

Sexuality Education Professional Certificate

Essential Skills for Community Educators in Sexuality and Reproductive Health

SE1: Human Sexuality Overview

Major Objective: Participants will develop understanding of the complex interplay of the physical, psychological and social elements of human sexuality.

Essential Questions to be answered during HS-1:

Unit 1: Reproductive Health

- What information about male and female anatomy and physiology is fundamental to understanding contraception, pregnancy, and sexually transmitted diseases?
- What medical, situational and relational factors affect contraceptive choices?
- What are the medical, behavioral and relational dynamics of sexually transmitted diseases?
- What cultural structures affect “choice” for people with unplanned pregnancies?

Unit 2: Gender, Sexual Orientation and Adolescent Development

- What are the fundamental concepts informing contemporary discussions of gender?
- What are the current issues confronting sexual minorities as they attempt to carve out a “relationship space” in our culture?
- How do emerging ideas of gender interact with understandings of sexual orientation?
- How do assumptions about gender affect child and adolescent development?

Unit 3: Adolescent Development: Relationships and Communication

- How do sex role expectations affect body image, health behavior and sexual choices?
- How is adolescent development expressed in sexual development?
- What is the range of relationship styles that is expressed in our society today?
- What is the role of communication in maintaining relationships?
- In the current climate of sexual relationship diversity, how can one develop criteria to evaluate the quality and health of any relationship?

Unit 4: Sexual Coercion

- What is the complex interplay between gender, gender roles, and sexual coercion?
- Does pornography play a role in sexual violence?
- What are the causes of sexual violence in our society?
- Is there a relationship between oppression and sexual coercion?

Unit 5: Sex Itself

- What constitutes “normal” sexual response?
- What are the physical, emotional, relational and cultural causes of sexual dysfunction?
- How does disability affect sexual functioning?
- How can we understand the wide range of erotic expression in sexual behavior?

Unit 6: How Societies Regulate Sex

- What are the legal, spiritual, normative perimeters within which people understand their own sexuality and judge that of others?
- What are key components of the major religions that inform their view of sexuality?
- What is the current legal landscape and how does it affect our delivery of sexuality education?
- What is the role of sexuality education in responding to socially explicit and culturally implicit forms of sexual regulation?

Text: *Our Sexuality, 10th Edition*, Crooks & Baur, 2007.

Course Methodology

This course is conducted online with weekly reading, discussion assignments, papers and projects. Faculty will provide regular feedback by email and telephone conferences. An ongoing professional journal will be kept by each student and reviewed by faculty.

SE2: Teaching and Learning in Sexuality Education

Major Objectives: Participants will understand the science and theory behind good sexuality education. Participants will understand models and methodologies of teaching and learning and acquire the skills for effective planning, presenting, teaching and assessing learning outcomes.

Essential Questions to be answered during SE-2:

Unit 1: Sexuality Education and Values

- What is effective sexuality education?
- What theories and science underlie sexuality education?
- What is a model for professional development that will enable practitioners to assess themselves on an ongoing basis?
- How do educators' values and beliefs impact teaching and training?
- What are universal and controversial values, and what are appropriate ways to respond to values in the classroom?
- When, if ever, is it appropriate for sexuality educators to disclose personal information about themselves?

Unit 2: Brain-Based Education

- What can sexuality educators and trainers learn from neuroscience and cognitive and developmental psychology?
- What principles from this research can be applied to the sexuality education classroom?
- Are adolescent learners unique?
- How does the research impact programs for teens?

Unit 3: Social Reasoning in Adolescence

- What assumptions do educators often make about adolescents?
- What is the latest scientific information about adolescents' cognitive and social development?
- What is social cognition theory and how is it relevant to the sexuality education we do with adolescents?

Unit 4: Cultural Competence

- What is cultural competence?
- Why is it important for sexuality educators to be culturally competent?
- How can one assess one's own cultural competence?
- How can one develop cultural competence?

Unit 5: Understanding by Design (UbD)

- What are the basic concepts of the UbD model?
- How can this model be applied to the design of sexuality education lesson plans and units?

Texts

Our Sexuality, 10th Edition, Crooks & Baur, 2007

Teaching with the Brain in Mind, 2nd Edition. Jensen, Eric, 2005

Teaching about Sexuality and HIV, Hedgepeth & Helmich, 1996

Course Methodology

The course will be conducted online with weekly reading and discussion assignments (collaborative interactive learning groups will be assigned). Students will also continue the professional journal begun during the first course and communicate regularly with faculty.

SE3: Teaching and Learning in Sexuality Education II

Major Objective: This course will further develop the skills introduced in SE-2 and ensure that all teachers and trainers have the requisite skills to work effectively in their communities with a variety of students.

Essential Questions to be answered during SE-3:

Unit 1: Cultural Competence – Teaching and Learning across cultures

- What does a sexuality educator need to know to effectively work with a population which s/he is not a member?
- What are specific strategies for working with a selected population?

Unit 2: Presentation Skills – Working with Groups

- What principles of group development assist the presenter in understanding groups?
- What are the challenges of group facilitation?
- What skills are needed to successfully facilitate groups?

Unit 3: Lesson Planning

- How does an expert sexuality educator infuse the theory of learning styles into lesson planning and execution?
- What are the six facets of understanding and how can they be incorporated into a lesson?
- Why and when is it important to create lessons that guide students to in-depth understanding?
- How does an expert sexuality educator incorporate questioning for understanding into the learning experiences and stages of UbD?

Unit 4: Research in Sexuality Education

- What are key resources for keeping up to date with reliable reproductive health and sexuality research?
- What evaluation questions do I need to ask of research reported in journal articles?
- What evaluation questions do I need to ask of materials found on websites, or reported in the media?
- What are ways to identify politicized research?
- How can we frame data-based information to support our work?

Texts: Same as SE-2, with additional assigned readings.

Course Methodology

Students will discuss questions posed on the internet, research information to share, create lessons and units for special groups, and continue their professional journal.

SE4: Practicum in Sexuality Education

Major Objective: For students to be competent sexuality educators, they must be able to demonstrate their knowledge of the field, ability to skillfully teach and design lessons, to critique themselves and others in the field, analyze research and theoretical treatises and articulate a vision of sexuality education that is positive, lifelong and affirming.

The practicum completes the practice and application of knowledge, skills, attitudes and behaviors covered throughout the preceding courses. Students are required to successfully demonstrate the following:

- Knowledge of the field
- Competence in designing lesson plans
- Ability to present in a learning-enhancing manner in accordance with professional standards of effectiveness.
- Ability to effectively critique their own and peers' presentations
- Ability to analyze studies, theories, models and research currently published in this field.

Course Methodology

To fulfill the requirements for certification in Human Sexuality students must register for the practicum within two quarters of completing the required course work. The professor of record will work with each student to develop an individualized plan which will include identifying and securing learning environments and site supervisor who will observe and provide feedback for presentations during the practicum. It is expected that this practicum will involve at least 90 hours and will consist of the following requirements.

- Develop a plan with the instructor.
- Find a professional educator to act as site supervisor observing and providing feedback on assigned presentations.
- Spend a total of 20 hours presenting in the classroom; design lessons and present them, with two lessons videotaped and a self assessment completed. The presentations that are observed by the site supervisor should be two different lessons than the ones videotaped.
- Identify and observe two professional colleagues. Critique and provide feedback to them. Complete evaluation form for each observation and submit to instructor.
- Develop a new multiple (minimum of 3) session unit in an area of emerging interest in the field. Draft a letter to be sent to stakeholder to market this new unit. All possible effort will be expected to present sessions to an audience with at least one observation by your site supervisor. Create feedback forms. Collect and review feedback if units are taught.
- Evaluate the practicum and certificate sequence with respect to goals achieved and a professional plan to continue acquiring knowledge and skills. Completing a professional development grid and submit a journal on growth experienced during the certification series as well as plans for future development.
- Create a portfolio including all assignments and submit portfolio to instructor for examination.
- Complete oral review of portfolio with instructor. Students are encouraged to complete all assignments within one quarter. If work extends beyond the quarter in which the student is enrolled for the practicum, a grade of Incomplete will be assigned; remaining work needs to be completed within the quarter following the practicum.