of information Development of Health Education lesson plans Lesson Components Outcomes Objectives Content Activities Presentations Instructional techniques Timing Delivery Evaluation Types Timing Health education topics and desired outcomes Nutrition basics Benefits of healthy eating habits Nutrients Recommendations adolescents adults elderly special populations Exercise and activity Benefits of exercise and activity Frequency, in intensity, duration Types of exercise Exercise motivation/ adherence Opportunities for increasing activity Sleep hygiene Benefits of sufficient sleep Quantity and quality of sleep Sleep apnea Strategies for positive sleep habits Environmental Considerations Access to clean water and healthy food Pollutants Built Environment Workplace conditions Stress management Physiology response to stressors Mind/body connection Identifying stressors Managing stress - demand/ resource balance breathing techniques guided imagery progressive relaxation mindfulness Group health education models Popular education versus banking Participatory learning Problem-based learning Cultural humility Influence of cultural and social identities Work with Groups and Communities Types of groups Open or closed groups Educational groups Support groups Group function and process Purpose of group work Group structure as a social system Defining group membership and goals Beneficial and harmful group processes Stages of group work Initial stage Transitional stage The work stage Final stage Role of the group facilitator Scope of practice and ethical guidelines Authority and use of power Guidance of participants in group process and settings Co-facilitating The tasks of group facilitators Executive function Caring Support for the expression of emotion and meaning Preventing discriminatory treatment Guiding inclusive participation Facilitating connection Participant and community empowerment Facilitation techniques Naming: acknowledgment of a current group dynamic Use of silence Mapping the conversation Triangulation Common stages of group work Forming Norming Transition stage

Work stage Adjourning Advantages of group work Installation of hope Socialization Interpersonal learning Group cohesiveness and belonging Self-understanding Challenges of group facilitation Dominating the group process Failing to be a role model Managing group member participation Conflict in the group setting Imposing personal values and opinions Settings and different types of groups Medical groups Mental health groups Lifestyle change groups Prevention focus groups Community-based groups Technology to support learning Use of computers, video, and other media Presentation applications Audience response tools Training challenges and management strategies Lack of engagement Bias and inclusion Comfort, learning, and panic zones Disruption and conflict Constructive feedback Teamwork with co-facilitators Time and technology Development of health education or training plan Assessment of whether training is the right intervention Assessment of the knowledge and needs of prospective audiences Identify learning objectives Co-facilitation roles and responsibilities Elements of a written training plan Learning objectives Key content Training methods Time requirements Required technology and materials Role of facilitators Evaluation Preparation for classes and offerings The training space Time management Use of technology, equipment, and other materials Agenda and learning outcomes Collaboration with co-facilitators Evaluation and follow-up with health education trainings Evaluation resources Assessment of learning objectives and participant satisfaction Surveys of training participants Qualitative interviews with participants, supervisors or sponsoring agency Follow up with the host agency or participants Follow-up training Health Communication Health communication process Planning Implementation Challenges and strategies for effective health communication Professional development Educational and career options for public health education trainers Professional associations Local opportunities for classes and workshops Individualized professional development plans

## Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

## Instructional Techniques

Instruction will be delivered via lecture, video, class discussion, class projects, and demonstration of techniques.

## Reading Assignments

Students will read from the textbook and additional materials provided by the instructor (3 hours/week)

## Writing Assignments

Written reports related to special population health topic Creation of health education training lesson plans, including learning objectives, content, and evaluation (3 hours/week)

## Out-of-class Assignments

Students will be completing a total of 6 - 7 hours a week of outside work. This includes the reading assignment, the writing assignments, and other projects related to health education development and delivery.

## Demonstration of Critical Thinking

Students will provide appropriate health education programs based on the audience. Students will need to make decisions about the types and quantity of information to be provided, and the mechanism for delivery.

## Required Writing, Problem Solving, Skills Demonstration

Students will develop health education lessons that are delivered through a variety of modalities. They will create audience appropriate activities and engagement opportunities in their lessons. Students will also develop evaluation tools to measure the effect of health education programs.

## Eligible Disciplines

Health: Master's degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition OR bachelor's degree in any of the above AND master's degree in public health, or any biological science OR the equivalent. Master's degree required. Health care ancillaries (medical assisting, hospice worker, home care aide...): Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Health services director/ health services coordinator/ college nurse: Minimum qualifications for these faculty members specified in title 5, section 53411. Master's degree required. Title 5, section 53411. Nursing: Master's degree in nursing OR bachelor's degree in nursing AND master's degree in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever is higher. Master's degree required. Nursing science/clinical practice: Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience. Nutritional science/dietetics: Master's degree in nutrition, dietetics, or dietetics and food administration OR bachelor's degree in any of the above AND master's degree in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A bachelor's degree in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietician, is an alternative qualification for this discipline.) Master's degree required. Title 5, section 53410.1 Nutritional science/dietetics: Master's degree in nutrition, dietetics, or dietetics and food administration OR bachelor's degree in any of the above AND master's degree in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A bachelor's degree in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietician, is an alternative qualification for this discipline.) Master's degree required. Title 5, section 53410.1

## Textbooks Resources

1. Required Bensley, R. J. and Brookins-Fisher, J.. Community and Public Health Education Methods, 4 ed. Burlington, MA: Bartlett and Jones Learning, 2019

## Other Resources

1. Instructor handouts as necessary