

Adolescent Vaccination Peer Education Project

GOAL

The goal of the Adolescent Vaccination Peer Education Project is to improve awareness and understanding in high school students of vaccines routinely recommended for adolescents and the diseases they prevent.

BACKGROUND

In 2018, a student-developed, peer-education curriculum was produced as a joint project of the John A. Burns School of Medicine (JABSOM), University of Hawaii Student Immunization Initiative, Department of Health, and Farrington High School (FHS). The curriculum was developed by FHS Health Science Career and Technical Education (CTE) students under the mentorship of JABSOM graduate students and presented to high school students attending Health Education classes in their school. Content was presented in PowerPoint and video format and knowledge was reinforced through a hands-on activity. Evaluation results showed that vaccination knowledge and perception of vaccine safety improved significantly, indicating that the educational intervention was effective in improving students' understanding of the biology, effectiveness and safety of these vaccines. This curriculum has since been expanded and modified for general implementation by other high schools.

ALIGNMENT WITH HAWAII AND NATIONAL EDUCATION STANDARDS

The Adolescent Vaccination Peer Education curriculum is in alignment with National Health Education Standards adopted by the Hawaii Department of Education in December 2019. It is also aligned with Health Sciences Pathway Standards.

National Health Education Standards	Performance Indicators (Grades 9-12)
Standard 1: Comprehending Concepts Students will comprehend concepts related to health promotion and disease prevention to enhance health	NHES 1.12.1 Predict how healthy behaviors can affect health status NHES 1.12.7 Compare and contrast the benefits and barriers to practicing a variety of healthy behaviors NHES.1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. NHES.1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2: Analyzing influences Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	NHES 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors NHES 2.12.3 Analyze how peers influence healthy and unhealthy behaviors NHES 2.12.5 Evaluate the effect of media on personal and family health. NHES.2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
Standard 5: Decision-Making Students will demonstrate the ability to use decision-making skills to enhance health	NHES.5.12.1 Examine barriers that can hinder healthy decision-making. NHES.5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. NHES.5.12.3 Justify when individual or collaborative decision making is appropriate NHES.5.12.4 Generate alternatives to health-related issues or problems

	NHES.5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others NHES.5.12.6 Defend the healthy choice when making decisions. NHES.5.12.7 Evaluate the effectiveness of health-related decisions.
Standard 8: Advocacy Students will demonstrate the ability to advocate for personal, family, and community health	NHES.8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. NHES.8.12.2 Demonstrate how to influence and support others to make positive health choices. NHES.8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. NHES.8.12.4 Adapt health messages and communication techniques to a specific target audience.

<http://bit.ly/HIDOENHES>

Health Services Pathway Standards	
Health Core Standard 7:	Evaluate personal interests and strengths for compatibility with the skills and attitudes essential to career opportunities in delivery of quality health care
Clinical Health Standard 5:	Analyze and apply medical terminology and mathematical concepts to communicate health care information
National Health Science Standards Foundation Standard 9:	Health Maintenance Practices Differentiate between wellness and disease. Promote disease prevention and model healthy behaviors

CURRICULUM COMPONENTS

The following files are available for download at <https://immunizehawaii.org/resources/vaccination-education/>.

- PowerPoint presentations
- Case studies for class discussion
- YouTube Videos (instructions for auto-translation into multiple languages provided)
- Instructions and printable cards for interactive game
- Vaccine provider referral handout
- Survey questionnaire - same survey should be administered before (pre-test) and after (post-test) educational presentations
- List of suggested individual or group assignments
- Links to other vaccination education resources

The curriculum is intended for high school students and can be completed in one class period (60-90 minutes). It can also be broken down into 30 minute modules delivered over 2-3 class periods.

CURRICULUM MODIFICATIONS

Although developed for peer-education, the curriculum may be taught by Health Education and Health Sciences CTE teachers. Teachers and students are encouraged to modify the Adolescent Vaccination Peer Education curriculum to fit their needs. Ideas for possible modifications include:

Health Education	Health Services Career Pathway
Development of student-created videos or posters, interactive activities (eg. vaccine <i>Jeopardy!</i>)	Use of curriculum to educate other high school students (e.g., health education classes, clubs and organizations, sports teams, etc.)
Addition of discussion sessions or panels to discuss issues related to vaccine hesitancy; role play arguments advanced by pro-vaccination and anti-vaccination advocates; utilize vaccination as a decision-making skills exercise	Creation of social media material to promote vaccination (Instagram posts, infographics, podcasts, etc.) <i>Note: Addresses advocacy component of NHES Standard 8.</i>
Break into discussion groups to discuss case studies of vaccination to prevent cancer (hepatitis B & liver cancer; human papillomavirus & genitourinary cancers, throat cancer)	Adapt curriculum to be suitable for other audiences such as intermediate-school students and their parents.

CONTACTS

For more information, contact:

- Sandra P. Chang

Professor & Graduate Program Chair, John A. Burns School of Medicine,
University of Hawai'i at Manoa
E-mail: sandrac@hawaii.edu
- Lauren Ching

President, Student Immunization Initiative,
University of Hawai'i at Manoa
E-mail: sii@hawaii.edu
- Ronald Balajadia

Chief, Hawai'i Department of Health Immunization
Branch
E-mail: Ronald.Balajadia@doh.hawaii.gov