

Sex, Health, and Decision Making

Reviewing and Revamping an Undergraduate Course

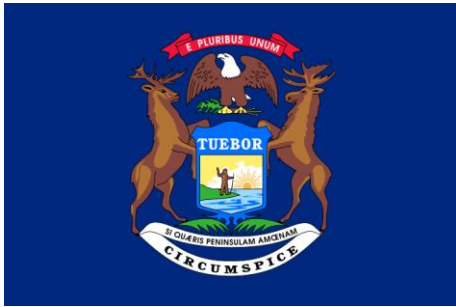
Doctoral Student Instructors Perspective

Elizabeth Lockhart, MPH

Humberto López Castillo, MD, MEd, MSc

(Our) Background

Elizabeth Lockhart,
MPH



Humberto López Castillo,
MD, MEd, MSc

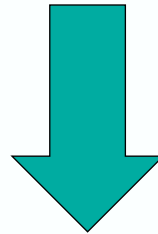


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(Our) Methods

- Syllabus
- Textbook
- Previous Instructors Resources?



- Need to evaluate course
- Create repository of resources

What are good teaching methods?



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(Our) Results/Next Steps

- Overall considerations:
 - Logistics
 - Lesson plans
 - Grading Rubric
 - Timing
 - Reviews
 - Assessment
 - Activities
 - Instructions/Instructional Methods
 - Playing cards
 - Materials/Resources
- “Monitor & Adjust”



American Journal of Sexuality Education, 9:81–98, 2014
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ISSN: 1554-6128 print / 1554-6136 online
DOI: 10.1080/15546128.2014.883269



The Core Competencies for Adolescent Sexual and Reproductive Health

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Competencies

A: Professional and Legal Role

Demonstrates a desire to work with young people

How we believe we are meeting it so far

- Self-selected into this course
- Need to have passion/interest for the topic
- Have worked with adolescents previously

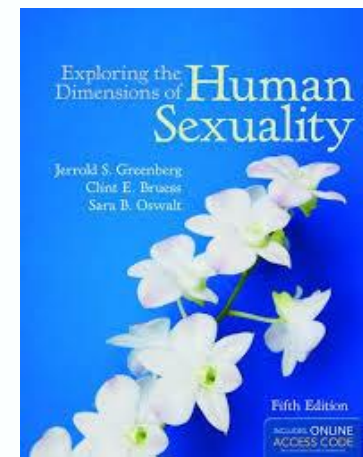
Competencies

B: Adolescent Development

Explains how race, ethnicity, genetics, spirituality, religion, and culture influence the development of sexual identity.

How we believe we are meeting it so far

- Theme that runs throughout the course
 - Lectures
 - Class activities
 - Assessments



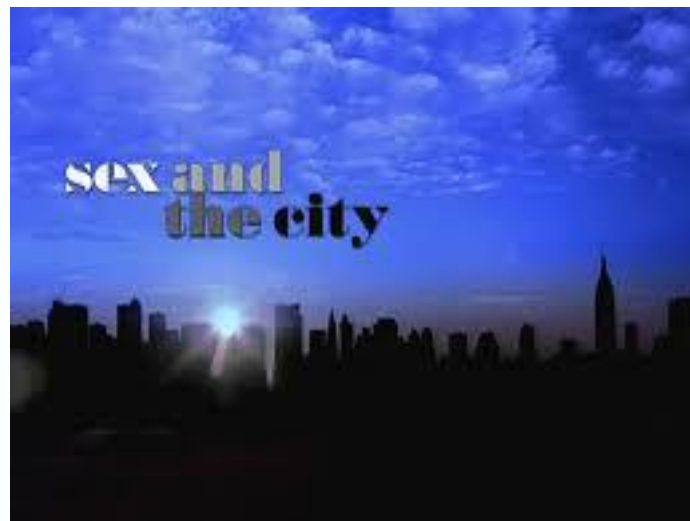
Competencies

C: Youth-centered Approach and Youth Culture

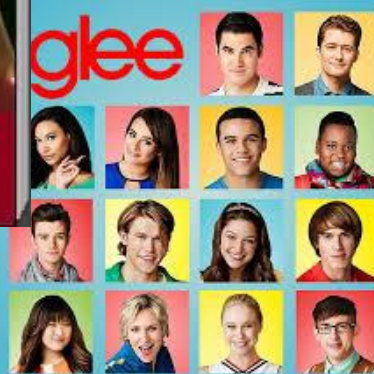
Explains how the media's portrayal of sexuality can impact youth and youth culture.

How we believe we are meeting it so far

- Assessment tool



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Competencies

D: Sexual and Reproductive Health

Explains the meaning of gender; gender identity; gender presentation; sexual orientation; transgender, assigned sex, and intersex individuals.

How we believe we are meeting it so far

- Brief lecture
- Class activities/worksheets



Class Activity Example

Heterosexual Privilege—Points to Ponder

Instructions

You have been provided with **25 tokens** to bargain which privileges and rights are most important to you. Which ones can you live without? Which ones you can't?

<i>Regardless of my sexual orientation, I would very much want to...</i>	Cost	
Avoid having hate groups attend my funeral in protest	1 token	
Avoid having my gender identity declared as a psychological disorder	2 tokens	
Avoid physical violence because of who I love	3 tokens	
Be addressed by the pronouns that best describe me (he/him, she/her)	1 token	
Be identified as my child's legal guardian	2 tokens	
Be with my partner if they are hospitalized or in critical care	3 tokens	
Claim my partner on my taxes and other government forms	1 token	
Collect life insurance and government benefits if my partner dies	2 tokens	
Drive my children's friends around without second thoughts of my honest intentions	3 tokens	
Express affection in social situations without hostile or violent reactions	1 token	
Freely mention my partner's biological sex in a conversation	2 tokens	
Go to my religious institution	3 tokens	

Competencies

E: Pregnancy – STIs – HIV

Summarizes the fundamental facts of hormonal and barrier methods of contraception, including:

- mechanism of action,
- effectiveness,
- benefits/risks,
- how to obtain contraception and emergency contraception, and
- which methods do not provide protection against STI or HIV infection.

How we believe we are meeting it so far

- Contraceptive Box
- Scavenger Hunt



Is this course meaningful to students?



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(Our) Next Steps

- Assessing activities based not only on instructor methods, but rather on student learning
- Pilot an evaluation in Spring 2015 (next semester), implement in Summer and Fall of 2015
- Searched for and found evaluation scales
 - Sexual Health Survey (SHS; Eastman-Mueller et al., 2006)
 - The Extended Multidimensional Sexual Self-concept Questionnaire (MSSCQ; Snell, 1995)
 - The Student Evaluation of Educational Quality (SEEQ; Marsh, 1982)
- IRB application

Acknowledgements



Thank you!
Dr. Ellen Daley



Dr. Heather Eastman-Mueller



University of Missouri



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Questions?



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See you in Chicago next year!



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