

PubH 6627
Sexuality Education: Criteria, Curricula and Controversy
Spring 2009

Credits:	1
Meeting Days:	Saturday, January 31 & February 7, 2009
Meeting Time:	8:30 am – 4:00 pm
Meeting Place:	Mayo D327
Instructors:	Lynn M. Bretl, MPP & Lisa Turnham, MPH
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Office Hours:	by appointment

I. Course Description

This course explores issues and controversies related to K-12 sexuality education in the United States. Teen pregnancy/births, sexual activity, postponing sexual involvement, use of contraception, etc. have been cited as both negative and positive outcomes of sexuality education. This course will provide a broad perspective on what sexuality education can and cannot achieve, what the research indicates is effective and how young people are affected by its implementation.

Topics include current peer-reviewed research and professional guidelines for effective, responsible education and curriculum selection; curricula being used in the U.S.; current federal and state policies related to sexuality and HIV/AIDS education and how these policies effect classroom education; and challenges related to the sensitive issues inherent in sexuality education. This course is taught using short lectures, a wide variety of interactive activities and group discussions.

II. Course Prerequisites

Public Health student, graduate student or instructor consent.

III. Course Goals and Objectives

At the end of the course, students should be able to:

1. Identify key concepts and characteristics of effective sexuality education.
2. Define trends in sexuality education curricula, including comprehensive, abstinence-only, and abstinence-based.
3. Describe federal and state policies that effect sexuality and HIV/AIDS education.
4. Assess sex education curricula, programs and resources based on research, quality and technical accuracy of content and sound educational methodology.

5. Discuss and analyze controversial issues facing teachers, parents, school administrators and policy-makers related to sex education in schools and community settings.
6. Explain the benefits and risks associated with the various types of sex education curricula used in United States' schools.

IV. Methods of Instruction and Work Expectations

Methods of instruction:

This class will be taught primarily through lecture, small and large group discussion, and a variety of interactive classroom activities.

Work expectations: Students will be expected to:

1. Complete weekly reading assignments prior to class.
2. Participate in 2 full days of class.
3. Actively participate in class discussions and activities.
4. Complete Assignment One between weeks 1 and 2, due on **Saturday, February 7, 2009.**
5. Complete Assignment Two, due on **Saturday, February 28, 2008.**

V. Course Text and Readings

REQUIRED READINGS

NOTE: There is no text required for this course. The following articles/documents can be read and/or downloaded from the Internet.

REQUIRED READING FOR FIRST CLASS

- Balanko, S.L. (2002). Good Sex? A critical review of school sex education. *Guidance and Counselling*, 17(4), 117-123.
- Kirby, D., (2007). *Emerging Answers 2007 Summary: Research findings on programs to reduce teen pregnancy and sexually transmitted diseases*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy from <http://www.thenationalcampaign.org/ea2007/>
- Lindberg, L.D., Santelli, J.S. & Singh, S. (2006). Changes in formal sex education: 1995-2002. *Perspectives on Sex Reproductive Health*, 38(4), 182-89. From <http://www.guttmacher.org/pubs/journals/3818206.html>
- SIECUS. (2004). *Guidelines for Comprehensive Sexuality Education, Kindergarten-12th Grade by the National Guidelines Task Force*. Retrieved January 10, 2009 from <http://www.siecus.org/pubs/guidelines/guidelines.pdf>

REQUIRED READING FOR SECOND CLASS

- The Alan Guttmacher Institute. (2007). *Sex and STD/HIV Education*. From http://www.guttmacher.org/statecenter/spibs/spib_SE.pdf
- Santelli, J., Ott, M.A., Lyon, M., Rogers, J., Summers, D., & Schleifer, R. (2006). Abstinence and abstinence-only education: A review of U.S. policies and programs. *Journal of Adolescent Health*, 38, 72-81.
- Trenholm, C., Devancey, B., Fortson, K., Quay, L., Wheeler, J. & Clark, M. (2007). *Impacts of Four Title V, Section 510 Abstinence Education Programs*. Mathematica Policy Research, Inc., From <http://www.mathematica-mpr.com/publications/PDFs/impactabstinence.pdf>
- Note: Read Executive Summary**

OPTIONAL READINGS

- Collins, C., Alagiri, P., & Summers, T. (2002). *Abstinence only vs. comprehensive sex education*. Policy Monograph Series. AIDS Research Institute of California, San Francisco. From <http://ari.ucsf.edu/science/reports/abstinence.pdf>
- Finer, L.B. (2007). Trends in premarital sex in the United States, 1954-2003. *Public Health Reports*, 122,73.
- Gilliam, J. (2002). *Respecting the rights of GLBTQ youth, a responsibility of youth-serving professionals*, Transitions, Advocates for Youth, 14(4). From www.advocatesforyouth.org
- Kaiser Family Foundation. (2004). *NPR/Kaiser/Kennedy School Poll: Sex Education in America- Summary Opinion*. From <http://www.kff.org/newsmedia/upload/Sex-Education-in-America-Summary.pdf>
- Renez, L. (2000). Oral sex among adolescents: is it sex or is it abstinence? *Family Planning Perspectives*, Nov/Dec. From <http://www.agi-usa.org/pubs/journals/3229800.pdf>
- Rosenbaum, J. E. (2009). Patient Teenagers? A comparison of the sexual behavior of virginity pledgers and matched nonpledgers. *Pediatrics*, 123, e110-e120
- Saewyc, E.M., Magee, L.L., & Pettingell, S.E. (2004). Teenage pregnancy and associated risk behaviors among sexually abused adolescents. *Perspectives on Sexual and Reproductive Health*, 36(3), 98-105.
- Santelli, J.S., Lindberg, L.D., Finer, L.B. & Singh, S. (2007). Explaining recent declines in adolescent pregnancy in the United States: the contribution of abstinence and improved contraceptive use. *American Journal of Public Health*, 97(1).
- U.S. Department of Health and Human Services. (2001). The U.S. Surgeon General's Call to Action to Promote Sexual Health and Responsible Sexual Behavior. From www.surgeongeneral.gov/library/sexualhealth/call.htm
- Weed, S., Erickson, I., Lewis, A., Grant, G., & Wibberly, K. (2008). An abstinence program's impact on cognitive mediators and sexual initiation. *American Journal of Health Behavior*, 32(1), 60-73.

VI. Course Outline/Weekly Schedule

Saturday, January 31, 2009

Course overview / Review course requirements

Sexuality education in context:

- Adolescent development
- Adolescent sexual activity
- Teen pregnancy
- STD/HIV rates among teens

Sexuality education guidelines, current research, evaluation and data:

- Compare/contrast U.S. with European Countries programs/approaches
- Research findings based on curricula outcomes
- Characteristics of evidenced-based curricula
- Minnesota Student Survey and the CDC Youth Risk Behavior Survey

Definitions/discussion of comprehensive, abstinence-based and abstinence-only-until-marriage curricula

Saturday, February 7, 2009

Assignment One due at the beginning of class

Sexuality Education Policy

- History including 1996 Welfare Reform
- Current state and federal policies

Controversies and sexuality education

Case study: local program example

Best practice in sexuality education: curricula and criteria

Reflection, review of writing assignment, and wrap-up

Assignment Two due Saturday, February 28, 2009

VII. Evaluation and Grading

The **course requirements** include:

1. Attend and actively participate in two all day classes, being present the entire time 8:30 am - 4:00 pm and arriving on time.
2. Fully complete Assignment One and hand in on time.
3. Fully complete Assignment Two and hand in on time

Student Performance Requirements

The following grading system will be used:

Class attendance, on-time arrival = 10 points

Class participation = 15 points

Assignment One = 30 points

Assignment Two = 45 points

Final grade is based on a total of 100 points

Grading Criteria

<http://www.umn.edu/usenate/usen/policies.htm>

Letter grades and associated points are awarded in this course as follows below, and will appear on the student's official transcript. The S grade does not carry points but the credits will count toward completion of the student's degree program if permitted by the college or program.

Grade Points	Description
A = 95-100 (4.0)	Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- = 90-94 (3.67)	
B+ = 87-89 (3.33)	
B = 83-86 (3.0)	Represents achievement that is significantly above the level necessary to meet course requirements.
B- = 80-82 (2.67)	
C+ = 77-79 (2.33)	
C = 73-76 (2.0)	Represents achievement that meets the course requirements in every respect.
C- = 70-72 (1.67)	
D+ = 67-69 (1.33)	
D = 63-66 (1.0)	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
F = 0-62	Represents failure and signifies that the work was completed but not at a level of achievement worthy of credit.

S/N Grade Option

The S/N option is available for this class. S represents achievement that is satisfactory, which is equivalent to a B- or better. N represents no credit and signifies that the work was not completed at a level of satisfactory achievement and carries no grade points.

Of those courses designated as part of the public health core, students may take only one on a pass-fail basis (S/N). To receive a passing grade (S), students must achieve a performance level equivalent to a “C” letter grade or better unless the instructor specifies a higher level of performance in the syllabus (effective Fall 2001).

Assignment Extension Policy

Extensions are granted for extreme circumstances only, such as unanticipated illnesses or other emergencies. If you are unable to turn in an assignment by the assignment due date, you must arrange for an extension with the instructor prior to the due date. If you do not contact the instructor prior to the due date and turn it in late, the assignment will receive one grade below what it would have earned had it been submitted on time.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/grades.

Course Evaluation

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).