



Course Syllabus: Sexually Transmitted Infections: The Importance of Educating Youth

Number of Credits: 1*

Course Instructors: Mark Busch & Ric Tennenbaum

Course Description:

Sexually Transmitted Infections (STI), commonly known as Sexually Transmitted Diseases (STD), occur in every population at every age range. Half of all new sexually transmitted infections occur in people age 25 and below. This makes the issue especially important for anyone who works with you, like teachers and other school staff.

This course will examine the types of STIs that occur, and how they affect the body. Participants will learn about infection rates, common misconceptions, and prevention strategies when it comes to the most common STIs that affect youth. They will also learn what responsibilities they have toward their students.

Activities in this course will include discussions on their preconceptions about STIs in general and their reactions to the information they are learning. Participants will also examine their own schools' policies regarding STI and sexual education for their students. Finally, they will write about how they plan to take the knowledge gained from this course back to their schools and classrooms.

Learning Objectives:

Upon completion of this course, students will be able to:

- Identify the characteristics and transmission rates of each STI in youth
- Demonstrate awareness of common misconceptions about STIs
- Identify and Access resources for medical treatment and prevention of STIs
- Develop techniques for creating curriculum to help address the issue of STIs

*** Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.

- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Assignment Checklist

Week	Topic/Activity	In Class	Out of Class
	<p><u>Getting to Know the Class; Additional Readings:</u> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!</p>		2 hours
1	<u>Introduction and Top Three</u>		
	<p>Discussion: Introductions – Class participants will introduce themselves to each other and talk about why they are taking this course.</p>	1 hour	2 hours
	<p>Discussion: What’s an STI and Who cares? – Participants will learn exactly what STIs are and why it’s important to know about them when working with students. Participants will discuss preconceived notions they had about STIs and how that is similar or different from what they learned.</p>	1 hour	2 hours
	<p>Discussion: Chlamydia – Participants will learn about what Chlamydia is and how it relates to youth in Iowa. They will discuss what they learned, especially as it relates to what they may have known about Chlamydia.</p>	1 hour	2 hours
	<p>Discussion: Gonorrhea – Participants will learn about what gonorrhea is and how it relates to youth in Iowa. They will discuss what they learned, especially as it relates to what they may have known about gonorrhea.</p>	1 hour 30 minutes	2 hours 30 minutes

	Discussion: Syphilis – Participants will learn about what syphilis is and how it relates to youth in Iowa. They will discuss what they learned, especially as it relates to what they may have known about syphilis.	1 hour	2 hours 30 minutes
2	<u>STIs and Education</u>		
	Discussion: HIV – Participants will learn about what HIV is and how it relates to youth in Iowa. They will discuss what they learned, especially as it relates to what they may have known about HIV.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Hepatitis – Participants will learn about what hepatitis is and how it relates to youth in Iowa. They will discuss what they learned, especially as it relates to what they may have known about hepatitis.	1 hour	2 hours 30 minutes
	Discussion: STIs in the LGBTQ Youth Community – Participants will learn how STIs effect the LGBTQ youth community and effective ways to recognize that. Participants will discuss factors that lead to these numbers, as well as their own personal experiences in working with this population at their schools.	1 hour 30 minutes	2 hours 30 minutes
	Discussion: Curriculum – Participants will learn about how inclusive curriculums help prevent and reduce the number of new infections in youth. Participants will discuss what methods are currently being used in their schools, and which are effective.	1 hour 30 minutes	2 hours 30 minutes

3	<u>Implementation</u>		
	Discussion: Prevention – Participants will learn about different prevention strategies for youth. They will discuss what, if any, strategies their schools are using and if they are effective. This discussion will require participants to speak with other staff (nurses, health teachers, etc) about the topic.	1 hour	2 hours 30 minutes
	Discussion: Teacher’s Role – Participants will learn about what their legal responsibilities are regarding STIs and their students. They will discuss their reactions to the laws.	1 hour	2 hours 30 minutes
	Implementation Plan – Participants will write an essay on how they plan to use the information provided in this class in their own schools and classrooms.	2 hours	2 hours
	Total Class Time	15 hours	30 hours

Coursework

Participants can earn up to 80 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
11 Discussions (5 points each)	55
Final Implementation Plan/Paper	25

Total	80
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Grading Scale – Graduate Credit

100-90% (80-72 pts)	A
89-80% (71-64 pts)	B
79-70% (63-56 pts)	C
69-60% (55-46 pts)	D
59%-Below (45-0 pts)	F

Grading Scale - License Renewal Credit

100-80% (80-64 points)	P
79%-Below (<63 points)	NP

Student Requirements

Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

Discussion Forums (55 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	1
Participation (Responses to at least 2 peer posts)	Responds to other posts (when available)	1
Total Points Possible		5

Implementation Plan (25 points possible)

The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

Grading Rubric for Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
Implementation	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		25