The Latest in Skills-Based Health Education

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A little bit about us...

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Foundational Texts
Time to level up to the 2nd Edition
Updated Definition for Skills-Based Health Ed
Skills-Based Health Education is...

“planned, sequential, comprehensive, and **relevant** set of learning experiences implemented through **socio-ecological** and **sociocultural perspectives** and **participatory methods**, in order to support the development of **skills**, **attitudes** and **functional knowledge** needed to maintain, enhance or promote health and well-being of self and others across multiple dimensions of wellness”

(Benes & Alperin, 2022)
Updated Skill Development Model
Step 1
Introduce the skill
(definition, relevance, outcomes)

Step 2
Present skill
cues/critical elements

Step 3
Model the skill
(show skill applied effectively and highlight critical elements)

Step 4
Practice and feedback
(students practice skill in authentic situations with feedback)

Step 5
Assess the skill and support transfer
(summative assessment and feedback, reinforce real life application, relevance and transfer outside of the classroom)

(Benes & Alperin, 2022)
The Goal...

To help students increase **self-efficacy** so that they have **agency** to take control of their health and lead health-enhancing lives.
Why the changes?

- **Context matters:**
  - We need to address the upstream, social and environmental factors that influence our health.
  - Health education should be taught through equity and justice approaches.
  - Students deserve trauma-informed, culturally-responsive/sustaining, inclusive and affirming health education experiences.

- **Skill application & transfer:**
  - New model reflects the importance of skill practice in supporting the ability to transfer skills outside of the classroom.
  - Highlights the importance of feedback during practice and assessment.