

Sexuality Education for School Health Educators PH 3280 Syllabus

MEET YOUR INSTRUCTOR

Barbara A. Bakker, MA Instructor-Health, Physical Education and Leisure Services

Ms. Bakker is an Instructor of School Health Education. Her primary teaching responsibilities include Secondary School Health Education Methods, School Health Curriculum, Elementary School Health Education Methods, and Health Care and the Consumer.

Prior to arriving at the University of Northern Iowa, Ms. Bakker taught Health Education for 33 years and was the head volleyball coach for 24 years at the Dike-New Hartford Community School District in Dike, Iowa. She also served for 10 years as an adjunct instructor in the Health Division at the University of Northern Iowa. Ms. Bakker was the 1989 recipient of the IAHPERD Health Educator of the Year Award. She has been inducted into the University of Northern Iowa Athletics Hall of Fame, the National High School Athletic Coaches Association Hall of Fame, and the Iowa Girls Coaches Association Volleyball Hall of Fame. She holds several State of Iowa coaching achievements, including seven state championships and six state runner-up titles.

Ms. Bakker resides in Dike with her husband, Chuck. They are the parents of three children who are all educators and coaches.

Address:

203 Wellness/Recreation Center
University of Northern Iowa
Cedar Falls, IA 50614-0241

Contact Information:

Office: WRC 231
Phone: (319) 273-2215
Fax: (319) 273-5958
Email: barbara.bakker@uni.edu

Education:

- M.A. University of Northern Iowa
- B.A. University of Northern Iowa

Selected Presentations:

- AAHPERD National Convention and IAHPERD State Convention
- National and State Athletic Coaches Conventions
- ISACA State Conference
- Midwest Regional Middle School Conference
- Iowa Public Television
- Iowa School Districts

COURSE OVERVIEW

The course is designed for school health educators. The readings and coursework are focused on material related to relevant school health sexuality education. Coursework is relevant to the needs of a school health educator and can be implemented into the school health education classroom.

Course Goals and Objectives:

The main goal of the course is to provide school health educators with basic information, skills, and coursework relevant to sexuality education in the school health education classroom. The work expected in the course is consistent with graduate credit.

Upon completion of the course, the student will be able to:

1. Identify and utilize a variety of reliable resources, materials, and instructional strategies to assist in the development of relevant sexuality education lessons.
2. Discuss sexuality trends among young people.
3. Identify how media impacts the sexual health and well-being of young people.
4. Evaluate the effectiveness of both abstinence-only and comprehensive sexuality education.
5. Examine their personal comfort level and preparation for presenting various sexuality education topics.
6. Describe health consequences of engaging in sexual activity during the adolescent years.
7. Describe the functions of the male and female reproductive systems.
8. Recognize signs and symptoms of sexually transmitted infections.
9. Describe how birth control methods work to prevent pregnancy.
10. Identify various communication skills and styles.
11. Define the stages of a relationship.
12. Discuss the steps of goal-setting and decision-making.
13. Recognize the importance of rape prevention programs and the teaching of refusal/resistance skills.
14. Design engaging sexual health lessons aligning with the National Health Education Standards or the Iowa Core Curriculum.

Textbook:

Page, Randy M., & Page, Tana S. (2010). *Promoting Health and Emotional Well-Being in Your Classroom* (5th ed.). Sudbury, MA: Jones and Bartlett. ISBN: 978-0-7637-7612-1

Note: The text will also be used for the Continuing Education-Guided Independent Study Courses: 410:186g Studies in Substance Abuse Prevention Education and 410:186g Studies in Mental/Emotional Health for School Health Educators

COURSE ORGANIZATION

The course is divided into 9 assignments and 1 exam. All written assignments will be submitted via **eLearning**. Please refer to the assignments for specific instructions. Your exam will be proctored.

Assignment Submissions:

Word process all assignments and save as a file. Please save the file as Rich Text format if using a word processing program other than Microsoft Word.

This is a professional preparation course and students will be expected to demonstrate the skills, knowledge, and behaviors of a professional educator. Academic honesty is expected throughout the course. Forms of academic dishonesty include: cheating, "recycling" assignments from other courses (**including lesson plans**), fabrication, plagiarism, tampering, or assisting others to perform these acts. Any evidence of dishonesty will be investigated and dealt with.

Written assignments will be graded based on the correct completion of the assignments, including thoughtfulness and detail of responses. Please word-process each question before answering it. Expectations are stated for each assignment. **Need help?** See the [eLearning Tutorials](#) for instructions on how to submit an assignment.

Exam:

The exam will be taken after the completion of Assignment 3. It will be based on Chapter 8 and the selected readings from Chapters 3, 7, and 9, as well as, Assignments 1-3. The exam will include matching, multiple choice, short answer and essay questions. The exam is worth 70 points.

GRADING

There is a total of 450 points in the course. Points earned will be totaled and a percentage figured. A final letter grade will be assigned according to the following scale:

94-100% = A	74-76% = C
90-93% = A-	70-73% = C-
87-89% = B+	67-69% = D+
84-86% = B	64-66% = D
80-83% = B-	60-63% = D-
77-79% = C+	<60% = F

UNI Guided Independent Study requires that you submit all assignments and complete all exams to receive a grade in the course.