
KHP 220: SEXUALITY EDUCATION
Department of Kinesiology and Health Promotion
University of Kentucky
Spring 2014

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Office Hours: Monday: 2-4; Wednesday 10-12; others by appointment

Class Meeting: Monday & Wednesday: 12:00pm – 1:40pm
207 Seaton Building

Required Text: Bruess, C. E., & Schroeder, E. (2014). *Sexuality education: Theory and practice, 6th Edition*. Boston: Jones and Bartlett.
Supplemental Text: Kendall, N. (2013). *The Sex Education Debates*. Chicago: University of Chicago Press.
Suggested Readings: Boston Women's Health Book Collective. (1998) *Our Bodies, Our Selves for the New Century*. New York: Simon & Schuster.
Sexuality Information and Education Council of the United States (SIECUS).
<http://www.siecus.org>

COURSE DESCRIPTION

This course is designed to prepare educators to teach sexuality education in the schools. Emphasis is placed on justification of sexuality education, relevant content, appropriate teaching techniques, and precautions to take when teaching sexuality education.

The course reinforces the College of Education's Conceptual Framework of, "research and reflection for learning and leading".

- Research serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- Reflection is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- Leading is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- Learning must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

COURSE OBJECTIVES

1. Demonstrate current, factual content related to sexuality education.
2. Offer justifications for including sexuality education in a K-12 curriculum.
3. Demonstrate thorough, basic knowledge of the female and male reproductive system.
4. Thoroughly research and present a logical argument regarding a controversial topic related to sexuality education.
5. Describe professional rules of conduct related to sexuality education and the importance of following these rules.
6. Describe the difference between abstinence-only and comprehensive sexuality education programs and what research says about each of these types of programs.
7. Answer typical questions that children, adolescents, and adults have about sex.

Brief Course Outline

Concepts of sexuality

What is sexuality education?

Justification for including sexuality education in the curriculum and opposition arguments

Characteristics/components of effective sexuality education

Human development and adolescents

Sexual anatomy and physiology

Sexual response

Contraception

Conception, pregnancy, and childbirth

Adoption and abortion

STI/HIV prevention, detection, and treatment

Family life and relationships

Intimacy and love

Effective communication

Childhood and adolescent sexuality

Rules for conducting sexuality education

Answering questions from children and adolescents about sex

These topics will be covered as time permits.

Readings

Most of the readings are contained in the required textbook. The supplemental textbook will be used to elicit discussion within class. Although this supplemental textbook is not required, it will be helpful for gaining additional insight into the topics discussed in class. Any additional readings will be posted to Blackboard. As we progress through the topics listed above, students should read the chapters and articles associated with each topic and should refer to the course schedule for specific dates for readings. The professor will not remind the class to do the reading – students are responsible for their own learning. Students will be held responsible for the reading on the exams and in class discussion.

Kentucky Teaching Standards

This course will address the following **Kentucky Teacher Standards** published by the **Kentucky Education Professional Standards Board (EPSB)**:

Standard 1: The teacher demonstrates applied content knowledge.

Standard 2: The teacher designs and plans instruction

Standard 3: The teacher creates and maintains learning climate

Standard 4: The teacher implements and manages instruction

Standard 5: The teacher assesses and communicates learning results

Standard 6: The teacher demonstrates the implementation of technology

Standard 7: Reflects on and evaluates teaching and learning

Standard 8: Collaborates with colleagues/parents/others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership with school/community/profession

American Association for Health Education Standards

This course also addresses our professional association standards **American Association for Health Education (AAHE)**:

- Standard 1: Content Knowledge: Candidates demonstrate the knowledge and skills of a health literate educator.
- Standard 2: Needs Assessment. Candidates assess needs to determine priorities for school health education.
- Standard 3: Planning. Candidates plan effective comprehensive school health curricula and programs.
- Standard 4: Implementation. Candidates implement health education instruction.
- Standard 5: Assessment. Candidates assess student learning.
- Standard 6: Administration and Coordination. Candidates plan and coordinate a school health education program.
- Standard 7: Being a Resource. Candidates serve as a resource person in health education.
- Standard 8: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Senate 1 Bill Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Characteristics of Highly Effective Teaching and Learning

The characteristics of Highly Effective Teaching and Learning for Practical Living have been identified by the Kentucky Department of Education. Students in KHP 220 will become acquainted with these characteristics. These are posted in Blackboard.

STUDENT LEARNING OUTCOMES

In addition to the competencies listed above, after completing this course the student will be able to:

1. Describe the relevance and importance of sexuality education in the school system and in society as a whole.
2. Correctly label and identify the internal and external reproductive and genital anatomy in the male and female human body.
3. Analyze and articulate the differences between comprehensive sexuality education and abstinence-only sex education.
4. Understand the sexual response cycle and its relevance to sexuality education.
5. Prepare a lesson plan for teaching a sex education class in the schools or at the university level.
6. Be better prepared to keep morality and personal values outside of sexuality education as an educator.
7. Gain a better understanding of sexual health promotion and prevention of STIs, HIV, and unintended pregnancy.
8. Articulate the role of healthy relationships in sexuality education.
- 9.

COURSE POLICIES

Attendance/Participation

There are points allotted to attendance and participation in this course. The policy for KHP 220 is that you are required to attend class and be on time. Specifically, each time you have an unexcused absence, you will have 3 points deducted from your participation grade. Additionally, if you are more than 10 minutes late or leave class before it ends, you will lose 1 point from your participation grade. Please note that there are some class activities that will be difficult to make up should you miss class. Excused absences, as defined by S.R.5.2.4.2, are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be “reasonable cause for nonattendance”

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the professor of the absence preferably in advance, but no later than one week after the incident. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a “W”, and the faculty member may require the student to petition for a “W” or take an “I” in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

For UK’s full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

Technology

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of Blackboard will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, and assignments. Therefore, you MUST have access to a computer to partake in this course and need to check the Blackboard on-line learning website for this course on a regular basis (*at least weekly*) for class announcements, discussion forums, etc.

Cell Phones & Laptops

Respect your class time and fellow classmates by turning off and not using cell-phones, tablets, etc. If you are using your cell phone in class, you will be asked to leave and your participation/attendance grade for that day will suffer. Using cell-phones during class is disrespectful to the professor and fellow students. Laptops are to be used during class for class purposes only. If students are abusing this right,

they will be asked to put their laptop away and refrain from using it in the future.

Late Assignments

For work that is turned in after the due date, one letter grade will be deducted each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

Exam Make-ups

All exams are due on the day they are scheduled unless due to a documented emergency or if a prior arrangement was made with the professor.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see the professor. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Save Written Projects

Any students in KHP TEP or planning to enter KHP TEP should save all written materials from this class for their KHP Retention Portfolio.

VALUES AND GUIDELINES FOR SEXUALITY EDUCATION

- Sexuality is a natural and healthy part of living.
- All persons are sexual.
- Sexuality includes physical, ethical, social, spiritual, psychological and emotional dimensions.
- Every person has dignity and self-worth.
- Young people should view themselves as unique and worthwhile individuals within the context of their cultural heritage.
- Individuals express their sexuality in varied ways.
- Parents should be the primary sexuality educators of their children.
- Families provide children's first sexuality education.
- Families share their values about sexuality with their children.
- In a pluralistic society, people should respect and accept the diversity of values and beliefs about sexuality that exist in a community.
- Sexual relationship should never be exploitive or coercive.
- All children should be loved and cared for.
- All sexual decisions have effects or consequences.
- All persons have the right and the obligation to make responsible sexual choices.
- Individuals, families, and society benefit when children are able to discuss sexuality with their parents and/or trusted adults.
- Young people develop their values about sexuality as part of becoming adults.
- Young people explore their sexuality as a natural process of achieving sexual maturity.
- Young people who are involved in sexual relationships need access to information about health care services.

ASSIGNMENTS, EVALUATION, & GRADING POLICY

Assignments

Participation and Attendance 10% 50 points

Success in this course depends heavily on regular and punctual attendance and participation in class, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to attend class and participate actively in discussions and activities that occur during and outside of class time.

Public Service Announcement Assignment 20% 100 points

Students will be expected to get in groups of 3 to 4 people in the class to create a public service announcement on a topic related to the course. One class time will be dedicated to getting together with your group to create the PSA, however, it is expected each group will take additional time outside of the class to produce a high-quality product. Examples will be provided of a high-quality product.

Lesson Plan 20% 100 points

Students are required to create a one-day lesson on a sexuality topic for an identified target group using the Guidelines for Comprehensive Sexuality Education (www.siecus.org) publication. It should include the target group, a behavioral objective, a content outline of the topic, and a learning activity to involve the target group with the topic covered. Students MUST follow that format (3-page maximum).

Midterm & Final Exam 50% 250 points

The midterm exam will be given during class time and will cover the material that was learned in the first half of the class. The final exam will be given during class time and will cover the material that was learned in the second half of the class. The final exam is non-cumulative. However, there may be material on the final exam that requires knowledge of the material learned in the first half of the class. So success on the final will be related to success on the midterm.

Exit Requirement

Students must score 90% or better on a special exam dealing with the anatomy and the reproductive system before a passing grade in KHP 220 will be issued. If a score of 90% is not achieved by the end of the semester, the student will receive an "E" grade. **NOTE:** Misspelled words will be counted wrong. The purpose of this exit requirement is to be sure that all students completing KHP 220 have the minimum knowledge of anatomy and the reproductive system needed to teach sexuality education.

The test will be given the first time in class on 9/23, the day of the midterm. After the first test is administered, the test will be administered individually. You may report to Dr. Mark's office hours to take the exam. **The score achieved on the exit exam will not be averaged into the final grade.**

It might be helpful for you to go to <http://sexuality.jbpub.com> to review for the exit requirement. After going to the website, click on "Anatomical Review." Not all terms on this website will be required. The professor will give you an objective sheet and handouts that will let you know exactly what terms you need to know.

Optional Extra Credit: Sixty Second Sex Science Podcast Bonus 25 points

Students will have the option to prepare a podcast to be posted online that updates the public on a scientific finding regarding sex science. Students will be graded bonus points based on the quality, accuracy, and ability to translate scientific findings for public digestion. The segment should be based on one or more peer-reviewed scientific articles. Ask the Professor for an article if you have trouble finding one. This assignment will mimic the *Scientific American* podcast titled *Sixty Second Science*, found here:

<http://www.scientificamerican.com/podcast/podcasts.cfm?type=60-second-science> The quality of the product should be on par with examples from the *Scientific American* podcast. Should your video meet the high quality requirements, it will be posted to the Professor's website for public consumption (with student permission). This will be due by the last day of class.

Evaluation

Students will be evaluated on the following:

Assignment	Percent Value	Point Value
Participation & Attendance	10%	50
Public Service Announcement	20%	100
Lesson Plan	20%	100
Midterm Exam	25%	125
Final Exam	25%	125
Total	100%	500
Exit Requirement: Must achieve 90% on this special exam before the end of the semester. If this is not achieved, a grade of "E" will be administered.		
Optional Extra Credit Podcast: Anywhere from 10 to 25 bonus points will be awarded depending on the quality, accuracy, and ability to translate scientific findings for public digestion.		

Grading Policy

To calculate your percentage: (Total Points You Have Earned ÷ 500) x 100 = Your Total Percent

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to BlackBoard. Any inquiry or disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale is:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

Midterm grades will be posted in myUK by the deadline established in the Academic Calendar:
<http://www.uky.edu/Registrar/AcademicCalendar.htm>

All papers are to be written using APA format and if APA format is not followed, your grade will suffer. If you are unfamiliar with APA format, please consult this online resource:
<http://owl.english.purdue.edu/owl/resource/560/01/> or meet with the professor to learn APA format.

ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and

Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

RESOURCES

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 257-9797.

Relevant Websites:

Alan Guttmacher Institute: <http://www.agi-usa.org/>

Sex Information Council of the United States: <http://www.siecus.org/>

Center for Disease Control STDS: <http://www.cdc.gov/nchstp/dstd/dstdp.html>

Gay, Lesbian and Straight Network (GLSEN): <http://www.glsen.org>

Gay, Lesbian, Transgender Association: <http://www.unlv.edu/studenterv/GLBT/>

CDC'S Adolescent and School Health Information (DASH): <http://www.cdc.gov/nccdphp/dash/>

Answers Teen Health and Sexuality Questions: www.iwannaknow.com

Planned Parenthood, ask the expert provides accurate information to teens: www.teenwire.com

Planned Parenthood, resource for family planning and sex education: www.plannedparenthood.org

Kinsey Confidential: Kinsey Institute sex ed resource: <http://www.kinseyconfidential.org/>

Go Ask Alice, Provides answers to sexual health questions: <http://www.goaskalice.columbia.edu>

Office of Women's Health, information site for young women's health issues: <http://www.4girls.gov/>

Transgender Network International, information site for transgender adults: www.tgni.com

Queer Resource Directory: www.qrd.org

Sex,etc.org an information about sex web site written by teens for teens www.sexetc.org

Mayo Clinic, good resource for general health information: www.mayoclinic.com

Good in Bed, a sex-positive sexuality education website: www.goodinbed.com/

Standards Alignment of Health Education Initial Preparation Program

KHP 220: Sexuality Education

American Association for Health Education (AAHE) Standards for Entry Level Health Educators	
Standard 1: Content Knowledge. Candidates demonstrate knowledge and skills of a Health literate educator.	x
Standard 2: Needs Assessment: Candidates assess needs to determine priorities for school health education.	
Standard 3: Planning: Candidates plan effective comprehensive school health education curricula and programs.	x
Standard 4: Implementation: Candidates implement health education instruction.	x
Standard 5: Assessment. Candidates assess student learning.	
Standard 6: Administration and Coordination: Candidates plan and coordinate a school health education program.	
Standard 7: Being a Resource: Candidates serve as a resource person in health education.	x
Standard 8: Communication and Advocacy: Candidates communicate/advocate for health and school health ed.	x
Education Professional Standards Board (EPSB) Kentucky Teacher Standards	
Standard 1: The teacher demonstrates applied content knowledge.	x
Standard 2: The teacher designs and plans instruction.	x
Standard 3: The teacher creates and maintains learning climate.	
Standard 4: The teacher implements and manages instruction.	
Standard 5: The teacher assesses and communicates learning results.	x
Standard 6: The teacher demonstrates the implementation of technology.	
Standard 7: Reflects on and evaluates teaching and learning.	
Standard 8: Collaborates with colleagues/parents/others	x
Standard 9: Evaluates teaching and implements professional development	x
Standard 10: Provides leadership with school/community/profession	
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	x
Standard 2: Candidates utilize multiple technology applications to support student learning.	x
Standard 3: Candidates select appropriate technology to enhance instruction.	
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	
Functional Skills and Disposition (FSD) of UK Educator Preparation Unit	
FSD 1: Candidates communicate appropriately and effectively.	x
FSD 2: Candidates demonstrate constructive attitudes	x
FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	x
FSD 4: Candidates interact appropriately and effectively with diverse colleagues, administrators, students, and parents in educational settings.	x
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.	x
Additional Functional Skills and Dispositions for Health Educators	
FSD 1: Candidates demonstrate health literacy.	x
FSD 2: Candidates demonstrate conceptual knowledge and skills.	x
Educational Professional Standards Board (EPSB) Themes	
Diversity	x
Assessment	x
Literacy Education	
Closing the Achievement Gap	
Kentucky Education Reform Act (KERA) Initiatives	
KERA Goals and Academic Expectations	x
Program of Studies	
Core Content for Assessment	x