



PUBH 6627, SECTION 001

Sexuality Education: Criteria, Curricula & Controversy
Fall 2019

COURSE & CONTACT INFORMATION

Credits: 1

Meeting Day(s): Mondays, September 3 – October 21

Meeting Time: 3:35 – 5:30

Meeting Place: Bruininks Hall 512A

Instructor: Lynn Bretl, MPP & Lisa Turnham, MPH

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Office Hours: by appointment

Office Location: 300 WBOB 7527 c/o Shelley Cooksey

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 is sexuality education, 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.

COURSE PREREQUISITES

Public Health graduate student, graduate student or instructor consent.

COURSE GOALS & 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 sex 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.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload 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. Attend all course sessions.
3. Actively participate in class discussions and activities.
4. Complete short weekly assignments.
5. Complete a final assignment, due on one of the last two days of class.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

COURSE TEXT & READINGS

There is no text required for this course. All articles/documents can be found online and/or through the University Library E-resources.

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at <https://www.lib.umn.edu/pim/citation>.

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
Week 1 Sept 9	<ul style="list-style-type: none"> • Course overview, expectations and requirements • Sexuality education in context: adolescent sexual and reproductive health data 		•
Week 2 Sept 16	Sexuality education in context (cont): <ul style="list-style-type: none"> • Sexual health influences (internal & external) • Sexuality education guidelines, standards & implementation 	<p>Future of Sex Education (2012). National Sexuality Education Standards: Core Content and Skills, K-12. Journal of School Health, Special Report, January 2012. Retrieved from http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf</p> <p>Lindberg, L.D. & Maddow-Zimet, I. (2012). Consequences of sex education on teen and young adult sexual behaviors and outcomes. Journal of Adolescent Health, 51 (4):332-8</p> <p>Guttmacher Institute (2017). Adolescent Sexual and Reproductive Health in the United States. Retrieved from https://www.guttmacher.org/fact-sheet/american-teens-sexual-and-reproductive-health</p> <p>Guttmacher Institute (2017). American Adolescents' Sources of Sexual Health Information. Retrieved from https://www.guttmacher.org/fact-sheet/facts-american-teens-sources-information-about-sex</p>	Assignment 1 Due: curriculum scope & sequence
Week 3 Sept 23	Research and practice: <ul style="list-style-type: none"> • Research findings based on curricula outcomes & characteristics of evidenced-based curricula • Review of current curricula 	<p>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. Retrieved from https://powertodecide.org/sites/default/files/resources/primary-download/emerging-answers.pdf **Note: Required reading is only the Executive Summary not the Full Report</p> <p>Santelli, J.S et al (2017). Abstinence-Only-Until-Marriage: An Updated Review of U.S. Policies and Programs and Their Impact. Journal of Adolescent Health, 61, 273-280.</p> <p>Marseille, E. et al (2018). Effectiveness of school-based teen pregnancy prevention programs in the USA: a systematic review and meta-analysis, Prevention Science, 19(4):468–489</p>	Assignment 2 Due: Community controversy video review & response
Week 4 Sept 30	<ul style="list-style-type: none"> • Overview of policies and funding related to school-based sex education in U.S. 	Guttmacher Institute. (2019). State Laws and Policies, Sex and HIV Education. Retrieved from https://www.guttmacher.org/state-policy/explore/sex-and-hiv-education	Assignment 3 Due: Topic/Group proposal regarding final presentation

		<p>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 Retrieved from: http://www.cdc.gov/healthyyouth/data/shpps/pdf/shpps-508-final_101315.pdf</p> <p>**Note: Only review information related to sexuality education (e.g. tables 1.18 & 1.19)</p> <p>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., Retrieved from http://www.mathematica-mpr.com/publications/PDFs/impactabstinence.pdf</p> <p>**Note: Read Executive Summary</p> <p>.....</p>	
<p>Week 5 Oct 7</p>	<ul style="list-style-type: none"> • Current implementation and controversies in sex education 	<p>Lindberg, L.D., Maddow-Zimet, I. & Boonstra, H. (2016). Changes in adolescents' receipt of sex education, 2006-2013. Journal of Adolescent Health, 58 (6):621-627</p> <p>Stidham Hall, K., McDermott Sales, L., Komro, K.A. & Santelli, J. (2016). The State of Sex Education in the United States. Journal of Adolescent Health, 58(6):595-597</p> <p>Boyer, J. (2018). New Name, Same Harm: Rebranding of Federal Abstinence-Only Programs. Guttmacher Policy Review, Reproductive Health in Crisis Vol. 21. Retrieved from https://www.guttmacher.org/gpr/2018/02/new-name-same-harm-rebranding-federal-abstinence-only-programs</p> <p>Dreweke, J (2019). Promiscuity Propaganda: Access to Information and Services Does Not Lead to Increases in Sexual Activity, Guttmacher Policy Review, v.22 Retrieved from https://www.guttmacher.org/sites/default/files/article_files/gpr2202919.pdf</p>	<p>Assignment 4 Due: Outline/key questions re: final presentation</p>
<p>Week 6 Oct 14</p>	<ul style="list-style-type: none"> • Case study: local program examples • Student presentations 	<ul style="list-style-type: none"> • No required readings 	<p>Final Assignment Due: Student Presentations: Special considerations in sex education</p>
<p>Week 7 Oct 21</p>	<ul style="list-style-type: none"> • Student presentations • Reflection, review and wrap-up 	<ul style="list-style-type: none"> • No required readings 	<p>Final Assignment Due: Student Presentations: Special considerations in sex education</p>

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences

- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

The **course requirements** include:

1. Attend and actively participate all class sessions, being present the entire time and arrive on time.
2. Prepare required readings and be prepared to discuss in class.
3. Complete all short, weekly assignments and hand in on time (beginning of indicated class session).
4. Prepare and present a brief presentation and lead a related class discussion during final course sessions.

Student Performance Requirements

The following grading system will be used:

Class attendance & participation	= 25 points
Assignment 1	= 5 points
Assignment 2	= 10 points
Assignment 3	= 5 points
Assignment 4	= 15 points
Final Assignment	= 40 points
Total Points	= 100 points

Students can expect to see grades for weekly assignments posted by the beginning of class the following week. Grades for the final assignment will be complete by Friday 10/25/19.

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p>Scholastic Dishonesty, Plagiarism, Cheating, etc.</p>	<p>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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
<p>Late Assignments</p>	<p>Extensions may be granted in 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, the assignment will not be accepted.</p>
<p>Attendance Requirements</p>	<p>Students are expected to be in attendance at each class for the duration of the class; When, due to emergencies and extenuating circumstances, a student must miss class, please notify instructors prior to class and make arrangements to obtain missed class material.</p>
<p>Extra Credit</p>	<p>No extra credit opportunities are available for this course.</p>

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
Interpret results of data analysis for public health research, policy or practice	<p>Identify key concepts and characteristics of effective sexuality education</p> <p>Assess sex education curricula, programs and resources based on research, quality and technical accuracy of content and sound educational methodology.</p>	
Assess population needs, assets and capacities that affect communities' health.	<p>Identify key concepts and characteristics of effective sexuality education.</p> <p>Describe federal and state policies that effect sex education.</p> <p>Discuss and analyze controversial issues facing teachers, parents, school administrators and policy makers related to sex education in schools and community settings</p>	
Apply awareness of cultural values and practices to the design or implementation of public health programs	<p>Assess sex education curricula, programs and resources based on research, quality and technical accuracy of content and sound educational methodology.</p> <p>Explain the benefits and risks associated with the various types of sex education curricula used in United States' schools.</p>	
Advocate for political, social or economic policies and programs that will improve health in diverse populations	<p>Discuss and analyze controversial issues facing teachers, parents, school administrators and policy makers related to sex education in schools and community settings.</p>	
Evaluate policies for their impact on public health and health equity	<p>Describe federal and state policies that effect sex education.</p>	
Communicate audience-appropriate public health content, both in writing and through oral presentation	<p>Discuss and analyze controversial issues facing teachers, parents, school administrators and policy makers related to sex education in schools and community settings.</p> <p>Explain the benefits and risks associated with the various types of sex education curricula used in United States' schools.</p>	