



## PubH 6627

### Sexuality Education: Criteria, Curricula and Controversy

### Spring 2016

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<b>Credits:</b>	1
<b>Meeting Days:</b>	Saturday, February 6 and 13, 2016
<b>Meeting Time:</b>	8:30 a.m. to 4:00 p.m.
<b>Meeting Place:</b>	Bruininks Hall 131 A/B
<b>Instructor:</b>	Lynn M. Bretl, MPP and Lisa Turnham, MPH
<b>Office Address:</b>	300 WBOB 7525 c/o Shelley Cooksey
<b>Office Phone:</b>	Lynn: 612-275-6690; Lisa: 612-799-8595
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<b>E-mail:</b>	lynnbretl@me.com; lisa@turnhamrivkin.com
<b>Office Hours:</b>	by appointment

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### 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 graduate 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.
3. Describe federal and state policies that effect sexuality 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

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

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 13, 2016
5. Complete Assignment Two, due on Thursday, March 3, 2016

#### V. Course Text and Readings

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

##### REQUIRED READING FOR FIRST CLASS

Future of Sex Education (2012). National Sexuality Education Standards: Core Content and Skills, K-12. *Journal of School Health, Special Report, January 2012*. From <http://www.futureofsexeducation.org/documents/josh-fose-standards-web.pdf>

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 [https://thenationalcampaign.org/sites/default/files/resource-primary-download/EA2007\\_full\\_0.pdf](https://thenationalcampaign.org/sites/default/files/resource-primary-download/EA2007_full_0.pdf)

**Note: Only Read Executive Summary not Full Report**

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> **Note: Included to provide historical context**

Martinez G, Abma J, Copen C. (2010). Educating teenagers about sex in the United States. NCHS data brief, no 44. Hyattsville, MD: National Center for Health Statistics. From <http://www.cdc.gov/nchs/data/databriefs/db44.pdf>

##### REQUIRED READING FOR SECOND CLASS

The Alan Guttmacher Institute. (2016). State Policies in Brief, *Sex and STD/HIV Education*. From [http://www.guttmacher.org/statecenter/spibs/spib\\_SE.pdf](http://www.guttmacher.org/statecenter/spibs/spib_SE.pdf)

Centers for Disease Control and Prevention, National Center for HIV/AIDS, Viral Hepatitis, STDs and TB Prevention, Division of Adolescent & School Health. (2015). *School Health Policies and Practices Study* From: [http://www.cdc.gov/healthyyouth/data/shpps/pdf/shpps-508-final\\_101315.pdf](http://www.cdc.gov/healthyyouth/data/shpps/pdf/shpps-508-final_101315.pdf) **Note: Review information related to sexuality education (e.g. tables 1.18 & 1.19)**

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** – These readings are not required but offer important context.

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.

GLSEN (2011). *Teaching Respect: LGBT-Inclusive Curriculum and School Climate* (Research Brief). New York:

GLSEN.

Jemmott, J.B., Jemmott, L.S., & Fong, G.T. (2010). Efficacy of a theory-based abstinence-only intervention over 24 months. *Archives of Pediatric and Adolescent Medicine*, 164(2):152-159.

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>

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).

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.

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](http://www.surgeongeneral.gov/library/sexualhealth/call.htm)

## VI. Course Outline/Weekly Schedule

### Saturday, February 6, 2016

Course overview / Review course requirements

Sexuality education in context:

- Child and adolescent development
- Sexual and reproductive health data
- Sexual health influences

Sexuality education guidelines and standards

Research and practice:

- Research findings based on curricula outcomes
- Characteristics of evidenced-based curricula
- Survey data

Case study: international comparisons

Assignment One overview

### Saturday, February 13, 2016 (Assignment One due at the beginning of class)

Sexuality Education Policy

Controversies and sexuality education

Case study: local program examples

Best practice in sexuality education: curricula and criteria

Reflection, review and wrap-up

Assignment Two overview

## VII. Evaluation and Grading

The **course requirements** include:

1. Attend and actively participate in two all day classes, being present the entire time and arrive on time.
2. Complete Assignment One and hand in on time.
3. Complete Assignment Two and hand in on time.

### Student Performance Requirements

The following grading system will be used:

Class attendance = 10 points

Class participation = 15 points

Assignment One = 25 points

Assignment Two = 50 points

**Total Points = 100 points**

## University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu). 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. The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

Grade	Points	Grade Point	Description
A	95-100	4.00	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	3.00	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	2.00	Represents achievement that meets the course requirements in every respect
C-	70-72	1.67	
D+	65-69	1.33	
D	55-65	1.00	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	0 – 55	0.00	Represents failure and signifies that the work was completed but not at a level of achievement worthy of credit.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

### S/N Grade Option

The S/N option is available for this class. 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.

### 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.

### Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). 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 in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop 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 an 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.

**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 official 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 SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://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](http://onestop.umn.edu).

**Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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 Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

**Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of

motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility:**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Student Academic Success Services (SASS): <http://www.sass.umn.edu>:**

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 9/2014*