Overview of Skills-Based Health Education

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Objectives

- Participants will be familiar with characteristics of effective health education.
- Participants will understand the skills-based approach to health education.
- Participants will be able to use information presented to develop a skills-based health education program.
What is healthy?

Working with the person next to you, create a statement that defines HEALTHY . . .

You have 5 minutes working with your partner
Is there a framework for implementing effective health education (that will lead to healthy students)?
Yes!

SKILLS-BASED HEALTH EDUCATION (SBHE)!
An APPROACH to health education that:

- Aligns with the NHES
- Is supported by behavior theory
- Is effective
- Is interactive, engaging and meaningful
- Focuses on skills and functional knowledge
- Requires a paradigm shift
Because you’re going to be setting them up to succeed in life. Because every single thing, every single skill that we cover, they will use for the rest of their lives, every single one, I guarantee you. And I would challenge them [the new teacher]: “Give me a situation where you’re not going to need to analyze an influence, a situation where you will never access information, where you will never have interpersonal, like decision-making, goal-setting, self-management, advocating.” They would not be able to.”

What evidence do you have?
“So there is just more of that, “I know this is bad so what can I do? What action can I take? Is there anything more?” And we are just getting more of that, kids helping kids. . . and they [students] said that because of what they learned in Wellness last semester that they wanted to bring their friend down [to guidance] right away because they knew it was a problem”\textsuperscript{2}
“We had to chuck out a ton of content. And that was painful for a teacher who taught content for 20 years. But the trade off is unbelievable. And it makes total sense that if these students learn the skills, the content – it is not important that we get all the content in because they have the skill to go research that content later if it applied to their life. So they have all the skills. That’s the important thing”\(^2\)
So far so good, but what *IS* SBHE?

- Teaching content THROUGH skills
- Emphasis on the skills
- Starts with National Health Education Standards
- Integrates content (MA Frameworks, CDC priority areas, YOUR COMMUNITY needs)
- Participatory teaching and learning
Skills-Based Health Education

Content

Knowledge
Information and understanding

Attitudes
"personal biases, preferences, and subjective assessments that predispose one to act or respond in a predictable manner." Includes: values, beliefs, social norms, rights, intentions and motivations" WHO (2003) Skills for Health, p. 8

Skills
"Abilities that enable people to carry out specific behaviors" WHO (2003) Skills for Health, pg. 8

Teaching Methods

Participatory learning/teaching
Method of teaching and learning that is based on modeling, observation, and social interactions. Examples include: class discussion, brainstorming, role play, simulations, situation analysis, etc. WHO (2003) Skills for Health
Supporting SBHE with Theory
Social Cognitive Theory (Bandura)³

Figure 1. Structural paths of influence wherein perceived self-efficacy affects health habits both directly and through its impact on goals, outcome expectations, and perception of sociostructural facilitators and impediments to health-promoting behavior.
Social Cognitive Theory (Bandura)³

- Knowledge of health risks and benefits
- Perceived self-efficacy
- Outcome expectations (costs and benefits for health habits)
- Goals (plans and strategies)
- Perceived facilitators
- Impediments (social and structural)
Knowledge – what you teach your students, is the precondition to change, need to know and understand why = CONTENT

Self-efficacy – belief that you can do something, student’s belief that they can say no, that they can achieve their goals, that they can USE and apply skills successfully = SKILLS and PARTICIPATORY TEACHING METHODS

Outcome expectations – what you expect to happen, what will happen if you don’t drink, if you use your decision-making skills, social/peers can influence (attitudes) = SKILLS and PARTICIPATORY TEACHING METHODS
Goals – need to have goals to facilitate change, especially long-term and the ability to achieve goals = One of the NHES

Facilitators/Impediments – valid information, advocacy, resources, etc. = SKILLS and PARTICIPATORY TEACHING METHODS
Is there more research?

Yes!
Characteristics of effective sexual risk behavior programs:

- Narrow focus on reducing risky behaviors
- Modeling and practice in negotiation and refusal skills (interpersonal communication skills, participatory teaching)
- Based on social learning theories (participatory teaching/learning)
- Basic, accurate information (knowledge)
- Activities that address social, media influences (analyzing influences NHES)
- Reinforced values and group norms against unprotected sex (attitudes)
Cardiovascular disease reduction program for 9th and 10th grade:

- Skills
- Social pressure resistance training
- Building self-efficacy
- Normative information on unhealthy behaviors
- Other skills that enable behavior change
- PRACTICE in the learned skills
- Information
- Curriculum included: role-playing, discussions, reflective notebook, videos (participatory)
On to the practical side . . .

How do I move toward a skill-based approach?
Components of SBHE Implementation

Curriculum

Assessment

Instruction
Curriculum: Top Down Planning or Backward Design

1. Determine curricular goals and objectives
   i. For the district (i.e. by the end of grade 12, students will . . . )
   ii. For the school (elem, middle, high)
   iii. For YOUR course

BRAINSTORM:
How do you determine what your goals and objectives are?
Curriculum: Curricular Goals and Objectives

- Most important piece in determining your goals and objectives is . . .

  **YOUR STUDENTS!**

- What do they need? What are their issues? What are their interests? What are issues in the community?

- How can we determine what students need?
Curriculum

2. Determine the scope and sequence of the curriculum

   i. Organization: skills “on top” or content “on top”

   ii. What skills do you need to focus on? (aligning with NHES)

   iii. What topics do you need to cover?

   iv. When will you cover skills/content?
3. Based on the scope and sequence, create units with *infused objectives* based on NHES performance indicators and MA frameworks and your own needs

i. Create objectives with the SKILL as the foundation

ii. Write in terms of student behaviors (i.e. by the end of this unit, students will be able to . . .)

iii. Be sure that your unit objectives relate to the curricular goals and objectives
Curriculum -> Assessment

Written Curriculum
(you have a plan or “map”)

Assessment
(how you will know that you got there)
4. Using your unit objectives, determine an appropriate assessment

i. Assessment is an essential part of skills-based health education because it measures student learning and can help determine the success of the curriculum and instruction.  

ii. Think: How will I know if students have successfully and completely achieved the objective(s)?

iii. Focus on meaningful, relevant and authentic assessment which provides students an opportunity to demonstrate their learning of both SKILLS and content
Assessment – Formative vs Summative

- **Types of summative assessment (performance):**
  - Selected response (closed)
  - Constructed response (more open)
  - Performance task (open)

- **Types of formative assessment (process):**
  - Check-in/dipsticking (thumbs up/down, red/yellow/green)
  - Evaluating projects as they are in progress
  - 3-2-1 reflections
Want to aim for performance tasks (authentic assessment) as these are the “best” way to determine learning of skills and content in a relevant, meaningful way

- Using prompts as part of the assessment (set up a scenario or situation)
- Creating posters, PSAs for advocacy
- Student role-plays
- Writing letters to parents or other adults
Assessment -> Instruction

Written Curriculum
(plan/map)

Assessment
(how you know you arrived)

Instruction
(how you will get there)
5. Planning instruction

i. Now that you have objectives and you know what students need to be able to do, the next step is determining how to “get them there”

ii. What do your students need to KNOW and BE ABLE TO DO in order to successfully complete the assessment?

iii. Use this to determine your teaching methods and learning activities
Instruction

- Needs to focus on SKILL DEVELOPMENT

- Achieve this through participatory methods such as:
  - Class discussions
  - Brainstorming
  - Demonstration and guided practice
  - Role play
  - Small groups
  - Educational games and simulations
  - Reflection
  - Practicing skills specific to a particular context with others
Adapted Skill Development Model\textsuperscript{5, 6}

- **Step 1:** Discuss the importance of the skill, its relevance, and its relationship to other learned skills.

- **Step 2:** Present steps for development of the skill

- **Step 3:** Model the skill

- **Step 4:** Practice and rehearse the skill by using real-life scenarios

- **Step 5:** Provide feedback and reinforcement
Questions at this point?
1. [http://www.cdc.gov/healthyyouth/SHER/characteristics/index.htm](http://www.cdc.gov/healthyyouth/SHER/characteristics/index.htm)


