

**ECHD 3010 Peer Sexuality Educator Training  
Fall Semester 2002  
Tuesdays 4- 6:30 PM  
Conference Room A & C in University Health Center**

**Instructors:** Gloria Varley, MPH (gvarley@uhs.uga.edu) and Sara Oswalt, MPH (soswalt@uhs.uga.edu)  
Health Promotion Department, University Health Center, 542-8690  
Office Hours: After class and by appointment

**Course Objectives:**

The purpose of this course is to develop the skills necessary to become an effective Peer Sexuality Educator. Content will include comprehensive factual information about sexuality issues and skills in program planning, facilitation, one-on-one interaction, planning special events, and advocacy. At the completion of the class, the students will be able to inform others about sexual health issues and resources through informal peer contact, sexuality education workshops, campus-wide events, and other strategies that facilitate awareness about sexual health issues.

**Course Requirements:**

Journals	40
Contact Log	70
Quizzes (5 -- 10 points each)	50
Lifelines Project	25
Radio Show project	25
Program Presentation	60
Program Planning Worksheet	20
Campus or Community Event	50
Lifestyle Challenge	50
Final Exam	100
.....	
Total	490 points

**Grading Scale:**

490-441 points A  
440-392 points B  
391-343 points C  
342-294 points D  
less than 293 points F

**Please note: All projects (including journals) must be typed.  
All papers (not including journal entries) must be free of  
grammatical errors.**

**Attendance and Class Participation:**

This course is experiential in nature; therefore, the contribution of every individual is necessary. Missing class can prevent us from hearing your thoughts and ideas. Since the course only meets once a week, absences are not taken lightly. An absence will result in a deduction of 5 points per absence. If more than three classes are missed, the instructors reserve the right to drop you from the course. If you are going to be absent, please contact the instructors. **Excessive tardiness (more than 15 minutes) will not be accepted, please be on time for class.**

**Journals:**

The purpose of writing and keeping a personal journal is to give you an opportunity to reflect on this

course and its meaning to you. When writing in your journal, consider the reading materials and class discussions and decide how these experiences have influenced you personally. By influence, we mean 1) how have these sessions helped you explore yourself as a person; 2) what have you learned about yourself as a result of this self-exploration; and 3) what benefit will the learnings you have acquired help in your future work as a peer educator. Please indicate both positive and negative experiences; all of your perceptions are important and can provide you with learning and insights about yourself.

Your journal entries will be read by class instructors and *will be kept confidential by the instructors*. By reading the journals we will be able to monitor your learning during the course and assess if any changes need to be made during the semester. Secondly, if many people think that a particular session or activity is not personally relevant or not useful for a peer educator, we can change the course accordingly in the future.

You will submit 8 journal entries during the semester. Each entry should be about one page, but no more than three. You will receive 5 points for every submitted journal entry. Journals will be submitted every other week; please refer to the course schedule for submission dates. **Journals must be typed. Journals emailed to Sara will be accepted if they are received before the start of class. Any journals received within 24 hours after class are eligible for half credit. After 24 hours, no credit will be given.**

#### **Contact log:**

Contact logs will be submitted every other week; please refer to the course schedule for due dates. On the contact log sheet, you will record any discussions you have outside of class dealing with issues covered during the class. Indicate the date, topic discussed, and your thoughts about the discussion. For example, if your roommates have a discussion about birth control and you contribute based on knowledge learned in class, you need to write one or two sentences about the conversation with the date and time in your log. Submit a log every time it is due even if you have no new contacts. Contact logs should be typed. A form will be provided to you; please follow that format. If you would like the form sent as an email attachment to you or would like to bring in a disc to copy the form, please let the instructors know. Each contact log is worth 10 points. **Contact logs emailed to Sara will be accepted if they are received before the start of class. Any contact logs received within 24 hours after class are eligible for half credit. After 24 hours, no credit will be given.**

#### **Lifestyle Challenge**

While much of the class focuses on sexuality issues, the overall health of an individual is often directly related to their sexual well-being. In addition, peer educators often serve as role models for other students. Because of these issues, class members are asked to modify one aspect of their life in order to be more healthy. This could be related to eating, exercise, sleep, stress level, smoking, alcohol or other drug use, mental health issues (such as self-esteem, anxiety, depression) or some other area. Feel free to discuss your ideas with Gloria and Sara. The assignment consists of two-parts. Part one will be completing the worksheet about your chosen area (due September 3) and part two will be writing a small paper (two or three page) about your experience with the challenge (due November 5). In the second paper, you need to answer the following questions:

- Did you have any problems or difficulties with the lifestyle challenge? If so, what were they? How did you deal with these issues?
- Did you make excuses or rationalize ways to not follow through on your challenge? If so, how did you deal with these?
- Did you develop a support system to encourage your efforts? Was it helpful? If so, in what ways?
- What positive changes have you noticed as a result of these changes?
- How will this experience benefit you as peer educator?
- Include any other self-realizations or comments that you would like to share.

Part one of the challenge is worth 20 points and part two of the challenge is worth 30. You will not be graded on how well you are able to complete the challenge but on how your reflection of this process affects you as an individual and peer educator.

**Radio Show:**

Established PSEs coordinate a sexual health call-in radio show, "The S Show" on Wednesday nights at 10 PM on WUOG 90.5. We are encouraging current PSEs to involve themselves in this project; you have three different ways you can be involved: 1) attend show as a participant; 2) do research for the show (each week has a different topic), 3) get show objectives previous to that week's airing, listen to and critique the show. By completing one of these tasks with appropriate documentation, you will earn 25 points. Please contact Beth White, the PSE host of the show, at [beath@arches.uga.edu](mailto:beath@arches.uga.edu) to coordinate your participation.

**Quizzes:**

There are five quizzes each worth 10 points. The first quiz is an essay take home quiz over the readings. The remaining four quizzes cover factual information about Anatomy and Physiology, Contraception, STD's and HIV. Please refer to the course schedule for quiz dates.

**Lifeline Presentation:**

You will have 4 minutes to tell us four high and four low points of the past three years of your life. You can use visual aids, act it out, draw it out -- use whatever way you'd like to tell us about these highs and lows. Please note that while we would like to learn as much as possible about you, share what you're comfortable sharing.

**Program Planning Worksheet**

In class you will be given a worksheet that guides you through the process of designing a program; please select a topic and design a program. Due the following week.

**Program Presentation:**

Groups of 2 or 3 will design an outline (including introduction, objectives, activities and conclusion) based on the program planning worksheet for a one-hour educational program. You will present *only a portion of the program (approx. 15 minutes) in class*. The groups and the presentation topics will be determined by the instructors. This assignment is worth a total of 60 points: 30 points for the group presentation, 15 points for the written outline, and 15 points for group participation. The 15 points for group participation will be based on group members' feedback. The average score of the participation rate sheets will be taken.

**Campus or Community Event:**

You are required to attend **two** campus or community activities that deal with sexuality issues, write a one page paper about each event and your reaction to it. This can be an evening lecture on sexuality, a PSE presentation, a meeting of an ally or gay, lesbian, bisexual group, etc. While the instructors will pass on information about upcoming events, you are also responsible for finding events as well. The papers related to these events must be turned in by November 26, 2002.

**Extra Credit Opportunities:****OCTAA:**

You can earn 20 extra credit points by attending the four-session OCTAA (On Campus Talking About Alcohol) training. You must attend all four sessions to earn the 20 points. (If you are required to take OCTAA for another reason, you will not be eligible for the extra credit.) The course is offered several times during the semester; class instructors will distribute a schedule.

**Educational Outreach:**

Class members can complete educational outreach opportunities this semester. These outreaches may include, but are not limited to programs in residence halls or classrooms; campus-wide educational programs (such as National Condom Day and Safe Spring Break), outreach to other student organizations and organizing educational tables during events. As much of the semester will be spent in training, individuals can assist second year PSE's as an educational outreach. After each event, you

must turn in the appropriate form that includes:

- What was the program/what was the table/etc.? Who sponsored the program/table/etc.?
- Where was the program/table/etc.?
- How long did the program last?
- How many people were in attendance/stopped by get information/etc.?
- Were there any difficulties with the program/table/etc.?

*Extra Community/Campus Events:*

If you would like to attend more than two campus/community events, you can earn 5 extra points for each activity. NOTE: If you regularly attend a group or organizational meeting, only one meeting will be counted toward this course requirement (re: you cannot earn 60 extra credit points by going to weekly GLBT meetings).

***Final Exam:***

This comprehensive exam will include factual information questions as well as essay and short answer.

***General Comment about Group Grades:***

All group projects will be assigned a group grade, however, the instructors reserve the right to assign grades individually if such a situation warrants it.

**Course Schedule:**

This is a tentative schedule, please be flexible as changes may need to be made during the semester. Likewise, additional reading assignments may be added as information becomes available. The course is divided into five main sections based on the roles of peer educators: personal exploration, networking with friends, programming, campus events, and advocacy. Each section will provide information about the role as well as specific content. Please note that content is not isolated to one role and can be transferred across all roles.

**Section One: Personal Exploration**

**Tuesday, August 20** Course & Peer Education Overview

**Conference Room A**  
 Getting to Know Each Other  
 Why it's Hard to Talk about Sex  
 Components of Sexuality & Sexual Being Model  
 Sharing Childhood Memories  
 Language of Sexuality

**Tuesday, August 27** Life Lines

**Conference Room A**

**Readings Due:** Before We Educate Anyone Else About Sexuality, Let's Come to Terms...  
 Excerpts from The New Male Sexuality by Bernie Zilbergeld  
 Instruction and Advice for the Young Bride  
 Finding the Right Words  
 Sexual Being Model Handout  
 Surgeon General's Call to Action....

**Assignment Due:** Journal #1

Quiz #1 Due

**Section Two: Networking with Friends**

**Tuesday, September 3** Discussing Sexuality Issues with Friends/Role Modeling of Peer

**Conference Room A** Educators/Values Discussion

**Readings Due:** Diffusion of Innovations reading  
 Peer Role Model Information  
 How to talk to a friend....  
 Values Clarification Chapter from SDSU

**Assignment Due: Contact log #1**  
**Lifestyle Challenge Worksheet (part one)**

**Tuesday,**            **Gender Issues/ Relationships/Sexual Decision**  
**September 10:**    **Making**  
***Conference Room***  
***C***

**Readings Due:**    **X: A Fabulous Child's Story**  
**Excerpt from The Rules**  
**When Dreams Differ: Male-Female Relations on**  
**Campuses**  
**Just Because I Slept with You Doesn't Mean I'm**  
**Your Boyfriend**  
**Great Expectations**  
**How to Cope with Ending a Relationship and Begin**  
**a New Life**  
**Healthy Relationship Checklist and Responses**  
**Some Characteristics of Healthy and Unhealthy**  
**Relationships**  
**The Other Risks of Sex**  
**My Subversive Commitment to Virginity**

**Assignment Due: Journal #2**

### **Section Three: Program Planning**

**Tuesday,**            **Program Planning and Facilitation Skills/Anatomy**  
**September 17**     **and Physiology**  
***Conference Room***  
***C***

**Readings Due:**    **Handling Group and Individual Situations**  
**Facilitation Techniques**  
**Non-Verbal Communication**  
**Program Reminders**  
**Partners in Health: Chapter 2**  
**When is a Pap Smear Abnormal?**  
**Some things to think about....**  
**Key Messages for PSE programs**

**Assignment Due: Contact Log #2**

**Tuesday,**            **Contraception**  
**September 24**

**Conference Room  
C**

**Readings Due: Review Sheet about Contraceptive Methods**

**Assignment Due: Quiz #2 --- Anatomy and Physiology  
Worksheet for Program Planning  
Journal #3**

**Tuesday,  
October 1 STI's/Safer Sex**

**Conference Room  
A**

**Readings Due: Review Sheet about STIs (sexually transmitted  
infections)  
Condoms and Their Use in Preventing HIV Infection  
& Other STD's**

**Assignment Due: Quiz #3 – Contraception  
Contact Log #3**

**Tuesday, October  
8 HIV/AIDS & HIV Testing Issues**

**Conference Room  
C**

**Readings Due: Typical Questions and Answers on AIDS/HIV  
The AmFAR AIDS Handbook: The Complete Guide  
to Understanding HIV and AIDS  
HIV/AIDS in Athens/Clarke County**

**Assignment Due: Quiz #4 -- STDs  
Journal #4**

## **Section Four – Campus Wide Events**

**Tuesday, October  
15** **Larger Campus Community & Event Planning**  
***Conference Room***  
**A**

**Readings Due:** **Event planning packet**  
**Assessing Your Campus Community**  
**Making Colleges and Universities Safe for GLBT**  
**Students and Staff**

**Assignment Due:** **Quiz #5 -- HIV/AIDS**  
**Contact Log #4**

**Tuesday, October  
22** **Plan World AIDS Day activities**  
***Conference Room***  
**A**

**Readings Due:** **None**

**Assignment Due:** **Journal #5**

**Tuesday, October  
29** **Present Individual Programs**  
***Conference Room***  
**A**

**Readings Due:** **None**

**Assignment Due:** **Contact Log #5**

**Tuesday,  
November 5** **Sex & Alcohol**  
***Conference Room***  
**A**

**Readings Due:** **Sex Under the Influence For Men and Women**  
**Facts on the Effects of Alcohol**  
**Some Effects of Drinking**  
**How You Can Tell if you Have a Drinking Problem?**  
**Sexual Assault and Alcohol and Other Drug Use**  
**Effects of Alcohol on Sexual Functioning by Sex**  
**and Amount of Alcohol**  
**Sex and Alcohol: What you need to know**

**Assignment Due: Journal #6**  
**Lifestyle Challenge Paper (part two)**

## **Section Five – Advocacy Role**

**Tuesday,**  
**November 12**      **Advocacy Issues**

***Conference Room***  
***C***

**Readings Due:**      **Advocacy overview sheet**  
                             **Advocacy questions**  
                             **Thirty Things You Can Do to Show Support for**  
                             **Sexuality Education**  
                             **Advocacy handout from G-CAPP**  
                             **Public Speaking Tips Regarding Sexuality**  
                             **Education**  
                             **Strategies to Build Support for HIV Prevention and**  
                             **Sexuality Education Programs**

**Assignment Due:** Contact Log #6

**Tuesday,**  
**November 19**      **Sexual Assault/Acquaintance Rape/Dating Violence**

***Conference Room***  
***C***

**Readings Due:**      **Legal Definitions in the State of Georgia**  
                             **How to Help a Friend who has been Raped**  
                             **Facts About Date Rape**  
                             **Male Rape**  
                             **The Case of Fighting off a Rapist**  
                             **Absolute Seduction from The Other Side of Silence**  
                             **Date Rape Fact Sheet**  
                             **Sexual-contact study surprises surveyors**  
                             **Dating Violence**  
                             **Questions and Answers about Acquaintance Rape**  
                             **Date Rape Drugs: What are They?**

**Assignment Due:** Journal #7

**Tuesday,**  
**November 26**      **Gay, Lesbian, Bisexual and Transgender Issues**

***Conference Room***  
***A***

**Readings Due:**      **Things to Remember:**  
**Issues and Concerns**  
**Kinsey Scale and Relevant Statistics**  
**If You're Straight, Consider How You Would Answer**  
**These Questions:**  
**Homophobic? Re-read Your Bible**  
**Born Gay?**  
**Myths and Realities of Bisexuality**  
**Tips for Being Sensitive to Gay, Lesbian, Bisexual**  
**and Transgendered People**  
**Portrait of a New Man**  
**Gender Variance: A Primer**  
**Action Continuum Worksheet**

**Assignment Due:** **Contact Log #7**  
**Campus/Community Events Due**

**Tuesday,**              **Wrap-up**  
**December 3**  
***Conference Room***  
***A***

**Readings Due:**      **None**

**Assignment Due:** **Journal #8**

**Thursday,**              **FINAL EXAM**  
**December 12**  
***Conference Room***  
***A***  
**12 - 3 PM**              **FINAL EXAM PERIOD**