

# C-ID Descriptor

## Techniques and Topics in Health Education

### Descriptor Details

- **Descriptor Title:** Techniques and Topics in Health Education
- **C-ID Number:** 111
- **Units:** 3
- **Date of Last Revision:** 9/18/2023 11:40:14 AM PDT

### General 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.

### Prerequisites

No information provided

### Corequisites

No information provided

### Advisories

English, one level below transfer (i.e., eligibility for English composition (C-ID ENGL 100) and reading a course with an exiting skill of ability to read a college level text.

## Content

### A. Public health education and training, setting, and audiences

1. Roles and duties of educators and trainers
  - a. Planning
  - b. Collaboration with agencies, communities, participants
  - c. Meeting learning objectives
  - d. Building upon audience knowledge and skills
  - e. Engagement
  - f. Capacity building
  - g. Evaluation
2. Health education training methods
  - a. Motivational Interviewing
  - b. Group agreements
  - c. Community building activities
  - d. Lecture and discussion
  - e. Student-led activities and discussions
  - f. Small group games and activities
  - g. Visual resources
  - h. Role-plays and simulations
  - i. Summary and reinforcement

### B. Approaches to teaching and learning

1. Popular education

2. Adult learning theory and andragogy
3. Student-centered learning
4. Cultural humility
5. Contextual learning
6. Participatory learning
7. Problem-based learning

C. Health education programs, policies, and research, including reliable health education sources of information

D. Development of Health Education lesson plans

1. Lesson Components
  - a. Outcomes
  - b. Objectives
  - c. Content
  - d. Activities
2. Presentations
  - a. Instructional techniques
  - b. Timing
  - c. Delivery
3. Evaluation
  - a. Types
  - b. Timing

E. Health education topics and desired outcomes

1. Nutrition basics
  - a. Benefits of healthy eating habits

- b. Nutrients
- c. Recommendations: adolescents, adults, elderly, special populations

2. Exercise and activity

- a. Benefits of exercise and activity
- b. Frequency, intensity, duration
- c. Types of exercise
- d. Exercise motivation/adherence
- e. Opportunities for increasing activity

3. Sleep hygiene

- a. Benefits of sufficient sleep
- b. Quantity and quality of sleep
- c. Sleep apnea
- d. Strategies for positive sleep habits

4. Environmental Considerations

- a. Access to clean water and healthy food
- b. Pollutants
- c. Built Environment
- d. Workplace conditions

5. Stress management

- a. Physiology response to stressors
- b. Mind/body connection
- c. Identifying stressors
- d. Techniques for managing stress

F. Group health education models

1. Popular education versus banking
2. Participatory learning
3. Problem-based learning
4. Cultural humility
5. Influence of cultural and social identities

## G. Work with Groups and Communities

1. Types of groups:
  - a. Open or closed groups
  - b. Educational groups
  - c. Support groups
2. Group function and process
  - a. Purpose of group work
  - b. Group structure as a social system
  - c. Defining group membership and goals
  - d. Beneficial and harmful group processes
3. Stages of group work
  - a. Initial stage
  - b. Transitional stage
  - c. The work stage
  - d. Final stage
4. Role of the group facilitator
  - a. Scope of practice and ethical guidelines
  - b. Authority and use of power
  - c. Guidance of participants in group process and settings

- d. Co-facilitating
- 5. The tasks of group facilitators
  - a. Executive function
  - b. Caring
  - c. Support for the expression of emotion and meaning
  - d. Preventing discriminatory treatment
  - e. Guiding inclusive participation
  - f. Facilitating connection
  - g. Participant and community empowerment
- 6. Facilitation techniques
  - a. Naming: acknowledgment of a current group dynamic
  - b. Use of silence
  - c. Mapping the conversation
  - d. Triangulation
- 7. Common stages of group work: Forming, Norming, Adjourning
- 8. Advantages of group work
  - a. Installation of hope
  - b. Socialization
  - c. Interpersonal learning
  - d. Group cohesiveness and belonging
  - e. Self-understanding
- 9. Challenges of group facilitation
  - a. Dominating the group process
  - b. Failing to be a role model

- c. Managing group member participation
- d. Conflict in the group setting
- e. Imposing personal values and opinions

10. Settings and different types of groups

- a. Medical groups
- b. Mental health groups
- c. Lifestyle change groups
- d. Prevention focus groups
- e. Community-based groups

H. Technology to support learning

- 1. Use of computers, video, and other media
- 2. Presentation applications
- 3. Audience response tools

I. Training challenges and management strategies

- 1. Lack of engagement
- 2. Bias and inclusion
- 3. Comfort, learning, and panic zones
- 4. Disruption and conflict
- 5. Constructive feedback
- 6. Teamwork with co-facilitators
- 7. Time and technology

J. Development of health education or training plan

- 1. Assessment of whether training is the right intervention
- 2. Assessment of the knowledge and needs of prospective audiences

3. Identify learning objectives
4. Co-facilitation roles and responsibilities
5. Elements of a written training plan
  - c. Learning objectives
  - d. Key content
  - e. Training methods
  - f. Time requirements
  - g. Required technology and materials
  - h. Role of facilitators
  - i. Evaluation

#### K. Preparation for classes and offerings

1. The training space
2. Time management
3. Use of technology, equipment, and other materials
4. Agenda and learning outcomes
5. Collaboration with co-facilitators

#### L. Evaluation and follow-up with health education trainings

1. Evaluation resources
  - c. Assessment of learning objectives and participant satisfaction
  - d. Surveys of training participants
  - e. Qualitative interviews with participants, supervisors or sponsoring agency
2. Follow up with the host agency or participants
3. Follow-up training

#### M. Health Communication

1. Health communication process
2. Planning
3. Implementation
4. Challenges and strategies for effective health communication

#### N. Professional development

1. Educational and career options for public health education trainers
2. Professional associations
3. Local opportunities for classes and workshops
4. Individualized professional development plans

### **Lab Activities**

No information provided

### **Objectives**

Upon successful completion of the course, students will be able to:

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.

## **Evaluation Methods**

May include:

Exams

Quizzes

Written Assignments

Projects

## **Textbooks**

Bensley, R. J. and Brookins-Fisher, J. Community and Public Health Education Methods

